WACO INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING

WISD Conference Center
115 S 5th Street
Waco, Texas 76701

Thursday, October 28, 2021 - 6:00 PM

A Regular Meeting of the Board of Trustees of Waco Independent School District will be held October 28, 2021, beginning at 6:00 PM in the WISD Conference Center, 115 S 5th Street, Waco, Texas.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice/agenda.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

AGENDA

1. **Call to Order**
2. **Closed Session (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)**
   - 2.A. CONSULTATION WITH ATTORNEY - 551.071
   - 2.B. DELIBERATION REGARDING SECURITY DEVICES OR SECURITY AUDITS - 551.076
3. **Reconvene in Open Session**
4. **Moment of Silence and Pledge of Allegiance**
5. **Public Comments on Agenda Items**
6. **Special Recognitions**
   - 6.A. Pledge Leaders
   - 6.B. Apple Distinguished School - Bell's Hill Elementary
   - 6.C. Waco ISD Award for Outstanding Community Partners - Carver Alumni Historical Advisory Committee
7. **Superintendent's Report**
   - 7.A. Introduction of Executive Director of Communications
   - 7.B. PEIMS Snapshot
   - 7.C. COVID-19 Update
   - 7.D. Holdsworth Leadership Training
   - 7.E. Bond Election Update
8. **Public Hearing on the 2021 Annual Financial Accountability Management Report (Schools FIRST)**
   Presenter: Sheryl Davis
9. **Public Hearing on the Redistricting Process and Plan Under Consideration**
   Presenter: Mike Morrison, Legal Counsel for Redistricting
10. **Consent Agenda: Consider and Take Appropriate Action**

10.A. Amendments to the 2021-2022 Budget
10.B. Approve Bid Award for Child Nutrition Services (CNS) Walk-in Cooler and Freezer Infrastructure
10.C. Bid Award for Educational Consultants, Professional Development, and Other Student-based Contracted Services
10.D. Approve the Job Order Contract Award for Roof Repair Services
10.E. Approve Bid Award for Student Information and Financial Management Systems
10.F. Purchases in Excess of $50,000 Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service
10.G. Ratification of Purchases in Excess of $50,000 Made Under the Emergency Declaration for G. W. Carver Middle School, as Authorized Under Texas Education Code Section 44.031(h)
10.H. 2021 Delinquent Taxes Report
10.I. Time Extension and Authorization of Superintendent to Execute a Change Order for Paul Tyson Field Replacement
10.J. Independent Sources of Investment Officer Training
10.K. List of Qualified Brokers Authorized to Engage in Investment Transactions with the District and Local Banks for the Purchase of Certificates of Deposit
10.L. Investment Policy and Strategies as Codified Under Policy CDA (LOCAL) - Other Revenues: Investments
10.M. Monthly and Quarterly Financial Reports for the Period Ended August 31, 2021
10.N. Adult Meal Pricing Increase Effective November 1, 2021
10.O. 2021-2022 Campus Improvement Plans
10.P. Hiring of an Employee Related to an Administrator
10.Q. First Reading of Amendments to Board Policy CV (Local)
10.R. Authorization for Superintendent (or Designee) to Conduct Public Hearing Pursuant to Chap. 26 of the Texas Parks and Wildlife Code for Cotton Palace and Lake Air Little League Properties
10.S. Resolution to Nominate Candidate for the McLennan County Appraisal District Board Members
10.T. Special Education Remote Homebound Waiver
10.U. Reading Diagnostic Instrument Requirement Waiver
10.V. T-TESS Appraisers for 2021-2022 School Year
10.W. Board Operating Procedures
10.X. Board of Trustees Meeting Minutes
    10.X.1. Regular Meeting - August 26, 2021
    10.X.2. Special Meeting - August 31, 2021
    10.X.3. Regular Meeting - September 9, 2021
    10.X.4. Team Building Meeting - September 30, 2021
    10.X.5. Special Meeting - January 21, 2021
    10.X.6. Community Advisory Committee Meeting 1 - January 11, 2021
    10.X.7. Community Advisory Committee Meeting 2 - January 25, 2021
    10.X.8. Community Advisory Committee Meeting 3 - February 8, 2021
    10.X.9. Community Advisory Committee Meeting 4 - March 1, 2021
    10.X.10. Community Advisory Committee Meeting 5 - March 22, 2021
    10.X.11. Community Advisory Committee Meeting 6 - April 12, 2021

