

**Waco Independent School District**  
**Alta Vista Elementary School**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

Together we will learn.

Together we will grow.

Together we will take pride in ourselves, our school and the community we know.

Together we will create a better world.

Voyagers Go!

# **Vision**

For all students to have the necessary knowledge and skills to navigate their own journey toward success in life.

# **Value Statement**

1. All students want to be successful.
2. All staff want to be successful.
3. Improvement is a continuous cycle of learning, doing and reflecting.

4. All students deserve a learning environment that is emotionally and physically safe.

5. High expectations yield high results.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Alta Vista Elementary was re-established as a neighborhood school, created during the consolidation and rezoning of 2012. Enrollment has averaged 505 students for the past few school years, with an average of 519 in the 2015 school year, 551 reported in the spring of 2016, 504 reported in the spring of 2017, 481 in 2018, 501 in 2019, 500 in 2020, and 481 in 2021. Many campuses, including Alta Vista Elementary, have experienced lower enrollment this year due to COVID. The campus serves students in Pre-Kindergarten (3 years) to 5th grade. 66.11% of students are Hispanic, 22.45% are African America, 9.15% are White, less than 1% are Asian, and 2.08% report two or more races. This demographic information is representative of the general trend at Alta Vista for the past several years. Alta Vista serves various special populations of students. 26.61% of students are Limited English Proficiency (LEP). 87% of students are economically disadvantaged and 5% of students are considered homeless. 5% (24 students) are identified as gifted/talented while 8.32% receive Special Education services. The average attendance rate for the school year is down from 95.91% in 2019-2020 to 92.23% in 2020-21; COVID quarantines and remote learning have been an attendance barrier this year.

### Demographics Strengths

Diversity continues to be a strength for Alta Vista Elementary. Students from various backgrounds contribute to a culturally-rich environment. The campus was well represented at the 2021 district UIL meet and placed 6th in the district despite challenges from COVID. COVID limited after-school enrichment activities, but the campus did resume Boys to Men, Girl CODE, and after-school tutoring in the spring. Students in need of additional instruction in grades 2-5 were invited to attend tutoring twice a week starting in January, and transportation is provided. The campus continues to serve 3-years olds in it's Pre-Kindergarten program. Alta Vista, as part of Transformation Waco, is able to provide extensive wrap-around services. Our Family Support Specialist is able to connect families with behavior and mental support professionals, increase students' access to glasses, and provide other levels of support as needed for families.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

# Student Learning

## Student Learning Summary

Alta Vista utilizes data from district and state assessments to identify students in need of intervention. Title and state compensatory funds are used to fund one full-time teacher who focuses intervention on reading and math instruction. In addition, these funds are used to hire three part-time intervention tutors. These tutors mainly focus on reading and math. The campus utilizes ongoing common math assessments to make adjustments to intervention groups and lessons in order to meet students' learning needs.

Alta Vista Elementary met state accountability standards in 2018 and 2019, but 2020 state accountability measurements were cancelled due to school closures related to COVID-19. Students will take STAAR in 2021 but state accountability measurements are suspended for 2021 due to COVID-19.

The following graph shows the percentage of students reading on grade level at Middle of Year (MOY) from 2019 to 2021. Every grade except 2nd grade had a smaller percentage of students reading at grade level at end of year 2021 than at middle of year 2020.

| <b>Grade Level</b> | <b>MOY BAS 2019</b> | <b>MOY BAS 2020</b> | <b>MOY BAS 2021</b> | <b>EOY BAS 2021</b> |
|--------------------|---------------------|---------------------|---------------------|---------------------|
| Kinder             | 45%                 | 70%                 |                     | 31%                 |
| 1st                | 45%                 | 36%                 | 21%                 | 28%                 |
| 2nd                | 46%                 | 36%                 | 21%                 | 42%                 |
| 3rd                | 43%                 | 70%                 | 53%                 | 60%                 |
| 4th                | 29%                 | 40%                 | 46%                 | 31%                 |
| 5th                | 49%                 | 42%                 | 34%                 | 38%                 |

Alta Vista Elementary uses NWEA Map Assessments for grades Kindergarten through 5th grade in 2020. Most grade levels showed a decline in RIT scores from 2020 to 2021 in both reading and math (excepts for Kindergarten and 1st Grade Math).

