Waco Independent School District

Alta Vista Elementary School

2022-2023 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, 481 in 2021, and 500 in 2022. Alta Vista is one of few Waco elementary schools who enrollment increased and is projected to rise even more over the next several years. The campus serves students in Pre-Kindergarten (3 years) to 5th grade. 67% of students are Hispanic, 19% are African America, 10% are White, less than 1% are Asian, and 4% 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. 28.6% of students are Limited English Proficiency (LEP). 90.5% of students are economically disadvantaged and 2% of students are considered homeless. 5% (23 students) are identified as gifted/talented while 10% receive Special Education services. The average attendance rate for the school year is up slightly. It was 95.91% in 2019-2020, 92.23% in 2020-21, and 92.41% in 2021-22; COVID absences continued to be a barrier to higher attendance rates.

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 2022 district UIL meet and placed 3rd in the district despite challenges from COVID in the winter. Communities in Schools organized Boys to Men (Gr 3-5), Girl CODE (Gr 3-5) and a student leadership organization for students in grades 3-5. Students in need of additional instruction in grades 2-5 were invited to attend tutoring twice a week starting in February; transportation was not provided due to bus driver shortages. 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: 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, state compensatory, and ESSER funds are used to fund 3 full-time teachers who focus on intervention on reading and math instruction. In addition, these funds are support 2 instructional specialists, 3 behavior aides, a behavior teacher, 2 master teachers, and 2 additional literacy aides. The campus utilizes ongoing common math assessments and reading running records 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 took STAAR in 2021 but state accountability measurements were suspended for 2021 due to COVID-19. **ADD 2022 STAAR DATA HERE.**

The following graph shows the percentage of students reading on grade level at Middle of Year (MOY) from 2019 to 2022. Most grades had a higher percerntage of students reading on grade level in 2022 compared to 2021.

Grade Level	MOY BAS 2019	MOY BAS 2020	MOY BAS 2021	EOY BAS 2021	MOY BAS 2022	EOY BAS 2022
Kinder	45%	70%		31%	52%	
1st	45%	36%	21%	28%	34%	
2nd	46%	36%	21%	42%	16%	
3rd	43%	70%	53%	60%	68%	
4th	29%	40%	46%	31%	35%	
5th	49%	42%	34%	38%	61%	

Alta Vista Elementary uses NWEA Map Assessments for grades Kindergarten through 5th grad. Most grade levels showed a decline in RIT scores from 2020 to 2022 in both reading and math. Testing was done in January 2022 during a COVID spike at mid-year; student and staff attendance led to poor testing conditions.

	Campus Mean RIT (Mid-Year 2019)	Campus Mean RIT (Mid-Year 2020)	Campus Mean RIT (Mid-Year 2021)	Campus Mean RIT (Mid-Year 2022)
Kindergarten Math	149.2	141.5	148.4	145.4
Kindergarten Reading	147.4	147.1	145.2	139.7
1st Grade Math	166.4	163.3	164.6	162.1
1st Grade Reading	168	161.2	161.2	157.1
2nd Grade Math	188.7	184.1	178.4	176.4

	Campus Mean RIT (Mid-Year 2019)	Campus Mean RIT (Mid-Year 2020)	Campus Mean RIT (Mid-Year 2021)	Campus Mean RIT (Mid-Year 2022)
2nd Grade Reading	184.0	176.6	169.9	170.2
3rd Grade Math	Not Tested	190.4	187.7	183.5
3rd Grade Reading	Not Tested	190.9	187.7	176.0
4th Grade Math	Not Tested	201.9	198.6	199.9
4th Grade Reading	Not Tested	199.8	199.2	199.2
5th Grade Math	Not Tested	211.4	204.6	195.5
5th Grade Reading	Not Tested	207.8	200.6	204.5

The graph below shows the percentage of students meeting their growth goal from the fall to the winter NWEA MAP Assessment during the 2021-2022 school year. Math outperformed reading only slightly in terms of growth.