11. **Review and Discuss Progress on the Design Development of Waco High School**
    Presenter: Jarrod Sterzinger, O'Connell Robertson Architects
12. **Consider, Discuss and Take Appropriate Action Regarding the Schematic Design for G.W. Carver Middle School**
    Presenter: Jarrod Sterzinger, O'Connell Robertson Architects
13. **Consider, Discuss and Take Appropriate Action Regarding the Rankings of Construction Manager At Risk (CMR) for the G. W. Carver Replacement Project**
    Presenter: Dr. Susan Kincannon
14. **Contract Amendment for Student Transportation Services**
    Presenter: Sheryl Davis
15. **Consider, Discuss and Take Appropriate Action Regarding Amendment to the Performance Contract with Transformation Waco**
    Presenter: Kyle DeBeer
16. **Annual Evaluation of Campuses Operated by Transformation Waco**
    Presenter: Kyle DeBeer
17. **Board Update on Behavior Intervention and Discipline Systems**
    Presenter: Dr. Rachelle Warren, Suzanne Hamilton
18. **Announcements**
19. **Closed Session (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)**
    19.A. PERSONNEL MATTERS - 551.074 - Superintendent Formative Evaluation
20. **Reconvene in Open Session**
21. **Adjournment**

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Kyle DeBeer

RE: Special Recognitions

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Background Information

Pledge Leaders

Each month, one campus selects two students to lead the Pledge of Allegiance at the regular business meeting of the Waco ISD Board of Trustees. For the month of October, West Avenue Elementary has selected second-grader Victor Perez and third-grader Trinity Deronen.

Apple Distinguished School

Bell's Hill Elementary has been selected as an Apple Distinguished School for 2021-2024. This is the second time that the campus has been selected as an Apple Distinguished School. Bell's Hill Elementary first received the designation for 2018-2021.

The Apple Distinguished School program recognizes "centers of leadership and educational excellence that demonstrate Apple's vision for learning with technology." The program is by invitation only, and to be considered, a school must offer a one-to-one environment where all students use Apple devices as their primary learning device and all teachers use Apple devices as their primary teaching device. Across 32 countries worldwide, just 546 schools are currently recognized as Apple Distinguished Schools.

Rebekah Mechell is the principal of Bell's Hill Elementary School.

Waco ISD Award for Outstanding Community Partners – Carver Alumni Historical Advisory Committee

Each month, Waco ISD recognizes a community partner making a difference for students with the Waco ISD Award for Outstanding Community Partners. The recognition celebrates the theme for the 2021-2022 school year that "We Are Waco ISD" and acknowledges that it's not just the employees and students who make the Waco ISD community a great place to teach and learn.

In October, the District is recognizing the G.W. Carver Alumni Historical Advisory Committee. In late July, a fire destroyed the G.W. Carver Middle School campus. During this month's meeting, the Board will consider the schematic design for a new building to replace it. As design work on the new G.W. Carver Middle School progresses, the District is committed to celebrating the historical significance and traditions of the campus.

Ruth Jackson, a 1962 graduate of what was then the George Washington Carver School in La Vega ISD, recently organized a committee of Carver alumni to advise the District on the history of the campus and ways to incorporate that history into the new building. This week, Dr. Susan Kincannon hosted a luncheon for Ms. Jackson and the other committee members to meet with the architects.

