



Roxie Martinez  
Principal

# John F. Kennedy Elementary School

## Campus Improvement Plan 2023-2024



Erica Gamez  
Assistant Principal



*Where Our Learning Adventure Begins!*

# John F. Kennedy Elementary School

## Campus Leadership Team



*Roxanna Martinez*  
*Principal*

*Erica Gamez*  
*Asst. Principal*

*Brenda Cavazos*  
*Counselor*

*Dr. Malia Perez*  
*Librarian*



# John F. Kennedy Elementary School

## Campus Improvement Plan



### Vision:

Embrace real world education to ensure self-reliant and socially responsible citizens.

### Mission:

Enrich and build a progressive school community through relevant and diverse opportunities. Students will explore and identify career interests and pathways.

### Beliefs:

Parents/guardians are the child's first and best teachers

In the strength of business, community, and higher education partnerships

Students' confidence and self-awareness grows through personalized learning environments

In open, constructive, and mutually respectful communication between all school community members

In the power of problem-solving, creativity and perseverance, preparing students for an ever-changing world

# Table of Contents



Demographics

Comprehensive Needs Assessment Data Sources

Comprehensive Needs Assessment Strengths and Needs

Goal One: JFK will provide a safe, healthy, and nurturing environment for all.

Goal Two: JFK will broaden and strengthen connections with families and community to achieve a culture of excellence.

Goal Three: JFK will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

Goal Four: JFK will offer advanced coursework, field experiences, and extra-curricular activities in preparation for post-graduation college and career pathways.

Goal Five: JFK will attract, develop, support, and retain highly qualified staff.

Goal Six: JFK will generate fiscally and ethically sound decisions that address current and future needs.

Appendix A: Members of Campus Advisory Team

Appendix B: Student Achievement Data

Appendix C: Climate Survey

Appendix D: Literacy Plan

# Demographics



## Summary:

*John F. Kennedy is a Title I Elementary School, which serves approximately 552 students from Pre-K – 2nd grade. 98% are classified as economically disadvantaged as we are located in a low socio-economic area of the city.*

*Our demographic make-up consists of Hispanic (86%), African American (10%), Caucasian (3%), and Native American (1%) students. 13% of our student population is served by Special Education and 8% are English Language Learners.*

## Data Sources

West Oso ISD District Improvement Plans are developed with ongoing data review using multiple sources and multiple measures of data including:

- *TSDS PEIMS Disaggregation of PEIMS Student Data*
- *Climate Surveys*
- *Campus and District Assessments*
- *2023-2024 Parent Survey*
- *2022-2023 Discipline Data*
- *Financial Data*
- *Professional Development Needs Assessment Surveys*
- *Attendance Data*
- *TELPAS*
- *mCLASS/Amplify*
- *AR Star*



# Comprehensive Needs Assessment

**Goal One:** JFK will provide a safe, healthy, and nurturing environment for all.

## Strengths:

- Front door security/CCPD, daily
- Key card access at two entrances
- QR codes for monitoring all exterior doors
- Circles of Care counseling services
- Family Counseling services
- TCHATT Counseling services (Texas Child Health Access through Telemedicine)
- Health fairs/Vaccine clinics
- Monthly and quarterly safety drills
- TAMUK- PE Healthy Living lessons
- Coastal Bend Wellness Foundation-RRW Curriculum
- Red Emergency books
- Bear Time activities
- Promote positive campus environment
- Counselor- small and whole groups activities
- Communities in Schools
- Nine weeks “Happy” for all staff
- Staff Self Care activities
- Staff ID badges
- Cultural awareness

### Needs:

- Front desk receptionist
- Key card access for back doors
- Sensory room or area
- Outside counseling resources (staff)
- New playground equipment
- Adapted playground equipment for special needs students
- Outdoor Communication Board for special needs students
- More classroom spaces
- Covered area at PK/K drop off location
- Lower teacher/student ratio
- Social Worker
- Metal detectors (front doors)

**Goal Two:** JFK will broaden and strengthen connections with families and the community to achieve a culture of excellence.

### Strengths:

- JFK Facebook page
- PTA meetings & events
- Community walk
- Student performances
- Pictures with grandparents' event
- Family Literacy Night
- Guest Readers
- JFK Bear News for Families

- Literacy Parade
- ACE program
- Participation in Hispanic Heritage/Black History celebrations
- PTA Winter Fest
- Career/STEM Day
- STEM/Math Night
- Toddler Time
- Meet the Teacher
- CIS/PTA Movie Night
- Field based teachers/Student teachers
- iHeart tutors
- TAMUCC Partnership
- TAMUCC Interactive Writing Research
- Girl Scouts/ Boy Scouts
- Homecoming Parade participation
- Communities in Schools-CIS
- Reading Restaurant
- Open House
- Parent/Teacher conferences
- Robocalls/Robotexts
- Band app
- Fish for Life
- Shop with a Cop
- Driscoll Children's Hospital partnership
- Pairs for Bears
- Angel Tree
- Parent Portal

### Needs:

- Community resource connections
- Sensory Night for special needs students
- Parenting classes for parents
- Increased parent involvement
- Guest Readers (HS students, JH students, Naval Air Station, authors, superintendent)
- Quarterly Parent Meetings (Admin, Counselor, CIS, Parent Involvement Coordinator)

**Goal Three:** JFK will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

### Strengths:

- Eureka Math
- Eureka Math manipulatives
- Eureka Math support from ESC2
- ZEARN Grant
- PLC meetings
- Amplify
- Library remodel
- New library books
- QuaverEd-PE/Counselor
- Reading Specialist/Dyslexia Coach
- Reading Academy
- Really Great Reading
- Writer's Workshop
- STEMScopes

- GT Academy
- Heggerty (phonemic awareness)
- AR Reading
- Student data tracking
- Aligned curriculum – TEKS Resource
- Tutors (retired teachers)
- ACE tutoring

#### Needs:

- Chromebooks for 1:1 ratio
- Summer Curriculum Writing
- Training to help students with trauma

**Goal Four:** JFK will offer advanced coursework, field experiences, and extra- curricular activities in preparation for post-graduation college and career pathways.