|                      | <b>Campus Mean RIT (Mid-Year 2019)</b> | <b>Campus Mean RIT (Mid-Year 2020)</b> | <b>Campus Mean RIT (Mid-Year 2021)</b> |
|----------------------|--|--|--|
| Kindergarten Math    | 149.2                                  | 141.5                                  | 148.4                                  |
| Kindergarten Reading | 147.4                                  | 147.1                                  | 145.2                                  |
| 1st Grade Math       | 166.4                                  | 163.3                                  | 164.6                                  |

|                   | <b>Campus Mean RIT (Mid-Year 2019)</b> | <b>Campus Mean RIT (Mid-Year 2020)</b> | <b>Campus Mean RIT (Mid-Year 2021)</b> |
|-------------------|--|--|--|
| 1st Grade Reading | 168                                    | 161.2                                  | 161.2                                  |
| 2nd Grade Math    | 188.7                                  | 184.1                                  | 178.4                                  |
| 2nd Grade Reading | 184.0                                  | 176.6                                  | 169.9                                  |
| 3rd Grade Math    | Not Tested                             | 190.4                                  | 187.7                                  |
| 3rd Grade Reading | Not Tested                             | 190.9                                  | 187.7                                  |
| 4th Grade Math    | Not Tested                             | 201.9                                  | 198.6                                  |
| 4th Grade Reading | Not Tested                             | 199.8                                  | 199.2                                  |
| 5th Grade Math    | Not Tested                             | 211.4                                  | 204.6                                  |
| 5th Grade Reading | Not Tested                             | 207.8                                  | 200.6                                  |

The graph below shows the percentage of students meeting their growth goal from the fall to the winter NWEA MAP Assessment during the 2020-21 school year. Math outperformed reading, but the percentage meeting the growth goal in both subjects was lower across the board than in 2019-2020.

| <b>Grade Level</b>    | <b>READING</b>           | <b>MATH</b>              |
|-----------------------|--------------------------|--------------------------|
|                       | <b>% Met Growth Goal</b> | <b>% Met Growth Goal</b> |
| Kindergarten          | 23%                      | 30%                      |
| 1st Grade             | 17%                      | 27%                      |
| 2nd Grade             | 21%                      | 36%                      |
| 3rd Grade             | 32%                      | 42%                      |
| 4th Grade             | 27%                      | 43%                      |
| 5th Grade             | 33%                      | 51%                      |
| <b>SCHOOL AVERAGE</b> | <b>25%</b>               | <b>37%</b>               |

According to NWEA MAP Winter assessment projects, 57% of students would have passed STAAR reading and 51% of students would have passed STAAR math.

**READING**

**MATH**

| <b>Grade Level</b>    | <b>% Expected to Score “Approaches” or Higher on STAAR</b> | <b>% Expected to Score “Approaches” or Higher on STAAR</b> |
|-----------------------|--|--|
| 3rd Grade             | 52%  | 48%  |
| 4th Grade             | 67%  | 52%  |
| 5th Grade             | 47%  | 72%  |
| <b>SCHOOL AVERAGE</b> | <b>57%</b>   | <b>51%</b>   |

Students in grades 3-5 did not take STAAR in 2020 due to school closures related to COVID-19 but will in 2021. The results below show the change the Mock STAAR scores over several years. Math performance is down over past years but reading is consistent (or improved in 4th grade). Disaggregated data shows that Special Education and EL students are under-performing as compared to their peers.

| <b>Grade/Subject</b> | <b>2017 Mock STAAR</b> | <b>2018 Mock STAAR</b> | <b>2019 Mock STAAR</b> | <b>2020 Mock STAAR</b> | <b>2021 Mock STAAR</b> |
|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 3rd Gr Math          | 29%                    | 63%                    | 47%                    | Didn't test            | 25%                    |
| 3rd Gr Reading       | 41%                    | 65%                    | 48%                    | Didn't test            | 45%                    |
| 4th Gr Math          | 23%                    | 52%                    | 61%                    | Didn't test            | 15%                    |
| 4th Gr Reading       | 36%                    | 53%                    | 57%                    | Didn't test            | 71%                    |
| 5th Gr Math          | 49%                    | 38%                    | 64%                    | 69%                    | 28%                    |
| 5th Gr Reading       | 26%                    | 38%                    | 52%                    | 51%                    | 52%                    |