Fiscal Implications

None

Administrative Recommendation(s):

Report only

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: Sheryl Davis**

RE: Public Meeting on the 2021 Annual Financial Accountability Management Report (Schools FIRST)

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Background Information:

School FIRST (Financial Accountability Rating System of Texas) is the financial accountability system developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature. The primary goal of Schools FIRST is to achieve quality performance in the management of a school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

House Bill 5, Section 49, of the 83rd Texas Legislature, authorized major changes to the School FIRST system. The changes, as established by the Texas Education Agency under the Commissioner of Education, were phased in over three years beginning with fiscal year 2014.

There are fifteen accountability indicators including five critical indicators, seven solvency indicators, and three financial competence indicators. Financial accountability rating indicators for 2021 are based on fiscal year 2019-2020 financial data.

The five critical indicators do not receive a point value. They are either validated or not. Failure to pass any of the five critical indicators results an automatic rating of "Substandard Achievement". Districts that do not receive a passing score must file a corrective action plan with the Texas Education Agency.

Beginning with rating year 2017, the types of financial accountability ratings that school districts may receive are as follows:

Rating	Description
A	Superior Achievement
B	Above Standard Achievement
C	Standard Achievement
F	Substandard Achievement
No Rating	Districts receiving territory due to an annexation order or consolidation

The letter grade will be assigned depending on the District's score on the solvency and financial competence indicators and, of course, passing all the critical indicators. The highest possible score on the indicators is 100 points. Any district scoring below 70 points will receive a rating of "Substandard Achievement". The school district receives an "F" if it scores below the minimum passing score, if it failed any critical indicators 1 through 5, if the annual financial report or the data were not both complete, or if either the annual financial report or the data were not submitted on time for FIRST analysis.

With the 2021 accountability rating, ceiling indicators were introduced in calculating the ratings. For each indicator subject to a ceiling, the ceilings limit the maximum points available and the applicable rating. The ceiling indicators apply to indicators 4, 5, 6, 16, 17, and 20.

Within two months of receiving the final financial accountability rating, school districts are required to prepare an annual financial management report that includes the following:

- The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education;
- The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;
- Additional information required by the Commissioner of Education, including:
    - a copy of the Superintendent's current employment contract;
    - a summary schedule for the fiscal year (12-month period) of total reimbursements received by the superintendent and each board member;
    - a summary schedule for the fiscal year of the dollar amount of compensation or fees received by the superintendent from another school district or any other outside entity in exchange for professional consulting or other personal services;
    - a summary schedule for the fiscal year of the dollar amount by the executive officers and board members of gifts that had an economic value of $250 or more in the aggregate in the fiscal year; and
    - a summary schedule for the fiscal year of the dollar amount, by board member, for the aggregate amount of business transactions with the school district; and
- Additional information that the district's board of trustees deems useful.

The financial management report is required to be made available to attendees at a public hearing for School FIRST. Notice of the hearing, including date, time and location, must be provided to a newspaper of general circulation in the district prior to holding the public meeting. The District published the public hearing notification, as required, in the Waco Tribune-Herald on October 11, 2021.

The District once again received the state's highest financial accountability rating of **"Superior" or an "A"** for the 2019-2020 fiscal year with a score of 98 out of 100 points.

A copy of the report is attached along with a brief overview that will be presented at the Public Meeting.

Fiscal Implications:

None

Administrative Recommendations:

The administration recommends the Board invite public input in response to the District's 2021 School FIRST rating, as presented.



2021 School FIRST

Annual Financial Accountability Management Report

Public Hearing

October 28, 2021

Background

- Authorized by the Legislature in 1999
- Financial Accountability Rating System and "School FIRST" was implemented in 2000
- Primary Goal: To achieve improved performance in the management of school district resources
- Objectives:
  - To assess the quality of financial management in Texas Public Schools
  - To measure and report the extent financial resources are used for instructional purposes
  - To evaluate the quality of financial management decisions