#### Strengths:

- UIL
- GT Academy
- GT Program with end of the year showcase
- Career Day (STEM)
- PLTW
- ACE Clubs
- College T Shirt Days
- Code.org

- Spelling Bee
- Science Fair
- TAMUCC partnership
- Teacher Candidates

Needs:

- Field trip to college campuses
- Reading Buddy program
- College pennants for display
- Fight song on announcements
- Vocational speakers

**Goal Five:** JFK will attract, develop, support, and retain highly qualified staff.

Strengths:

- TAMUCC Partnership
- Paraprofessionals who are majoring in education
- Job Fairs
- Reading Academy
- CRIMSI Grant
- Internal Promotions
- Bear Tips Academy
- Teacher Mentors
- Lead teacher support
- Teacher Incentive Allotment
- TASB study on salary
- ESC2 support
- Stipend for SPED teachers
- Stipend for Bilingual teachers

Needs:

- Front desk receptionist
- Second Counselor
- Recruitment of highly qualified substitute teachers
- More public relations/community visibility

**Goal Six:** JFK will generate fiscally and ethically sound decisions that address current and future needs.

Strengths:

- Budget for day tutors
- Color copy machine
- Mentor stipends
- Section leader stipends
- SPED stipends
- Bilingual stipends
- Input from all stakeholders on budget
- Donations from community members/partners
- Security upgrades

Needs:

- Playground upgrade
- Grade level instructional paraprofessionals
- Bilingual paraprofessional
- Additional black and white copy machine
- Teacher panel for board meetings
- Foundation repairs
- Portable Building

**Goal One:** JFK will provide a safe, healthy, and nurturing environment for all.

**Performance Objective 1:** JFK will create campus connection events to promote fellowship and a positive school culture every nine weeks.

| Strategy   | Measurable<br>(Formative and Summative<br>Evaluation)  | Achievable<br>(Resources Needed)  | Responsible<br>(Person/s)                                       | Time-Bound  |
|--|--|---|---|---|
| All staff will receive a “happy” to celebrate the successful completion of each nine weeks and the completion of the first week of school.   | Annual climate surveys will be conducted at the end of the school year.  | Donations<br>Funding for supplies.  | Principal<br>Assistant Principal<br>Administrative<br>Assistant | Oct. 20, 2023<br>Dec. 21, 2023<br>March 8, 2024<br>May 30, 2024                 |
| The hospitality committee will host potluck luncheons throughout the year for all staff.   | Staff Surveys to determine what kind of cuisine will be prepared.  | Sign-up sheets for food<br><br>Library or faculty lounge.   | Hospitality<br>committee members                                | Sept. 15, 2023<br>Oct. 20, 2023<br>Nov. 10, 2023<br>March 5, 2024<br>Others TBA |
| JFK staff will have key card access to the recess doors at the back of the building.   | Teachers will be able to enter and exit the recess doors with key card access.   | Funding for the access panels   | Maintenance Dept.<br><br>Administrators                         | February 1, 2024  |
| A sensory area will be created as a place for children to engage in sensory experiences that calm or stimulate them so they can function at their highest ability level at school. | Staff will have a space for students with sensory needs to help them self-regulate so they can be better prepared for learning and interacting with others. As a result, major | Sensory items<br><br>Dividing door<br><br>A hallway space will be transformed into a sensory area, with different materials and | Special Education<br>Staff<br><br>Administration                | December 19, 2023   |

|  |                                  |  |  |  |
|--|----------------------------------|--|--|--|
|  | behavior issues should decrease. | products to fulfill student sensory needs. |  |  |
|--|----------------------------------|--|--|--|

|  |   |  |  |                         |
|--|---|--|--|-------------------------|
| Conduct Safety Drills according to the Texas Safety Center | <p>Monthly Fire Drills</p> <p>Active Shooter drill once per semester</p> <p>Shelter in place and lockdown drills will occur according to the WOISD schedule.</p>  | <p>Emergency procedure red books in all classrooms</p> <p>Emergency folder with rosters</p> <p>Follow the procedure for conducting this type of drill.</p> | <p>Students</p> <p>Teachers/Staff</p> <p>Campus Administration</p> | September 2023-May 2024 |
| Conduct safety door checks for exterior and interior doors | <p>Daily checks of exterior doors are conducted by scanning QR codes and data is collected on a Google Sheet.</p> <p>Interior doors are monitored by Assistant Principal and data is noted on a Google Sheet monitored by district personnel.</p> | <p>QR code to document-secured/not secured.</p> <p>District Log</p>  | <p>Teachers/Staff</p> <p>Police Officers</p> <p>Administration</p> | August 2023-May 2024    |

**Goal Two:** JFK will broaden and strengthen connections with families and community to achieve a culture of excellence.

**Title One Element 3.2:** Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

**Performance Objective 1:** JFK will host events to encourage family and community connections.

**Performance Objective 2:** JFK will provide multiple opportunities for student growth and achievement.

| Strategy   | Measurable<br>(Formative and Summative<br>Evaluation) | Achievable<br>(Resources Needed)  | Responsible<br>(Person/s)                        | Time-Bound  |
|--|---|---|--|---|
| JFK will host PTO events and is working towards transitioning to becoming a PTA. | Parent and community sign in sheets.                  | Cafeteria<br>Parents<br>Teachers<br>Students  | Teachers, parents, students, PTO members         | November 2, 2023<br>December 6, 2023<br>February 7, 2024<br>March 6, 2024<br>April 5, 2024<br>May 1, 2024 |
| JFK will host Reading Restaurant   | Parent and community sign in sheets.                  | Cafeteria<br>Funding and/or donations for books<br>Funding and/or donations for door prizes | Reading Restaurant committee                     | April 11, 2024  |
| JFK will host a STEM/Math event  | Parent and community sign in sheets.                  | Presenters<br>Math/Science resources<br>Cafeteria<br>Volunteers<br>Snacks                   | Administration<br>Science Team Leads<br>Teachers | November 29, 2023   |

| Strategy  | Measurable<br>(Formative and Summative<br>Evaluation)   | Achievable<br>(Resources Needed)   | Responsible<br>(Person/s)   | Time-Bound                               |
|---|---|--|---|--|
| ACE program   | Attendance sheet<br>Improvement in student<br>achievement<br><br>An average of 120 students<br>will attend ACE daily  | Students<br>ACE teachers<br>Materials  | ACE Coordinator<br>and staff  | September 2023-<br>May 2024              |
| JFK will host family and<br>community events that promote<br>literacy.              | Literacy Parade will be held on<br>October 31, 2023.<br><br>Family Literacy Night will be<br>held on November 14th, 2023.<br><br>Reading Under the Lights-<br>District Wide<br><br>Author Night-District Wide | Families and students to<br>attend   | Librarian<br><br>Campus<br>administrators<br><br>Reading Specialist<br><br>Teachers | October 31, 2023<br>November 14,<br>2023 |
| Sensory Night- Activities for<br>students with special needs and<br>their families. | Staff survey to determine<br>activities<br><br>Sign in sheet for staff and guest<br>attendance  | Planned activities<br>catered to students with<br>sensory sensitivity<br><br>Reserved space on<br>campus | SPED/Gen Ed<br>Teachers & Staff   | February-March<br>2024                   |