The table below show the overall campus scores for STAAR in 2019 compared to 2021. Every campus in the district, including Alta Vista, experienced an overall decline in STAAR scores from 2019 to 2021 due to the frequent interruptions in education caused by COVID. Reading, writing, and math all showed similar declines in scores.

| <b>2021 STAAR</b> | <b>2019</b>          |                   |              |                | <b>2021</b>          |                   |              |                |
|-------------------|----------------------|-------------------|--------------|----------------|----------------------|-------------------|--------------|----------------|
|                   | <b>Percent Score</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> | <b>Percent Score</b> | <b>Approaches</b> | <b>Meets</b> | <b>Masters</b> |
| <b>Math</b>       | 57%                  | 65%               | 25%          | 14%            | 46%                  | 45%               | 14%          | 6%             |
| <b>Reading</b>    | 61%                  | 63%               | 32%          | 12.25%         | 52%                  | 46%               | 14%          | 9%             |



| 2021 STAAR | 2019          |            |       |         | 2021          |            |       |         |
|------------|---------------|------------|-------|---------|---------------|------------|-------|---------|
|            | Percent Score | Approaches | Meets | Masters | Percent Score | Approaches | Meets | Masters |
| Writing    | 55%           | 55%        | 24%   | 3%      | 48%           | 38%        | 4%    | 0%      |
| Science    | 63%           | 60%        | 28%   | 14%     | 51%           | 33%        | 14%   | 5%      |

37% of students receive Tier 2 or Tier 3 reading support, 37% receive Tier 2 or 3 support in math, and 4% receive behavior support.

### Student Learning Strengths

COVID-19 presented many hurdles for learning. Teachers spent extensive time closing the learning gaps from the spring 2020 quarantine. Data from MAP, BAS, and district assessments is inconsistent and does not reveal any major trends.

Fourth grade reading has shows improvement in several areas. Overall, gaps in reading are smaller than gaps in math achievement on MAP, but students are performing better on math than reading on district assessments.

PK CLI testing data shows that PK students at Alta Vista Elementary are outperforming the district average in all major areas of the test except for Onset-Rime. Despite learning challenges present by COVID-19, PK achievement data is consistent with achievement from the past two years.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

**Problem Statement 2:** Less than 30% of students in grades 3-5 are performing at "Meets" or "Masters Grade Level" on district and campus assessments. **Root Cause:** Instructional practices do not match the rigor and complexity of the standards.

# School Processes & Programs

## School Processes & Programs Summary

Alta Vista Elementary's master schedule is designed to allow for at least 75 minutes of reading instruction, 60 minutes of math instruction, 30 minutes of science or social studies instruction, 45 minutes of intervention time, 25 minutes for recess, and 50 minutes of common planning time for teachers daily. The campus employs a full-time teacher, 1 full-time aide, and 1 part-time tutor to increase the amount of small group instruction for interventions. Teachers plan reading and math using guided reading/math structures.

Paraprofessionals assist in morning and lunch duty, while all staff assist in dismissal duty. Teachers and some aides tutor students on Monday and Tuesday after school during the spring. Besides after school tutoring, Alta Vista Elementary provides students with multiple opportunities for enrichment including: Choir, Boys to Men, Girl CODE, and UIL.

Starting in 2019, Alta Vista Elementary utilizes the pacing guide provided by TEKS Resource System (TRS). Teacher from each Transformation Waco elementary school collaborated in vertical teams to write six weeks assessments for grades 1-5 math, grades 1-5 reading, grade 4 writing, and grade 5 science. Teachers plan instruction using a variety of different resources including the district curriculum adoptions (Fountas & Pinnell, Envision, HMH, STEMScopes). Online tools and programs that are utilized include MyOn, Epic, Freckle, NewsELA, SeeSaw, Google Classroom, and Let's Go Learn (Special Education only). Intervention resources include Leveled Literacy Interventions (LLI from Fountas & Pinnell) and Mentoring Minds workbooks. The campus introduced a new phonics program from Fountas & Pinnell as well as the Fountas & Pinnell Reading Mini Lesson and Interactive Read Aloud.