District Requirements

- Annual Financial Management Report
  - Include the results of the District's performance on the School FIRST indicators, as published by the Texas Education Agency
  - Explain the District's performance on those indicators, including a comparison to the prior year
- Public Hearing
  - Conduct a public hearing on the District's performance on the School FIRST indicators
  - Publish notice of the public hearing in local newspaper
  - Receive public input

Rating System Indicators

- Increased from fifteen to twenty indicators
  - Critical indicators (5)
  - Solvency indicators (9, increase from 7)
  - Financial competence (6, increase from 3)
- Measurement Indicators
  - Critical indicators (Yes/No)
  - Ceiling indicators (limit maximum total points available and the applicable rating for financial accountability)
  - Other indicators (0-10 points, based on performance)

Critical Indicators

- Was the complete annual financial report and data submitted to the Texas Education Agency within 30 days of the January 28 deadline?
- Was there an unmodified opinion in the annual financial report on the financial statements as a whole?
- Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?
- Did the school district make timely payments to the Teachers Retirement System, Texas Workforce Commission, Internal Revenue Service, and other government agencies?
- Was the total unrestricted net position balance in the governmental activities column in the Statement of Net Position greater than zero?

This indicator has not been scored in the past three years. Most likely due to the implementation of GASB 75 and the accrual of the liability of TRS-Care.

Solvency Indicators

- Was the average change in fund balance over 3 years less than a 25% decrease or did the current year fund balance exceed 75 days of operational expenditures?
- Was the number of days of cash on hand and current investments in the general fund sufficient to cover operating expenditures?
- Was the measure of current assets to current liabilities ratio sufficient to cover short-term debt?
- Did general fund revenues cover expenditures or was the number of days of cash on hand greater than or equal to 60 days?
- Was the variance less than 10 percent when comparing budgeted revenues to actual for the last 3 fiscal years?
- Was the ratio of long-term liabilities to total assets sufficient to support long-term solvency?
- Was the debt per $100 of assessed property value ratio sufficient to support future debt repayments?
- Was the administrative cost ratio equal to or less than the threshold ratio?
- Was there not a 15% decline in the students to staff ratio over 3 years?

Financial Competence Indicators

- Was the actual ADA within the allotted range of the biennial projection submitted to TEA?
- Did the comparison of PEIMS data to the information in the annual financial report result in a total variance of less than 3%?
- Did the external auditor report that the annual financial report was free of any material weakness in internal controls over financial reporting and compliance for local, state, or federal funds?
- Did the external auditor indicate the annual financial report was free of any instances of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?
- Was required financial information posted on the District's website in accordance with statutes, laws, and rules?
- Were property values discussed at a board meeting within 120 days of adopting the budget?

Disclosures

- Required Disclosures:
  - Superintendent's current contract
  - Schedule of lodging, meals, travel, and other reimbursements to the Superintendent and Board
  - Schedule of outside compensation paid to the Superintendent
  - Schedule of gifts with an aggregate value in excess of $250 to the Superintendent and Board from outside entities
  - Schedule of business transactions between Board Members and the District

Determination of Rating

- Ratings:
  - A = Superior Achievement (90 - 100 points)
  - B = Above Standard (80 – 89 points)
  - C = Meets Standard (70 – 79 points)
  - F = Substandard Achievement (0 – 69 points)
  - No Rating will be issued for a school district receiving territory under annexation with a school district ordered by the Commissioner, TEC §13.054, or consolidation under Subchapter H, Chapter 41, until the third year after the annexation/consolidation.
- Substandard Achievement Rating and TEA Sanctions:
  - File a corrective action plan with TEA
  - Assignment of financial monitor or master
  - Accreditation investigation

2021 Waco ISD Results

A = Superior Achievement

Waco ISD Scored 98 Out of 100 Points

2021 Waco ISD Results

- 'Yes' to the four scored Critical Indicators (indicator 5 was not scored)
- Maximum points for each of the Solvency indicators with the exception of indicator 13
- Maximum points for each of the Financial Competence Indicators