**Goal Three:** JFK will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

ESF Essential Action: Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence

ESF Essential Action: Objective-driven daily lesson plans with formative assessments

**TEA Priorities Two:** Build a Foundation of reading and math

Title One Element 2.4: will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

Title One Element 2.5: will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Title One Element 2.6 will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Performance Objectives:

1. The percent of 1st grade students that score on grade level or above in Reading as measured by STAR testing will increase to 55% by May 2024.
2. The percent of 2nd grade students that score on grade level or above in reading will increase to 50% by May 2024.
3. The percent of kindergarten, first and second grade students achieving at the meets level of 75% or above on all the math grade level readiness TEKS will increase by 5% at all grade levels in 2024.

| Strategy  | Measurable<br>(Formative and Summative<br>Evaluation)   | Achievable<br>(Resources Needed)   | Responsible<br>(Person/s)   | Time-Bound                 |
|---|---|--|---|----------------------------|
| Reading Specialist/Dyslexia Coach   | Reading Specialist/Dyslexia Coach will train all teachers in phonemic awareness, phonics, Guided Reading, and Read-Aloud. Training will include modeling best practices.  | Funding<br>Mentor texts<br>Materials   | Reading Specialist/Dyslexia Coach<br>Administrators<br>Teachers     | August 2023 – May 2024     |
| Hire Retired Teachers as Tutors.<br>Hire 1 tutor per grade level to provide targeted individual and small group instruction, including Bilingual. | Kindergarten, 1 <sup>st</sup> and 2 <sup>nd</sup> grade tutors will work 20-30/hours a week.<br>Tutors will do pre and post assessment of all students to measure growth. | Campus local budget.<br>Title I and ESSER grant money.   | Tutors<br>Campus principals<br>Reading Specialist/Dyslexia Coach    | September 2023 to May 2024 |
| Guided Reading Groups   | All teachers will provide small group guided reading instruction to help improve reading achievement for all students.<br><br>Guided Reading binders and data             | Guided reading leveled books.<br>Reading A-Z<br>Really Great Reading<br>RGR Manipulatives kits<br>RGR Workbooks<br>Title I<br>EMAT | Reading Specialist/Dyslexia Coach<br>Administrators<br>Teachers     | September 2023 – May 2024  |
| Heggerty  | All teachers will use the program Heggerty to improve phonological awareness daily for students.<br><br>Improved decoding and encoding skills.                            | Heggerty Program<br>Classroom Teachers<br>Reading Specialist   | Teachers<br>Reading Specialist/<br>Dyslexia Coach<br>Administration | September 2023 - May 2024  |

| Strategy   | Measurable<br>(Formative and Summative<br>Evaluation)   | Achievable<br>(Resources Needed)  | Responsible<br>(Person/s)                           | Time-Bound  |
|--|---|---|---|---|
| Sight Word Super Heroes  | Students will become sight word super heroes if they score 95% or higher on their sight word recognition test each nine weeks.  | Bulletin Board<br>Sight words tests<br>Local funds for incentives                   | Reading Specialist/Dyslexia Coach<br>Teachers       | Oct. 20, 2023<br>Dec. 21, 2023<br>March 8, 2024<br>May 30, 2024 |
| Reading Trophies   | A reading trophy will be awarded to the class with the highest reading scores each nine weeks   | 1 trophy per grade level<br>Local Funding   | Reading Specialist<br>Teachers                      | Oct. 20, 2023<br>Dec. 21, 2023<br>March 8, 2024<br>May 30, 2024 |
| Use technology programs to increase student achievement in all academic areas. | Teachers will use the following technology programs throughout the year:<br>ST Math – Math<br>Zearn-Math<br>Amplify – Reading<br>Code.org – Technology TEKS<br>Moby Max<br>Brain Pop<br>Flocabulary<br>Renaissance Learning:<br>Accelerated Reader/STAR<br>STEMSCOPES | Site licenses for these technology programs<br>EMAT<br>Title I<br>ESSER<br>Title IV | Principal<br>Librarian<br>IT Department<br>Teachers | September 2023-<br>May 2024                                     |

| Strategy  | Measurable<br>(Formative and Summative<br>Evaluation)   | Achievable<br>(Resources Needed)   | Responsible<br>(Person/s)   | Time-Bound                   |
|---|---|--|---|------------------------------|
| Progress Monitoring for Fluency<br>and Reading Levels | <p>1<sup>st</sup> and 2<sup>nd</sup> grade teachers do weekly fluency checks for students below grade level and every three weeks for students on or above grade level.</p> <p>All teachers do weekly formative assessments on reading comprehension and track progress on TEKS mastery.</p> <p>1<sup>st</sup> and 2<sup>nd</sup> grade teachers use STAR reading online assessment to track students' reading levels every 9 weeks.</p> <p>K, 1, and 2 teachers use guided reading to formatively assess students' current reading level.</p> <p>All teachers PK - 2<sup>nd</sup>, track sight word knowledge.</p> | <p>Texts for fluency and comprehension assessment. (EMAT, Title I, campus local funding)</p> <p>When the majority of students do not master the TEKS taught, a 5-question mini assessment is created after the TEK has been retaught.</p> <p>Students have access to STAR program. (Title I)</p> <p>Running records are used to accurately place students on their instructional reading level.</p> <p>Students are tested on sight word recognition each 9 weeks.</p> | Administration<br>Reading Specialist<br>Classroom teachers<br>Librarian | September 2023-<br>May 2024  |
| Data Tracking Binders                                 | Students track their data through the use of individual data tracking binders throughout the year   | Data Tracking Binders<br>Data Tracking Forms   | Teachers<br>C&I Team<br>Administrators                                  | September 2023 –<br>May 2024 |

**Goal Four:** JFK will offer advanced coursework, field experiences, and extra-curricular activities in preparation for post-graduation college and career pathways.