Alta Vista Elementary has invested significant funding in order to provide an Ipad to every student in grades PK-2 and a laptop to every student in grades 3-5. In addition, teachers have a laptop, document camera, and mounted projector with sound.

Alta Vista Elementary employs 4 teachers each in grade pre-kindergarten through 4th grade, 3 teachers in 5th grade, 3 specials teachers, a Special Education teacher, an Intervention Teacher, and 3 Specials Teachers. Each pre-kindergarten and kindergarten teacher have a full-time aide. First and second grade classrooms share an aide with another classroom and fourth and fifth grade split an aide whose schedule is prioritized based on student needs. The campus also employs a RESET Teacher (half a year) and 3 behavior aides. Communities in Schools and BEAR Project have staff serving at Alta Vista to meet various student and family needs in addition to our Family Engagement Specialist. All paraprofessional staff have at least 60 hours of college credit (equivalent to an Associate's degree).

Transformation Waco started a new teacher development pipeline for the 2019-2020 school year. 3 of the 4 new teachers hired at Alta Vista Elementary participate in this program. All new teachers are paired with a mentor and meet monthly, and the 3 teachers in the new development program participate in Master's level graduate courses and additional training during the summer and monthly. Professional development is provided to all teachers in various formats including: district and campus presentation, contracted training, Region 12 coaching in math, science, and ELAR, Professional Learning Communities, and action coaching from the campus instructional leadership

team. District level coaching is limited due to availability. The instructional leadership team was trained around Data Driven Instruction and Action Coaching. The campus utilizes the Transformation Waco Observation tool to drive action coaching conversations.

Vertical teams meet each six weeks for common planning time. PLCs meet every Thursday by grade level. Behavior PLCs were planned for each six weeks but they were inconsistent in the spring due to the resignation of the RESET teacher.

Alta Vista's attendance has declined for at least the past 3 years. COVID-19 quarantines and remote learning have been major barriers to increasing attendance. The campus attendance rate is currently 92.23% for 2020-21.

### **School Processes & Programs Strengths**

Alta Vista Elementary continues to experience low turnover. As of April 2021, the campus only has 2 vacant positions to fill.

Alta Vista Elementary has a strong PLC process. Teachers reported that the implementation of DDI processes like the "Know & Show" document and rigorous road map planning helped to strengthen their understanding of the standards and plan more well-aligned formative assessment tasks. Action coaching has allowed teachers to receive personalized professional development based on demonstrated needs.

The addition of a Master Teacher of Special Education allows for Alta Vista Elementary to implement Reading By Design to support special education students that exhibit signs of dyslexia or are performing well below grade level in reading. The Master Teacher of Digital Innovation has collaborated with teachers to launch several grade level problem-based learning experiences.

Students in every grade track their own data. They met with their parents and teacher in the fall to set goals, and students led the winter conference to update parents on their progress.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Attendance has declined over the past three years from 97 to 95 to 92%. **Root Cause:** Chronically absent students and families do not feel well-connected to the school community.

# Perceptions

## Perceptions Summary

Based on the surveys conducted throughout the year, parents feel comfortable in their communication with the school and the services the school provides and they feel that the school is a safe environment for their students. COVID-19 restricted the campus from hosting in-person family engagement events, but the school created family engagement kits that went home to every family 4 times during the school year (World Cultures Week, Grateful Gatherings, Winter STEM, and Earth Week). These kits included activities for families to do together to reinforce math, reading, writing, and science, and included numerous videos on Facebook. Students also did middle of year student-led conferences at home with their parents, and each family received a new game for their participation.

The campus communicated to families in multiple ways including a weekly paper newsletter, in-depth monthly electronic newsletter, SeeSaw reminders, frequent posts on Facebook and using Blackboard communication (texts, phone calls, emails). Teachers communicated frequently by phone, text, and SeeSaw. The electronic newsletter received 200-500 views a month. Students posted work to SeeSaw more than 111,000 times this year, and 62% of families were connected on SeeSaw (up from 25% in 2019-20).