2021 Waco ISD Results

- Solvency Indicator #13
  - Was the school district's administrative cost ratio equal to or less than the threshold ratio? The District's Administrative Cost Ratio was 9.84%, increasing from the 8.62% for the prior year. This ratio only earned 8 of the maximum 10 points available. (See ranges below)

ADA Size	10	8	6	4	2	0
≥ 10,000	<= 0.0855	> 0.0855 <= 0.1105	> 0.1105 <= 0.1355	> 0.1355 <= 0.1605	> 0.1605 <= 0.1855	> 0.1855
≥ 5,000 to < 10,000	<= 0.1000	> 0.1000 <= 0.1250	> 0.1250 <= 0.1500	> 0.1500 <= 0.1750	> 0.1750 <= 0.2000	> 0.2000
≥ 1,000 to < 5,000	<= 0.1151	> 0.1151 <= 0.1401	> 0.1401 <= 0.1651	> 0.1651 <= 0.1901	> 0.1901 <= 0.2151	> 0.2151
≥ 500 to < 1,000	<= 0.1311	> 0.1311 <= 0.1561	> 0.1561 <= 0.1811	> 0.1811 <= 0.2061	> 0.2061 <= 0.2311	> 0.2311
< 500	<= 0.2404	> 0.2404 <= 0.2654	> 0.2654 <= 0.2904	> 0.2904 <= 0.3154	> 0.3154 <= 0.3404	> 0.3404
Sparse	<= 0.3364	> 0.3364 <= 0.3614	> 0.3614 <= 0.3864	> 0.3864 <= 0.4114	> 0.4114 <= 0.4364	> 0.4364

Questions or Input

Invitation for Public Input

A copy of the “School FIRST” Report is available on the “Financial Transparency” page of the Waco ISD website at

wacoisd.org/Domain/7079

Copies are also available upon request from the Waco ISD Public Information Office

2021 Annual Financial Accountability Management Report

For the Fiscal Year Ended August 31, 2020



2021 Annual Financial Accountability Management Report

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Overview

School FIRST (Financial Accountability Rating System of Texas) was first developed as the financial accountability system for Texas school districts by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The purpose of the financial accountability rating system is to ensure that school districts will be held accountable for the quality of their financial management practices and achieve improved performance in the management of their financial resources. The system is designed to encourage Texas public schools to manage their financial resources better in order to provide the maximum allocation possible for direct instructional purposes.

The system will also disclose the quality of local management and decision-making processes that impact the allocation of financial resources in Texas public schools. An evaluation of the long-term effectiveness of the system should disclose a measurable improvement in the quality of Texas public schools' financial decision-making processes. The importance of the rating system's goal is underscored by the steadily increasing complexity of the State's funding of public schools compounded by the increasing sophistication of the associated accounting system.

In accordance with Texas Education Code (TEC), Chapter 39, Subchapter D, each school district must be assigned a financial accountability rating by the Texas Education Agency (TEA). The specific procedures for determining financial accountability ratings will be established annually by the Commissioner of Education and communicated to all school districts.

As authorized by House Bill 5, Section 49, of the 83rd Texas Legislature, Regular Session, the Commissioner and the Texas Education Agency implemented major changes to the School FIRST system. Beginning with the 2015 report, the changes were phased in over three years.

With the 2021 report, there are now twenty accountability indicators, including five critical indicators, seven solvency indicators, and three financial competence indicators. Financial accountability rating indicators for 2021 are based on fiscal year 2019-2020 financial data.

Indicator Category	Number of Indicators
Critical	5
Solvency	9
Financial Competence	6

The first three of the five critical indicators do not receive a point value. They are either validated or not. As in the previous system, failure to pass any of these three critical indicators results an automatic rating of "Substandard Achievement". While indicators 4 and 5 also do not receive a point value, they have now become "ceiling indicators". For 2021, Indicator 5 regarding a district's unrestricted net position, was again not scored due to the impact of recording the long-term liabilities for pension and post-employment benefits.