Grade Level	READING % Met Growth Goal	MATH % Met Growth Goal
Kindergarten	36%	40%
1st Grade	48%	54%
2nd Grade	32%	50%
3rd Grade	19%	40%
4th Grade	44%	43%
5th Grade	22%	27%
SCHOOL AVERAGE	34%	35%

According to NWEA MAP Winter assessment projects, 42% of students would have passed STAAR reading and 45% of students would have passed STAAR math. These projections are lower than the same time in 2021.

	READING	MATH
Grade Level	**% Expected to Score "Approaches"**	**% Expected to Score "Approaches"**
	or Higher on STAAR	**or Higher on STAAR**
3rd Grade	25%	28%
4th Grade	61%	50%
5th Grade	39%	63%
SCHOOL AVERAGE	42%	45%

The table below show the overall campus scores for STAAR in 2019 compared to 2022. 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.

STAAR	**2019**			**2021**			**2022**		
	Approaches	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
Math	65%	25%	14%	45%	14%	6%			
Reading	63%	32%	12%	46%	14%	9%			
Writing	55%	24%	3%	38%	4%	0%	Not Tested	Not Tested	Not Tested
Science	60%	28%	14%	33%	14%	5%			

36% of students receive Tier 2 or Tier 3 reading support, 33% receive Tier 2 or 3 support in math, and 5% receive behavior support. These trends has been consistent over the past 3 years.

Student Learning Strengths

COVID-19 and the challenges from 2020-2021 created many hurdles for learning. Teachers spent extensive time closing the learning gaps from the spring 2020 quarantine and inconsistent attendance and instruction in 2020-2021. MOY data from this year showed that students were making some progress but still behind from 2019.

Interim assessment data shows that students are making progress towards their growth goals, but that the campus is struggling to accelerate instruction so that all students are performing on grade level. Reading has been a relative strength of the campus this year with an intensive focus in the younger grades at building strong foundational reading skills.

Problem Statements Identifying Student Learning Needs

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.

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, 50 minutes of intervention time, 25 minutes for recess, and 50 minutes of common planning time for teachers daily. On most Fridays, teachers have 100 minutes of PLC and planning time. Teachers plan reading and math using guided reading/math structures. Students participated in enrichment activities each Friday for 50 minutes with a focus on problem solving and SEL skills.

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). 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, SeeSaw, and Google Classroom. Intervention resources include Leveled Literacy Interventions (LLI from Fountas & Pinnell) and Mentoring Minds workbooks. The campus introduced a new phonemic awareness program mid-year to support foundational reading skills in Kindergarten and 1st grade.

Alta Vista Elementary has invested significant funding in order to provide an Ipad to every student in grades PK-1 and a laptop to every student in grades 2-5. 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, kindergarten, and 1st grade teacher have a full-time aide. Second grade classrooms share an aide with another classroom. The campus also employs a RESET Teacher 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) or a paraprofessional certification.

Transformation Waco started a new teacher development pipeline for the 2019-2020 school year. All 4 of the new teachers hired at Alta Vista Elementary participate in this program. All new teachers are paired with a mentor and meet monthly, and the 4 teachers in the new development program participate in 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. 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.

This year, PLC time was used to engage teachers in the lesson study process. Each grade level team in kindergarten through 4th grade completed 2 lesson study cycles that allowed them to dive deep into research and planning, and allowed for teachers to observe each other in action. In addition, a Behavior PLC was held 4 times during the year to discuss behavior supports for each grade level.

Alta Vista's attendance has improved slighlyt over last year. The campus implemented a daily attendance tracking calendar outside each classroom and provided monthly incentives for classrooms that met their attendance goals. The campus attendance rate is currently 92.4% for 2021-22.

Alta Vista Elementary had previously experienced low turnover for more than 5 years. However, with a pending consolidation in three years, more teachers than usual have looked for employement opportunities outside of Alta Vista.

School Processes & Programs Strengths

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.

Power Hour has allowed for students in all grades except PK to engage in problem-solving and SEL lessons every Friday. The Power Hour schedule also gave teachers an additional 50 minutes of planning each week.

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 and spring conferences to update parents on their progress.