Student safety surveys report that 91% of students felt safe in the classroom, but reported that the playground and buses were areas of concern. Teacher safety surveys echoed a similar concern. The rate of major behavior incidents is down from 70 in 2018-19 to 49 in 2019-20 to 17 in 2020-21 (for the same time periods). For the 2nd year in a row, no students were assigned to Out of School Suspension or DAEP. Only 4% of students receive Tier 2 or Tier 3 behavior support. More than 50% of the students receiving ISS were African Americans, and 100% of students receiving ISS were male.

Alta Vista is partnering with Grassroots to develop actionable steps to improve diversity and inclusion on the campus, including disproportionalities associated with discipline for African American students. 76% of third-fifth graders surveyed reported that they enjoy coming to school and feel likely they belong.

Alta Vista engagement with community partners has been limited due to COVID-19. Adopt-A-School partners include various religious organizations, Community Bank & Trust, and Dzign Pak. STARS Book Clubs were not allowed to meet on campus this year, but several community volunteers did weekly read -alouds on Zoom to classes. Partners supported food-insecure students with bags of non-perishable food that they took home each weekend. Partners provided meals and snacks for staff multiple times during the school year.

## Perceptions Strengths

Families and students are supportive of Alta Vista Elementary and the work that the school does. Safety surveys showed that 95% of parents that responded felt that Alta Vista was a safe place for their students, with very few concerns about behavior issues. Parents seem to engage frequently in the digital forms of communication that the campus provides. In the end of year survey, 95% of parents rated Alta

Vista with a 7 or higher (on a 10 point scale with 10 being the highest) based on likelihood of recommending the school to someone else.

Campus staff enjoy the work that they do at Alta Vista as shown in surveys and low turnover rates. They feel that their work is meaningful and they are able to work in a safe, supportive environment.

A 78% decrease in ISS incidents over the past two years reveals a strong system of tiered behavior supports. The campus Tiered Fidelity Instrument score which measures behavior support implementation increased from 95 in 2019 to 99 in 2020 and remained at 99 for 2021.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Family input and participation in CDMC and other meetings is consistently low (with 5 or less families typically engaging in these types of meetings). **Root Cause:** Effective communication and connection to the school are preventing more families from participating in opportunities to have their voices heard.

**Problem Statement 2:** African American students have a disproportionately high number of behavior incidents. **Root Cause:** The campus lacks the knowledge and skills needed to provide culturally responsive instructional and behavior strategies with effectiveness.

# Priority Problem Statements

**Problem Statement 1:** Students are performing below grade level in math and reading.

**Root Cause 1:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Attendance has declined over the past three years from 97 to 95 to 92%.

**Root Cause 2:** Chronically absent students and families do not feel well-connected to the school community.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Family input and participation in CDMC and other meetings is consistently low (with 5 or less families typically engaging in these types of meetings).

**Root Cause 3:** Effective communication and connection to the school are preventing more families from participating in opportunities to have their voices heard.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



# Goals





**Goal 1:** By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 70% of students will make one year's worth of progress on district or state assessments.

**Performance Objective 1:** Provide high quality instruction that meets the individual needs of students and provides equitable access to learning

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR, NWEA MAP

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide multi-tiered levels of support through small group instruction with supplemental instruction teacher and tutors, hands-on materials and manipulatives, TEK-aligned resources and workbooks, and after-school tutoring (with transportation) to address the various needs of at-risk students, special education students, students in need of acceleration, and English Language learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extra duty, instructional materials, transportation - American Rescue Plan (ARP/ESSER III) - \$41,164, - Title 1, - State Compensatory Education</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Focus reading instruction on improvement of the phonics and whole group mini lessons with addition of new curriculum resources; students will track their reading fluency progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores, NWEA MAP scores, and reading fluency scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Purchase supplemental resources for STAAR prep practices in order to meet the needs of at-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 4 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 4:</b> Increase ratio of thinking and participation in classroom instruction with a focus on core instructional practices (discussion, questioning, writing)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 5 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Purchase technology (hardware and software) and access to computer-based programs in order to supplement instruction, improve students' access to real-world learning experiences and provide them with various platforms to demonstrate their learning</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR &amp; NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 6 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 6:</b> Organize study trips to provide supplemental instruction and connect real-world experiences to classroom instruction to meets the needs of at-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Master Teacher of Digital Innovation</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 7 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 7:</b> Purchase books for the school library and students' home libraries in order to increase access to high quality reading materials</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Master Teacher of Digital Innovation</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                  |            |            |                  |

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

### Student Learning





**Problem Statement 1:** Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

**Goal 1:** By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 70% of students will make one year's worth of progress on district or state assessments.