**TEA Priorities Three:** Connect high school to career and college

**Performance Objective 1:** JFK students will participate in ACE extra-curricular activities.

**Performance Objective 2:** GT students will be identified and taught by GT teachers.

| Strategy          | Measurable<br>(Formative and Summative<br>Evaluation)   | Achievable<br>(Resources Needed)                               | Responsible<br>(Person/s)   | Time-Bound                |
|-------------------|---|--|---|---------------------------|
| ACE Program       | Students in ACE will participate in extracurricular activities such as book club, garden club, dance club, jump rope club, AR reading, Math club. | Teachers<br><br>ACE Funding                                    | ACE Director<br><br>ACE Campus Coordinator<br><br>Teachers            | September 2023 – May 2024 |
| Career Day        | Students will hear from community members from various careers to start gauging student's future interests.                                       | Community presenters<br>Volunteers<br>Local funds for supplies | Career Day Committee<br>Principal<br>Assistant Principal<br>Counselor | March 8, 2024             |
| ECHS Day at JFK   | ECHS students will be guest speakers at JFK to encourage students to be a part of the early college program.                                      | Bus Transportation   | ECHS Director and students<br>Administrators<br>Teachers              | Spring 2024               |
| College Awareness | College T Shirts on Mondays<br><br>Display of College Pennants  | Pennants   | Staff   | December 2023             |

| Strategy   | Measurable<br>(Formative and Summative<br>Evaluation)  | Achievable<br>(Resources Needed)        | Responsible<br>(Person/s) | Time-Bound  |
|--|--|---|---------------------------|-------------|
| GT identification, testing,<br>placement and program<br>implementation | All kindergarten students will<br>be GT tested. 1 <sup>st</sup> and 2 <sup>nd</sup> grade<br>students will be GT tested<br>with a parent or teacher<br>recommendation. | Testing Materials<br>Counselor Training | Teachers<br>Counselor     | Spring 2024 |

**Goal Five:** JFK will attract, develop, support, and retain highly qualified staff.

**ESF Essential Action:** *Recruit, select, assign, induct, and retain a full staff of highly qualified educators*

**TEA Priorities One:** Recruit, support and retain teachers and principals

**Performance Objective 1:** JFK will continue to work collaboratively with TAMUCC to encourage graduates to choose West Oso ISD

| Strategy  | Measurable<br>(Formative and Summative<br>Evaluation)  | Achievable<br>(Resources Needed)   | Responsible<br>(Person/s)                                | Time-Bound                |
|---|--|--|--|---------------------------|
| iHEART  | TAMUCC college students will tutor 30 first grade students at JFK and 22 second grade students   | Free TAMUCC student and professor volunteers.  | Dr. Bethanie Pletcher<br>Principal                       | Spring semester           |
| TAMUCC Teacher candidates and Clinical Teachers.  | JFK will collaborate with TAMUCC to host students at JFK who are studying to become teachers.  | Site Professor<br>Principal<br>Cooperating Teachers  | Dr. Victoria Smith<br>Principal<br>C&I Team              | Fall and Spring Semesters |
| New teachers and 2 <sup>nd</sup> year teachers at JFK will be partnered with mentor teachers. Third year teachers will participate in targeted professional learning. | Two meetings per semester of Bear Tips Academy for teachers 1-2 years and meeting per semester for 3 <sup>rd</sup> year teachers.<br>Monthly Mentor meetings and observations for teachers 1-2 years | Continue with the monitoring, meetings, and mentor and mentee materials provided by the district.<br>Title II funds for professional development | C&I Team<br>Mentor Teachers<br>Mentors<br>Administrators | August 2023-May 2024      |

| Strategy          | Measurable<br>(Formative and Summative<br>Evaluation)   | Achievable<br>(Resources Needed)  | Responsible<br>(Person/s)          | Time-Bound  |
|-------------------|---|---|------------------------------------|---|
|                   |   |   |                                    |   |
| Staff Recognition | Every nine weeks, all staff will be recognized for their hard work and dedication provided by the campus administrators.<br>All staff will also be celebrated during teacher appreciation week. | Treats, usually food donated by local businesses, PTO/PTA, or purchased with local funds. | Administrators<br>Secretary<br>CIS | Each 9 Weeks throughout the 2023-2024 school year.<br><br>Teacher appreciation week |

**Goal Six:** JFK will generate fiscally and ethically sound decisions that address current and future needs.

**Performance Objective 1:** ~~Provide all teachers with funds to purchase educational items for their classrooms.~~

**Performance Objective 2:** Conduct a needs assessment with all staff to plan for the 2023-2024 school year.

| Strategy   | Measurable<br>(Formative and Summative<br>Evaluation)  | Achievable<br>(Resources Needed)                               | Responsible<br>(Person/s)   | Time-Bound               |
|--|--|--|---|--------------------------|
| Budgetary process will begin in February with a Needs Assessment to gather appropriate data.                           | A meeting will be held in February with department team leaders, librarian, counselor, secretary and administrators to produce a budgetary needs assessment. | Budget Local<br>Scheduled Date<br>Business Office<br>Personnel | Administrators<br>Secretary<br>Department Team<br>Leaders<br>CAT Team   | February 2024            |
| A training will be provided by the business department over updated budget and requisition requirements                | Track attendance   | Business Office<br>Personnel<br>Scheduled Date<br>Local Budget | Administration<br>Secretary<br>Counselor                                | Fall 2023<br>Spring 2024 |
| Administration will conduct multiple budgetary systems checks throughout the school year to monitor the fiscal budget. | Meet with the secretary on a monthly basis to review budget.   | JFK Allocated Budget   | Secretaries<br>Administrators<br>Department Team<br>Leaders<br>Teachers | October 2023-May<br>2024 |