The addition of attendance trackers and classroom incentives has improved attendance despite COVID illnesses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Alta Vista attendance has been under 95% for the past 3 years. **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. The campus hosted a Spooky Math Night in the fall and Earth Fair in the spring to engage with families on different ways that they could support student achievement at home. Students also participated in beginning, middle, and end of year student-led conferences with their parents and teachers to discuss academic growth.

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.

Student safety surveys report that 86% of students felt safe in the classroom which is down slightly from last year, and restrooms and buses were areas of concern. Teacher safety surveys echoed a similar concern. The rate of major behavior incidents is up slightly from last year (when we had less students on campus). ISS rates were 76 in 2018-19, 32 in 2019-20, 29 in 2020-21, and 40 in 2021-22 (for the same time periods). For the 3rd year in a row, no students were assigned to Out of School Suspension or DAEP. Only 5% of students receive Tier 2 or Tier 3 behavior support. African American and Hispanic students had nearly the same number of total behavior incidents (including minor incidents). Behavior incidents were highest at the beginning of the school year with a focus in kindergarten.

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. 66% of third-fifth graders surveyed reported that they enjoy coming to school and feel likely they belong, which is down 76% last year.

Alta Vista engagement with community partners has been limited due to COVID-19. Adopt-A-School partners include various religious organizations and Community Bank & Trust. STARS Book Clubs resumed meetings with students on campus this year. 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 92% 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.

Campus staff enjoy the work that they do at Alta Vista as shown in surveys (though there is a high rate of staff feeling stressed and overworked). They feel that their work is meaningful and they are able to work in a safe, supportive environment.

A 30% decrease in ISS incidents over the past three years reveals a strong system of tiered behavior supports. The campus Tiered Fidelity Instrument score which measures behavior support implementation has remained at 99 out 100 points for the past 3 years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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: Behavior incidents have increased over last year, especially in the lower grades. **Root Cause:** The campus needs to revaluate its PBIS systems and provide more training with expectations for CHAMPS implementation at the beginning of the year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Goals

Goal 1: By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 80% 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

High Priority

Evaluation Data Sources: STAAR, NWEA MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide multi-tiered levels of support through small group instruction with supplemental instruction teachers and aides, classroom aides, 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.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP scores **Staff Responsible for Monitoring:** Assistant Principal **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title 1, - State Compensatory Education, Extra duty, instructional materials, transportation - American Rescue Plan (ARP/ESSER III) - $41,164			

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus reading instruction on developing foundational reading skills in grades PK-3. Implementation will include the development of a campus instructional framework document, and selection/training/implementation/evaluation of high quality instructional materials. Students will track their reading fluency progress.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Improved STAAR scores, NWEA MAP scores, and reading fluency scores **Staff Responsible for Monitoring:** Instructional Specialists **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Purchase supplemental resources for STAAR prep practices in order to meet the needs of at-risk students	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP scores	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Specialist - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum			

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase ratio of thinking and participation in classroom instruction with a focus on core instructional practices (discussion, questioning, writing)	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP Scores	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Leadership Team - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR & NWEA MAP scores	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Specialist - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum			

Strategy 6 Details	Formative Reviews		
Strategy 6: Organize study trips to provide supplemental instruction and connect real-world experiences to classroom instruction to meets the needs of at-risk students **Strategy's Expected Result/Impact:** Improved STAAR and NWEA MAP scores **Staff Responsible for Monitoring:** Master Teacher of Digital Innovation - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Formative		
	Jan	**May**	**May**

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

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

    High Priority

    Evaluation Data Sources: TTESS, Teacher Development Roadmap

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Teacher Development Roadmap in conjunction with action-based coaching for all teachers in order to deliver personalized professional development based on teacher needs; the instructional leadership team will also receive "coaching the coaches" support	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Growth for every teacher along the Teacher Development Roadmap **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Mentor new teachers (1st and 2nd year) utilizing SUCCEEDand AUSL new teacher programs	**Formative**		
Strategy's Expected Result/Impact: Growth for every teacher along the Teacher Development Roadmap; retain all new teachers	**Jan**	**May**	**May**
Staff Responsible for Monitoring: New Teacher Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Instructional Leadership Team will meet at least biweekly to review key student data drivers	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP Scores **Staff Responsible for Monitoring:** Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	**Jan**	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 80% 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