**Performance Objective 2:** Provide opportunities for staff feedback and development in order to recruit and retain highly certified staff.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TTESS, Teacher Development Roadmap





| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Implement Teacher Development Roadmap in conjunction with action-based coaching for all teachers in order to deliver personalized professional development based on teacher needs</p> <p><b>Strategy's Expected Result/Impact:</b> Growth for every teacher along the Teacher Development Roadmap</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Mentor new teachers (1st and 2nd year) utilizing SUCCEED program</p> <p><b>Strategy's Expected Result/Impact:</b> Growth for every teacher along the Teacher Development Roadmap; retain all new teachers</p> <p><b>Staff Responsible for Monitoring:</b> New Teacher Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Implement Instructional Leadership Team that meets biweekly to review key student data drivers</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                  |            |            |                  |

**Goal 1:** By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 70% of students will make one year's worth of progress on district or state assessments.

**Performance Objective 3:** Provide opportunities for staff to collaborate, practice, and reflect on their teaching

**Targeted or ESF High Priority**

**Evaluation Data Sources:** T-TESS

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Design a campus schedule that provides for grade level planning time and the ability for instructional aides to attend professional learning community meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Revise assessments and analyze student work samples using data-driven instructional practices and plan rigorous units of instruction in professional learning communities and vertical alignment teams in coordination with Region 12; PLCs will be led by instructional specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 3 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Engage Master Teachers to support and coach teachers in the creation and delivery of problem-based learning experiences and the creation and implementation of library lessons focused on problem solving and reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |                  |            |            |                  |

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.





### Student Learning

**Problem Statement 1:** Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

**Goal 2:** By 2024, our campus yearly attendance rate will be 98%

**Performance Objective 1:** Improve family engagement through tiered systems of support





**Evaluation Data Sources:** Family Engagement Log; Attendance Rate

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Offer a variety of live and virtual family engagement events during the school day and in the evening in order to provide families with strategies to support at-home learning and wellness; employ a Family Engagement Specialist to engage families in these activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores; increased participation in family engagement events</p> <p><b>Staff Responsible for Monitoring:</b> Family Engagement Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I Parent Involvement, - Title I</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Provide school communication in a variety of formats on a weekly and monthly basis</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in family engagement events</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Partner with Communities in Schools, local community groups, businesses, and organizations to provide mentoring, student engagement opportunities, and family engagement opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in family engagement events; improved STAAR and NWEA MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools Liaison; Family Support Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Developed attendance intervention plans for families with chronic absences</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Family Support Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>   |           |     |     |           |

**Goal 2:** By 2024, our campus yearly attendance rate with be 98%

**Performance Objective 2:** Foster a positive, safe and supportive learning environment

**Evaluation Data Sources:** Safe & Civil Schools Climate Survey; Student Discipline Action Removal Survey





| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide physically and emotionally safe learning environment for students through the implementation of clear behavior expectations, social-emotional lessons, morning meetings, classroom management coaching, and tier 2 and tier 3 behavior intervention supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of behavior incidents on the Student Discipline Action Removal Summary; improved school climate survey results</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal , Counselor, RESET Teacher, CIS Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Provide opportunities for students to engage in problem-based learning experiences across all content areas and leadership and social-emotional lessons during or after school</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR and NWEA MAP scores; improved behavior data</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Communities in Schools Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |                  |            |            |                  |