Ceiling indicators is a new concept, introduced with the 2021 accountability rating. Indicators 4, 5, 6, 16, 17, and 20 are now ceiling indicators. The scoring of these indicators limits the maximum points available and the applicable rating. If the district's overall points earned is less than the maximum points allowed by the applicable ceiling indicator, the district will receive a rating based on the lesser points earned. If the district fails a critical indicator or the district's total number of points is equal to or less than 69 points, the school district will receive and F = Substandard Achievement rating, regardless of any ceiling indicator criteria met. The section on "How the Ratings are Assessed" gives a more detailed explanation of the determination of ratings based on meeting ceiling criteria.

With the exception of the four ceiling indicators listed above, indicators in the solvency and financial competence categories may receive up to ten points.

The accountability ratings also changed. In the previous system, districts could be rated with one of five ratings, from "Suspended for Data Quality" to "Superior Achievement". Beginning with last year's report, a letter grade of "A" through "F" is assigned depending on the District's score on the solvency and financial competence indicators and, of course, passing all the critical indicators. The highest possible score on the indicators is 100 points. Any district scoring below 70 points will receive a rating of "Substandard Achievement". The following chart illustrates the scoring criterion for determination of ratings:

Rating	Points
A = Superior Achievement	90 through 100
B = Above Standard	80 through 89
C = Meets Standard	70 through 79
F = Substandard Achievement	0 through 69
No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.	

The school district receives an "F" if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, 4, or 5, if the annual financial report (AFR) or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

Districts that do not receive a passing score must file a corrective action plan with the Texas Education Agency. The commissioner of education may apply sanctions to a district that is assigned a "Substandard Achievement" rating. Additional sanctions could apply if issues arise relating to data quality. Sanctions could result in the assignment of a financial monitor or master by the Texas Education Agency Accountability Department in accordance with Chapter 39 of the Education Code. Additional sanctions could involve an accreditation investigation that could result in specific requirements for improvements in financial management. A lowered rating status resulting from an investigation would remain in effect until the

commissioner acknowledges that significant improvement was being made in financial management problem areas.

In December 2007, TEA Adopted 19 TAC Chapter 97, Planning and Accountability Subchapter EE, Accreditation Status, Standards, and Sanctions. The subchapter defined the accreditation statuses and stated how accreditation statuses would be determined and assigned to school districts. In accordance with these rules, TEA will take into consideration a district's School FIRST rating when assigning an accreditation status. Additionally, a district's final School FIRST rating may impact its special education determination status as issued by the TEA under the requirements of the Individuals with Disabilities Education Act (IDEA).

Sanctions may also be applied as a result of data problems of a sufficient magnitude to raise questions about the validity of measurements used in the financial accountability rating system indicators. The district's rating would be suspended if serious, systemic data quality problems occurred.

The Texas Education Agency posts districts' final reports to the Agency's web site. Interested parties are able to print copies of all materials from that source.

On August 6, 2021, the Texas Education Agency posted the district's preliminary School FIRST rating. The School FIRST ratings were based upon an analysis of data reported for the 2019-2020 fiscal year. The District passed all the critical indicators and received a score of 98 out of a possible 100 points for the other indicators, losing two points on indicator 13, the district's administrative cost ratio.

Waco Independent School District's 2021 Rating is "A – Superior Achievement"

Upon notification of the district's rating, the ratings report must be disseminated by a school district to all the district's taxpayers, in addition to the parents and guardians of students. After receipt of the financial accountability rating system report generated by the Texas Education Agency, the district level decision making committee must hold at least one public meeting annually for the purpose of discussing the financial performance of the district and district performance objectives.

The board of trustees shall hold the hearing for public discussion of the annual financial accountability system report within 60 days of receiving the final notification. The board shall notify property owners and parents and guardians in the district of the hearing. The District published notification, as required, in the Waco Tribune-Herald on October 11, 2021, as well as in their online advertising. The public meeting will be held on October 28, 2021.