High Priority

Evaluation Data Sources: T-TESS

Strategy 1 Details	Formative Reviews		
Strategy 1: Design a campus schedule that provides for grade level planning time and the ability for instructional aides to attend professional learning community meetings	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP scores **Staff Responsible for Monitoring:** Instructional Specialists - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Review 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.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP scores **Staff Responsible for Monitoring:** Instructional Specialist - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. **Strategy's Expected Result/Impact:** Improved STAAR and NWEA MAP scores **Staff Responsible for Monitoring:** Principal - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Formative**		
	Jan	**May**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: By 2024, our campus yearly attendance rate with be 97%

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

    Evaluation Data Sources: Family Engagement Log; Attendance Rate

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 reading and math achievement and SEL strategies; employ a Family Engagement Specialist to engage families in these activities.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP scores; increased participation in family engagement events
    Staff Responsible for Monitoring: Family Engagement Specialist
 	
    - ESF Levers:
Lever 3: Positive School Culture
    Funding Sources: - Title I Parent Involvement, - Title 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide school communication in a variety of formats on a weekly and monthly basis	**Formative**		
Strategy's Expected Result/Impact: Increased participation in family engagement events	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Partner with Communities in Schools, local community groups, businesses, and organizations to provide mentoring, student engagement opportunities, and family engagement opportunities	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased participation in family engagement events;
improved STAAR and NWEA MAP scores
    Staff Responsible for Monitoring: Communities in Schools Liaison; Family Support Specialist
 	
    - TEA Priorities:
Improve low-performing schools
    - ESF Levers:
Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Developed attendance intervention plans for families with chronic absences	**Formative**		
Strategy's Expected Result/Impact: Improved attendance rate **Staff Responsible for Monitoring:** Family Support Specialist **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: By 2024, our campus yearly attendance rate with be 97%

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	Formative Reviews		
Strategy 1: 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.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Decreased number of behavior incidents on the Student Discipline Action Removal Summary; improved school climate survey results
     Staff Responsible for Monitoring: Assistant Principal , Counselor, RESET Teacher, CIS Liaison
 	
   - TEA Priorities:
 Improve low-performing schools
   - ESF Levers:
 Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved STAAR and NWEA MAP scores; improved behavior data
     Staff Responsible for Monitoring: Assistant Principal, Communities in Schools Liaison
 	
   - TEA Priorities:
 Improve low-performing schools
   - ESF Levers:
 Lever 3: Positive School Culture			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: By 2024, our campus yearly attendance rate with be 97%

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	Formative Reviews		
Strategy 1: 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.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved attendance rate
     Staff Responsible for Monitoring: Family Support Specialist
 	
   - TEA Priorities:
 Improve low-performing schools
   - ESF Levers:
 Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Review attendance, behavior, and climate data at monthly campus leadership team and CDMC meetings for trends and implement solutions to problems	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved attendance rate, ISS/OSS rate, and climate survey results
     Staff Responsible for Monitoring: Assistant Principal
 	
   - TEA Priorities:
 Improve low-performing schools
   - ESF Levers:
 Lever 3: Positive School Culture			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: By 2024, our campus yearly attendance rate with be 97%

Performance Objective 4: Reinforce positive behavior choices and academic progress

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Revise PBIS systems to include classroom economies, revised student/staff recognition systems, and six weeks celebrations	**Formative**		
Strategy's Expected Result/Impact: Decreased number of behavior incidents on the Student Discipline Action Removal Summary; improved school climate survey results	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Assistant Principal - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide attendance incentives for students, classes, grade levels, and families based on goals and improvement	**Formative**		
Strategy's Expected Result/Impact: Improved attendance rate	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Family Support Specialist - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$402,000.00
				+/- Difference	$402,000.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
2	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$173,880.00
				+/- Difference	$173,880.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,739.00
				+/- Difference	$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
				Sub-Total	$41,164.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$41,164.00
				Grand Total Budgeted	$577,619.00
				Grand Total Spent	$41,164.00
				+/- Difference	$536,455.00