**Goal 2:** By 2024, our campus yearly attendance rate with be 98%

**Performance Objective 3:** Implement systems for the collection and analysis of attendance, behavior, and climate data





**Evaluation Data Sources:** Campus Leadership Team Agenda

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Create classroom displays for each class to track their attendance data; send home six week communication to parents about their student's specific attendance information in comparison to the school average.<br/> <b>Strategy's Expected Result/Impact:</b> Improved attendance rate<br/> <b>Staff Responsible for Monitoring:</b> Family Support Specialist<br/> <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Review attendance, behavior, and climate data at monthly campus leadership team and CDMC meetings for trends and implement solutions to problems<br/> <b>Strategy's Expected Result/Impact:</b> Improved attendance rate, ISS/OSS rate, and climate survey results<br/> <b>Staff Responsible for Monitoring:</b> Assistant Principal<br/> <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |     |           |

**Goal 2:** By 2024, our campus yearly attendance rate with be 98%

**Performance Objective 4:** Reinforce positive behavior choices and academic progress

**Evaluation Data Sources:** Campus behavior data; campus progress monitoring data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Organize staff and students into teams and plan events and celebrations across the campus<br/> <b>Strategy's Expected Result/Impact:</b> Decreased number of behavior incidents on the Student Discipline Action Removal Summary; improved school climate survey results<br/> <b>Staff Responsible for Monitoring:</b> Assistant Principal<br/> <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Provide attendance incentives for students, classes, grade levels, and families based on goals and improvement<br/> <b>Strategy's Expected Result/Impact:</b> Improved attendance rate<br/> <b>Staff Responsible for Monitoring:</b> Family Support Specialist<br/> <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |     |           |

# State Compensatory

## Budget for Alta Vista Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 7**

**Brief Description of SCE Services and/or Programs**

|  |
|--|
|  |
|--|

## Personnel for Alta Vista Elementary School

| <u>Name</u>        | <u>Position</u>          | <u>FTE</u> |
|--------------------|--------------------------|------------|
| Cora Denton        | RESET Aide               | 1          |
| Erica Senicero     | RESET Aide               | 1          |
| Michelle Callan    | SIT                      | 1          |
| Nancy Davis        | SIT                      | 1          |
| Quandriene Boggess | Instructional Specialist | 1          |
| Quinton Trice      | Behavior Support Aide    | 1          |
| Sydney Seaver      | RESET Teacher            | 1          |

# Title I Personnel

| <u>Name</u>       | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|-------------------|---------------------------|----------------|------------|
| Jennifer Williams | Instructional Specialist  | Title I        | 1          |
| John Ward         | Family Support Specialist | Title I        | 1          |

# Campus Funding Summary

| State Compensatory Education         |           |          |   |              |              |
|--------------------------------------|-----------|----------|---|--------------|--------------|
| Goal                                 | Objective | Strategy | Resources Needed                                    | Account Code | Amount       |
| 1                                    | 1         | 1        |   |              | \$0.00       |
| <b>Sub-Total</b>                     |           |          |   |              | \$0.00       |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$402,000.00 |
| <b>+/- Difference</b>                |           |          |   |              | \$402,000.00 |
| Title 1                              |           |          |   |              |              |
| Goal                                 | Objective | Strategy | Resources Needed                                    | Account Code | Amount       |
| 1                                    | 1         | 1        |   |              | \$0.00       |
| 2                                    | 1         | 1        |   |              | \$0.00       |
| <b>Sub-Total</b>                     |           |          |   |              | \$0.00       |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$173,880.00 |
| <b>+/- Difference</b>                |           |          |   |              | \$173,880.00 |
| Title I Parent Involvement           |           |          |   |              |              |
| Goal                                 | Objective | Strategy | Resources Needed                                    | Account Code | Amount       |
| 2                                    | 1         | 1        |   |              | \$0.00       |
| <b>Sub-Total</b>                     |           |          |   |              | \$0.00       |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$1,739.00   |
| <b>+/- Difference</b>                |           |          |   |              | \$1,739.00   |
| American Rescue Plan (ARP/ESSER III) |           |          |   |              |              |
| Goal                                 | Objective | Strategy | Resources Needed                                    | Account Code | Amount       |
| 1                                    | 1         | 1        | Extra duty, instructional materials, transportation |              | \$41,164.00  |
| <b>Sub-Total</b>                     |           |          |   |              | \$41,164.00  |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$0.00       |
| <b>+/- Difference</b>                |           |          |   |              | -\$41,164.00 |
| <b>Grand Total</b>                   |           |          |   |              | \$41,164.00  |