**Appendix A:**

**Campus Advisory Team Members**

*Administrator: Roxanna Martinez*

*Administrator: Erica Gamez*

*Counselor: Brenda Cavazos*

*Librarian: Malia Perez*

*CIS: Mayra Arellano*

*Reading Specialist: Ann Whiteside*

*Parent: Juana Perez*

*Parent: Lillie Flores*

*Central Admin: Roana Rivera*

*2nd Grade: Veronica Carranza*

*1st Grade: Yvelia Munoz*

*Kinder: Jazmin Ramirez*

*Pre-K: Karen Bowles*

*Special Education: Illiana Rodriguez*

*Business: Anna Jimenez*

## Appendix B:

### Student Achievement Data

#### STAR Renaissance Reading Data

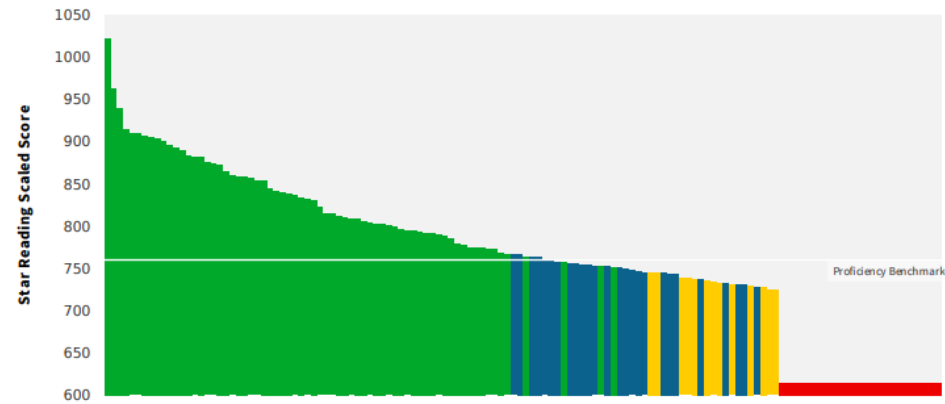
#### RENAISSANCE<sup>®</sup> Star Screening Report Star Reading Enterprise

Generated Oct 30, 2023, 8:13 AM

|                           |                       |                  |                    |                |
|---------------------------|-----------------------|------------------|--------------------|----------------|
| School                    | Screening Period      | Demographics     | Scale              | Benchmark Type |
| Kennedy Elementary School | 08/28/2023-01/16/2024 | All Demographics | Star Unified Scale | District       |

Grade

**1**



| Categories/Levels          | Current Benchmark |                 | Students   |            |
|----------------------------|-------------------|-----------------|------------|------------|
|                            | Scaled Score      | Percentile Rank | Number     | Percent    |
| <b>At/Above Benchmark</b>  |                   |                 |            |            |
| At/Above Benchmark         | At/Above 760 SS   | At/Above 40 PR  | 69         | 51%        |
| <b>Category Total</b>      |                   |                 | <b>69</b>  | <b>51%</b> |
| <b>Below Benchmark</b>     |                   |                 |            |            |
| On Watch                   | Below 760 SS      | At/Below 39 PR  | 26         | 19%        |
| Intervention               | Below 736 SS      | At/Below 24 PR  | 13         | 10%        |
| Urgent Intervention        | Below 697 SS      | At/Below 9 PR   | 26         | 19%        |
| <b>Category Total</b>      |                   |                 | <b>65</b>  | <b>49%</b> |
| <b>Students Tested</b>     |                   |                 | <b>134</b> |            |
| <b>Students Not Tested</b> |                   |                 | <b>14</b>  |            |
| <b>Total Students</b>      |                   |                 | <b>148</b> |            |

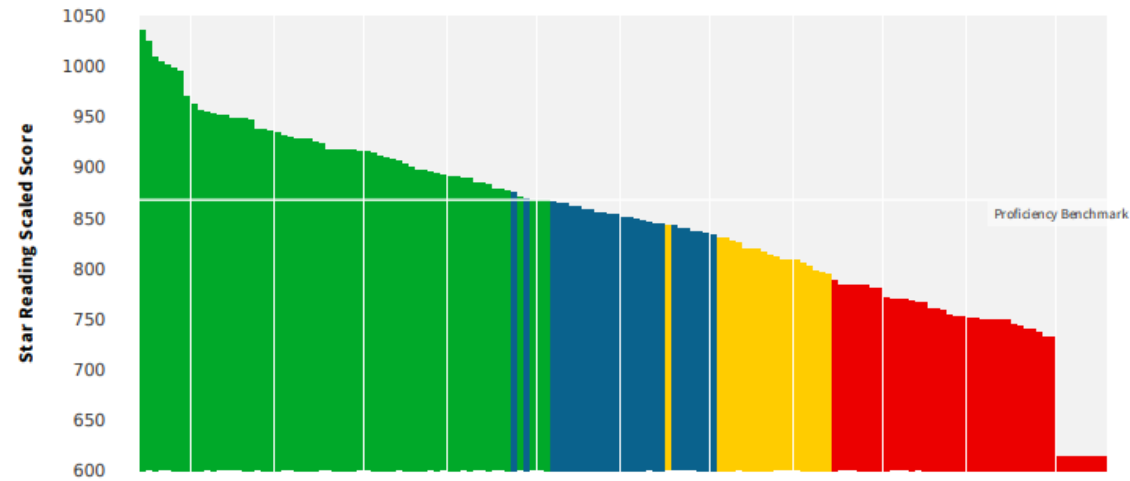
# RENAISSANCE<sup>®</sup> Star Screening Report Star Reading Enterprise

Generated Oct 30, 2023, 8:13AM

| School                    | Screening Period      | Demographics     | Scale              | Benchmark Type |
|---------------------------|-----------------------|------------------|--------------------|----------------|
| Kennedy Elementary School | 08/28/2023-01/16/2024 | All Demographics | Star Unified Scale | District       |