The board of trustees will publish, or cause to be published, an annual report describing the financial management performance of the district. The report must include the information provided by the Texas Education Agency including the district's financial management performance under each indicator for both the current and previous years' financial accountability ratings.

The financial management report issued at the Schools FIRST hearing must contain certain required disclosures, in accordance with Title 19 Texas Administrative Code, Chapter 109, Budgeting, Accounting, and Auditing, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System. These disclosures include:

1. A copy of the superintendent's current employment contract or other written documentation of employment if no contract exists. This must disclose all compensation and benefits paid to the superintendent. The school district may publish the superintendent's employment contract on its website instead of publishing it in the annual financial management report.

2. A summary schedule for the fiscal year of expenditures paid on behalf of and/or total reimbursements received by the superintendent and each board member, including transactions resulting from use of the school district's credit card(s) to cover expenses incurred by the superintendent and each board member.

3. A summary schedule for the fiscal year of the dollar amount of compensation and/or fees received by the superintendent from another school district or any other outside entity in exchange for professional consulting and/or other personal services;

4. A summary schedule for the fiscal year of the total dollar amount by the executive officers and board members of gifts that had an aggregate economic value of $250 or more. This reporting requirement applies only to gifts received from an outside entity that received payments from the school district, in the prior fiscal year and to gifts from competing vendors that were not awarded contracts in the prior fiscal year. This reporting requirement does not apply to reimbursement by an outside entity for travel-related expenses when the purpose of the travel was to investigate matters directly related to the executive officer's or board member's duties or to investigate matters related to attendance at education-related conferences and seminars with the primary purpose of providing continuing education (this exclusion does not apply to trips for entertainment purposes or pleasure trips.

5. A summary schedule for the fiscal year of the dollar amount by board member for the aggregate amount of business transactions with the school district;

6. Any other information the local board of trustees determines to be useful.

A corrective action plan is to be filed with the TEA by each school district that received a rating of "Substandard Achievement".

If you have any questions about the report or need additional financial information about the District, please contact the Chief Financial Officer, Waco I.S.D., 501 Franklin Avenue, Waco, Texas 76701. A copy of this report is available upon request through the Office of Public Information and may be found on the Financial Transparency page of the District's website.

The following pages contain the 2020-2021 School FIRST rating worksheet detailing the District's performance on each of the 20 indicators as published by the Texas Education Agency. The worksheet is followed by an explanation of the indicators and information as to how ratings are assessed as well as a comparison with last year's performance.



Financial Integrity Rating System of Texas

2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA
DISTRICT STATUS DETAIL

Name: WACO ISD(161914)	**Publication Level 1:** 8/4/2021 2:00:38 PM
Status: Passed	**Publication Level 2:** 8/6/2021 11:10:55 AM
Rating: A = Superior Achievement	**Last Updated:** 8/6/2021 11:10:55 AM
District Score: 98	**Passing Score:** 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	6/8/2021 3:57:24 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	6/8/2021 3:57:24 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	6/8/2021 3:57:24 PM	Yes

4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	7/1/2021 9:10:08 AM	Yes Ceiling Passed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/28/2021 11:13:38 AM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	6/8/2021 3:57:25 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	6/8/2021 3:57:25 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	6/8/2021 3:57:25 PM	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	7/2/2021 1:46:33 PM	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.	6/8/2021 3:57:26 PM	10
12	Was the debt per $100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.	6/8/2021 3:57:27 PM	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.	6/8/2021 3:57:27 PM	8

14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	6/8/2021 3:57:27 PM	10
15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.	6/8/2021 3:57:27 PM	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/8/2021 3:57:27 PM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	6/8/2021 3:57:28 PM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	6/8/2021 3:57:28 PM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	6/8/2021 3:57:28 PM	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/8/2021 3:57:28 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	**Maximum Points**	**Maximum Rating**
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is *No*.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is *No*.	89	B = Above Standard Achievement

The Texas Education Agency (TEA) uses the following sources of data in calculating the financial accountability indicators for districts:

- The Annual Financial Report (AFR): For each district, TEA will use audited financial data in the district's AFR. The AFR, submitted as an electronic submission through the TEA website, must include data required in the Financial Accountability System Resource Guide (FASRG).
- Texas Student Data System Public Education Information Management System (TSDS PEIMS): The TEA will use data submitted by the school district through the TSDS PEIMS system.
- Warrant holds: The TEA will use warrant hold as reported by the Texas Comptroller of Public Accounts.
- Average Daily Attendance (ADA): The TEA will use the ADA information used for Foundation School Program (FSP) funding purposes.