Grade

2

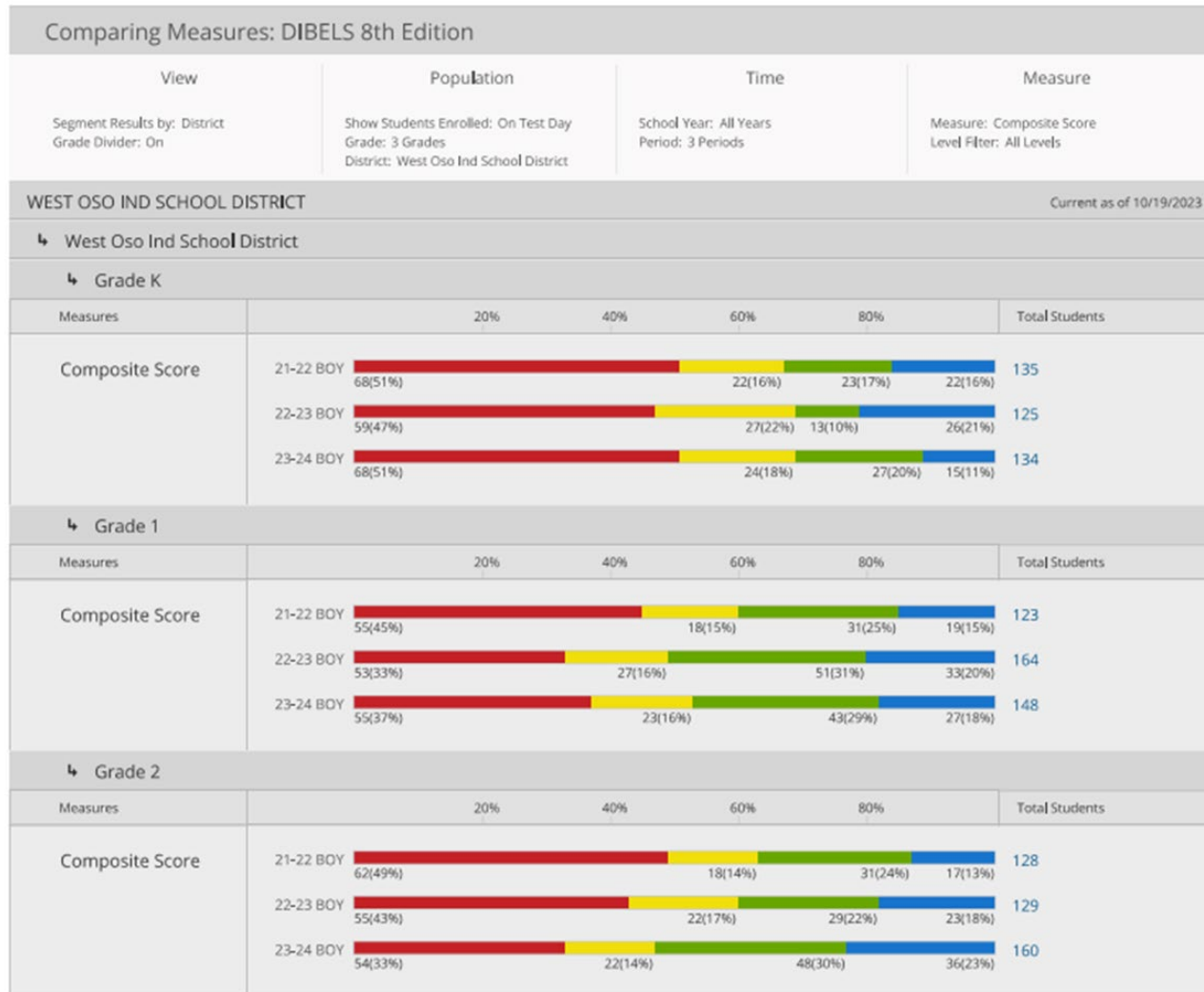


| Categories/Levels          | Current Benchmark |                 | Students   |            |
|----------------------------|-------------------|-----------------|------------|------------|
|                            | Scaled Score      | Percentile Rank | Number     | Percent    |
| <b>At/Above Benchmark</b>  |                   |                 |            |            |
| At/Above Benchmark         | At/Above 868 SS   | At/Above 40 PR  | 62         | 41%        |
| <b>Category Total</b>      |                   |                 | <b>62</b>  | <b>41%</b> |
| <b>Below Benchmark</b>     |                   |                 |            |            |
| On Watch                   | Below 868 SS      | At/Below 39 PR  | 27         | 18%        |
| Intervention               | Below 834 SS      | At/Below 24 PR  | 19         | 13%        |
| Urgent Intervention        | Below 792 SS      | At/Below 9 PR   | 43         | 28%        |
| <b>Category Total</b>      |                   |                 | <b>89</b>  | <b>59%</b> |
| <b>Students Tested</b>     |                   |                 | <b>151</b> |            |
| <b>Students Not Tested</b> |                   |                 | <b>9</b>   |            |
| <b>Total Students</b>      |                   |                 | <b>160</b> |            |

## Appendix B:

### Student Achievement Data

### Amplify Assessment Data



| School   | Mean Score                               | Total Students |
|--|--|----------------|
| West Oso Ind School District <span>Current as of 10/21/2023</span> |  |                |
| Grade K  | Reference Data Reference Point: District |                |
|  | 22-23 BOY                                | 125            |
|  | 22-23 MOY                                | 125            |
|  | 22-23 EOY                                | 132            |
| John F Kennedy Elementary  | 22-23 BOY                                | 125            |
|  | 22-23 MOY                                | 125            |
|  | 22-23 EOY                                | 132            |
| Grade 1  | Reference Data Reference Point: District |                |
|  | 22-23 BOY                                | 164            |
|  | 22-23 MOY                                | 159            |
|  | 22-23 EOY                                | 161            |
| John F Kennedy Elementary  | 22-23 BOY                                | 164            |
|  | 22-23 MOY                                | 159            |
|  | 22-23 EOY                                | 161            |
| Grade 2  | Reference Data Reference Point: District |                |
|  | 22-23 BOY                                | 129            |
|  | 22-23 MOY                                | 129            |
|  | 22-23 EOY                                | 132            |
| John F Kennedy Elementary  | 22-23 BOY                                | 129            |
|  | 22-23 MOY                                | 129            |
|  | 22-23 EOY                                | 132            |

# PK-2 Sight Word Data

| <b>Grade Level</b>                                   | <b>End of 1st 6 Weeks<br/>2021</b> | <b>End of 1st 6 Weeks<br/>2022</b> | <b>End of 1st 9 Weeks<br/>2023</b> |
|--|------------------------------------|------------------------------------|------------------------------------|
| <b>Pre K</b> (no sight words required by State TEKS) | <b>21%</b>                         | <b>22%</b>                         | <b>13%</b>                         |
| <b>Kindergarten</b>                                  | <b>15%</b>                         | <b>40%</b>                         | <b>49%</b>                         |
| <b>1st Grade</b>                                     | <b>36%</b>                         | <b>49%</b>                         | <b>53%</b>                         |
| <b>2nd Grade</b>                                     | <b>47%</b>                         | <b>75%</b>                         | <b>77%</b>                         |

**Appendix C:**  
**Campus Climate Survey**

**Overall Engagement**

**Agree or Strongly Agree**

- |  |     |
|--|-----|
| ● I am proud to work at West Oso ISD.                                  | 72% |
| ● I am satisfied with the work I do at my campus.                      | 70% |
| ● I enjoy working at this school                                       | 70% |
| ● I am motivated to contribute more than what is expected of me.       | 75% |
| ● I feel respected and supported by the other teachers at this school. | 60% |

**Work Environment**

- |   |     |
|---|-----|
| ● My principal allows me to make decisions about how to do my work.                 | 80% |
| ● My assistant principal is visible on campus, in the hallways, in classrooms, etc. | 85% |
| ● My counselor creates a professional work environment.                             | 65% |
| ● My office staff gets back to me in a timely manner.                               | 73% |
| ● My office staff is approachable.  | 70% |

**Appendix C:**  
**Campus Climate Survey**

**Instructional Support ad Operations**

|   |     |
|---|-----|
| ● My instructional materials are in good condition.   | 72% |
| ● I have the materials I need—such as textbooks, computers, manipulatives—to effectively teach my students. | 54% |
| ● Students have access to reliable computers at school for learning purposes.                               | 51% |
| ● My school is kept clean.  | 50% |
| ● My school is well-maintained—working A/C and heat, adequate lighting, well-kept grounds.                  | 66% |

**Student Support and Safety**

|   |     |
|---|-----|
| ● High learning standards are set for all students at this school.                                | 72% |
| ● Learning standards and expectations are clearly explained to students at this school.           | 72% |
| ● Curriculum, instruction, and assessments are aligned to ensure student learning at this school. | 69% |

**Student Support and Safety**

|   |     |
|---|-----|
| ● Students at this school are learning what they need to know to be successful in the next grade or after graduation. | 76% |
|---|-----|

|  |     |
|--|-----|
| <ul style="list-style-type: none"> <li>Teachers at this school work together to ensure student success.</li> </ul>   | 62% |
| <ul style="list-style-type: none"> <li>Administration and faculty work closely together to ensure high expectations and learning standards are implemented with fidelity on the campus.</li> </ul> | 72% |
| <ul style="list-style-type: none"> <li>There is a teacher, counselor, or other staff member at school to whom a student can go for help with a school problem.</li> </ul>                          | 75% |
| <ul style="list-style-type: none"> <li>Students at school are treated fairly regardless of their race, culture, religion, gender or disabilities.</li> </ul>                                       | 72% |

### Appendix C: Campus Climate Survey

#### Student Support and Safety

|   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>Students get the support they need at school for academic and/or career planning.</li> </ul> | 73% |
| <ul style="list-style-type: none"> <li>Teachers usually talk positively about students in the staff area.</li> </ul>                | 67% |
| <ul style="list-style-type: none"> <li>I am safe at school.</li> </ul>  | 64% |
| <ul style="list-style-type: none"> <li>Students are safe at school.</li> </ul>  | 67% |
| <ul style="list-style-type: none"> <li>Discipline is enforced fairly at school.</li> </ul>  | 66% |
| <ul style="list-style-type: none"> <li>Students do not threaten or bully each other at school.</li> </ul>                           | 63% |

|   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• This school is a safe place from gang activity.</li> </ul>   | 75% |
| <ul style="list-style-type: none"> <li>• Students at school are treated fairly, regardless of their race, culture, religion, gender or disabilities.</li> </ul> | 72% |
|   |     |

# West Oso ISD Literacy plan

## Framework

The literacy program framework is an expectation (non-negotiable) of West Oso ISD. This plan specifies the implementation of the Texas Essential Knowledge and Skills (TEKS) curriculum, selection of instructional resources, and assessment of student learning. All students in the district will be given high quality curriculum materials and instruction with the goal of every student reading at or above grade level.

The literacy plan will be implemented as follows:

- The C&I department in conjunction with the instructional facilitators will outline the requirements of the district literacy plan. All members of the team will provide direct support and resources to the campuses.
- The campus administrators will ensure that the literacy plan is implemented with fidelity.
- Teachers will provide input on the plan during the Summer Curriculum Writing sessions and throughout the year as refinements are made.
- Teachers will adhere to the literacy plan in addition to creating a literacy-rich environment for students.
- All team members will utilize the district curriculum resources (both print and online documents) that were selected by the district adoption committee.
- All team members will complete the Reading Academies required by HB3. In addition to the implementing tools from the Reading Academies, the team will utilize researched-based practices.
- In addition to assessments provided through the instructional technology programs, teachers will create both an A and B formative, end of unit, and benchmark assessments to regularly determine student progress with the TEKS. In writing, the teachers will use the appropriate rubric to assess both the process, conventions, and specifics to the genre.
- Teachers will fulfill the district requirements for student progress monitoring. Campus administrators and the C&I department will implement a timeline for monitoring students' progress. Data will be collected for students in special programs to ensure they are meeting their goals.

- Students struggling with reading performance will be individually monitored through the RTI Tiered Response System. Both campus administrators and the C&I department will review the data and provide support and resources to the campuses.
- Librarians will collaborate with teachers and campus administrators to select appropriate texts for the library, support instructional plans, provide campus instructional technology training and data monitoring, and assist students in selection of books.
- Auxiliary staff will encourage and promote the culture of reading by working together with classroom teachers.
- Campus tutors and student teachers will work, individually and in small groups, with struggling students utilizing the curriculum materials provided by the campus. Enrichment activities will be given to students who have mastered the curriculum.
- Campuses will offer a variety of reading events such as book fairs, literacy nights, guest speakers, and author visits. The Sight Word Superheroes and AR Points Program will recognize students that meet their goals.
- The diversity of student cultures and backgrounds will be acknowledged and incorporated into the literacy program.
- All students who did not meet grade level expectations will be placed into tutoring groups t teacher ratio whenever possible.
- Additional tutoring will be provided during after school programming.
- Grade level teams will have common planning time to collaboratively develop lessons, assessments, and pacing calendars.

## Curriculum, materials, instructional technology, and resources

### CURRICULUM

- RLA TEKS
- TEKS Resource System (TRS)

### INSTRUCTIONAL MATERIALS

- Really Great Reading

- Heggerty
- SAVVAS (district ELA adoption)

## INSTRUCTIONAL TECHNOLOGY

- Renaissance Learning (AR and STAR)
- Moby Max (JFK)
- Learning Farm
- Study Island
- Pebblego & Pebblego Next
- Tumblebooks
- Starfall
- Rosetta Stone

## RESOURCES

- Lead4ward
- CLI Engage
- Reading Academies
- mClass Amplify (Both testing and interventions)

## Literacy Blocks

Teaching reading skills effectively is a complex task which requires that sufficient time is allocated for the teaching of the necessary elements of reading which are: phonological awareness, phonics, vocabulary, fluency and reading comprehension. To

support students' growth, the teacher needs to use instructional materials as well as the read aloud with accountable talk, word study, writing and other programs to specifically target needed growth, to teach phonological awareness, oral language, and vocabulary, read aloud, fluency, comprehension, word study, and writing. Individual and small group instruction include paired reading, sharing reading, independent reading, reteach of phonics skills and guided reading.

West Oso ISD is creating standardized literacy blocks for all grade levels (K-5). These blocks specify the amount of time for teaching the skills needed for students to become proficient in reading.

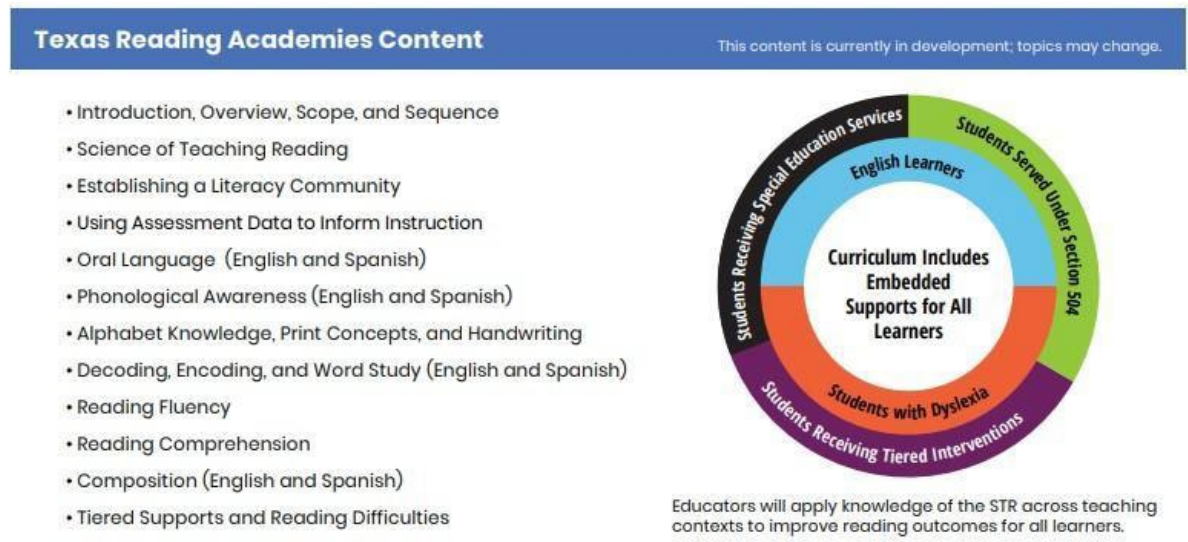
| Literacy Blocks                                      |           |           |           |
|--|-----------|-----------|-----------|
| General Description                                  | K         | 1st       | 2nd       |
| Phonological and Phonemic Awareness<br>Heggerty, RGR | 50 mins.  | 50 mins.  | 50 mins.  |
| Read Aloud with Accountable Talk                     | 10 mins.  | 10 mins.  | 10 mins.  |
| Comprehension  | 20 mins.  | 20 mins.  | 20 mins.  |
| Writing  | 25 mins.  | 30 mins.  | 30 mins.  |
| Teacher – led Small Groups & Centers                 | 45 mins.  | 40 mins.  | 40 mins.  |
|  | 150 mins. | 150 mins. | 150 mins. |

## Reading Academies

Per House Bill 3 (HB3), passed by the 86th Texas Legislature in June of 2019, all K-3 grade teachers and principals must attend a "teacher literacy achievement academy" by the 2022 - 2023 school year. Special education teachers, librarians, and literacy specialists are also required to attend.

The C&I staff, instructional facilitator, and campus administrators completed the Reading Academies during the 2020-2021 school year. Twenty-three staff members completed the Reading Academies during the 2021-2022 school year. The remaining seventeen staff members required to complete the Reading Academies will do so during the 2022-2023 school year. New hires will attend the Reading Academy during the 2023 - 2024 school year.

The graphic below summarizes the content taught in the course:



## Progress Monitoring & Assessment

- Students in grade levels K-3 are assessed at the beginning, middle, and end of the [school](#) year using the mCLASS with Amplify Reading - Early Literacy Assessment. mCLASS is an integrated, gold standard literacy system based on the science of reading that offers teacher-administered assessment.
- Students in grades 1-3 are assessed using the Standardized Test for the Assessment of Reading (STAR) three times a year. Kindergarten students are when they are able to read sight words.
- Students in grades K-3 are assessed each nine weeks on sight word or sight word phrases recognition.
- Students have fluency checks every four weeks.
- Teachers record students' Guided Reading Levels (instructional reading level) based on teacher observation of student's reading and Accelerated Reader (independent reading level) every nine weeks on the Progress Monitoring google spreadsheet.
- Students take End of Unit (EOU) assessments that are aligned to grade level TEKS with the opportunity for reteach and another assessment as needed.

## Motivational Tools

- A variety of incentives will continue to be implemented. Individual students and classes will receive Accelerated Reader awards. These awards will be based on students achieving individual goals (differentiated by students' reading level).
- Both John F. Kennedy and West Oso Elementary will hold literacy events that promote reading. Those events include Family Literacy Nights, Author Visits, DEAR Day, Book Tasting, and Book Fairs.
- The sight word superhero club recognizes students who master their sight words each nine weeks.
- Students will utilize their own self-monitoring data sheets to track their progress.
- Extracurricular opportunities include: UIL Storytelling, Oral Reading, and Spelling; Regional Spelling Bee; Battle of the Books, and after school Book Club.

## Intervention

The K-3 Reading Specialist will focus on struggling students and continued training of staff. Responsibilities will include:

- Evaluate student data for strengths and weaknesses in reading
- Assist teachers in disaggregating and analyzing data from Amplify, formatives, EOUs, benchmarks, and STAAR
- Coordinate individual and small group support services for students experiencing reading difficulties
- Train and monitor grade level tutors
- Assist with planning
- Modeling research-based instructional strategies

Other Intervention Activities:

- High quality curriculum, instruction, and instructional technology materials will continue to be vetted and usage monitored.
- Reliable and engaged tutors will continue to be hired and trained. The frequency of sessions will be predetermined, materials will be aligned to TEKS and curriculum, and classroom teachers will be included in progress monitoring.

## ELAR Professional Learning

- Heggerty - Phonemic Awareness & Really Great Reading. This training will be facilitated by the Reading Specialist.
- Moby Max (JFK) used for RTI Tier II with specific goals set for students and monitored every four & nine weeks.
- Guided Reading-Providing small group focused instruction using differentiated, research-based lessons to support student growth.
- Tutor Training- Dr. Bethanie Pletcher will train the iHeart tutors; West Oso will train the tutors that are hired by the district
- mCLASS Reading Assessment- training on administering and analyzing the results of this assessment will be provided for new teachers and retraining will be provided as needed.
- Writer's Workshop training will be provided for all teachers (K - 2nd) at JFK and RLA teachers from WOE and will continue to be implemented this school year.