The questions a school district must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The following is a layman's explanation of what the questions mean – and what our answers can mean to the Waco Independent School District's rating.

1. **Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?**

   A simple indicator, was the Annual Financial Report filed by the deadline?

   The Annual Financial Report for the fiscal year ended August 31, 2020 was approved by the Board of Trustees on January 28, 2021 and received by the Texas Education Agency on January 28, 2021. The Annual Financial Report for the fiscal year ended August 31, 2019 was approved by the Board of Trustees on January 23, 2020 and received by the Texas Education Agency by January 27, 2020.

2. **Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)**

   An auditor's audit opinion is contained within the audit report. Modified opinions are given for two reasons. The first is scope limitation, which means that the auditor doesn't have access to enough information, or to relevant information. The second is in the circumstance that there is a departure from applicable financial reporting framework, which may be the result of either an accident or negligence on the part of the district. The district's goal, therefore, is to receive an "unmodified opinion" on its Annual Financial Report. This is a simple "Yes" or "No" indicator.

   The opinion expressed by our independent auditors on the Annual Financial Report for both the fiscal years ended August 31, 2020 and August 31, 2019 was unmodified.

3. **Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)**

   This indicator seeks to make certain that the district has timely paid all bills and obligations, including any financing arrangements, to pay for school construction, school buses, photocopiers, etc.

   Waco ISD had no disclosures concerning default on bonded indebtedness for the fiscal years ended August 31, 2020 or August 31, 2019.

4. **Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail this indicator.** *Ceiling Indicator: If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement (even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days).*

   This indicator seeks to make sure the district fulfilled its obligation to the TRS, TWC, and IRS to transfer payroll withholdings and to fulfill any additional payroll-related obligations required to be paid by the district.

   Waco ISD made timely payments to the TRS, TWC, IRS, and other government agencies for the fiscal years ended August 31, 2020 and August 31, 2019.

5. **Was the total unrestricted net position balance (net of accretion of interest for capital appreciation bonds and net pension liability (NPL)) in the governmental activities column in the Statement of Net Position greater than zero? If the school district's change of students in enrollment over five-years was 7 percent or more, then the school district passes this indicator.)** *Ceiling Indicator: If the school district passes indicator 5 based on the school district's 7 percent or more increase in students in enrollment, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.*

   This indicator simply asks, "Did the district's total assets exceed the total amount of liabilities (according to the very first financial statement in the annual audit report)?" Fortunately, this indicator recognizes that high-growth districts incur large amounts of debt to fund construction, and that total debt may exceed the total amount of assets under certain scenarios.

At August 31, 2020, Waco ISD had a total unrestricted net deficit of $57,017,617 with accumulated accretion of interest for capital appreciation bonds of $186,783 and a net pension liability of $48,636,619. At August 31, 2019, the total unrestricted net deficit was $55,052,397 with accumulated accretion of interest for capital appreciation bonds of $852,125 and a net pension liability of $50,580,910. The deficit net position results from the recording of pension and other post-employment liabilities and the inflows and outflows related to these programs.

This indicator was not scored for the past three fiscal years. Most likely due to the implementation of GASB 75 Accounting and Financial Reporting for Postemployment Benefits Other than Pensions, and the accrual of the liability for TRS-Care which is not included in the calculation.



6. **Was the average change in (assigned and unassigned) fund balance over 3 years less than a 25 percent decrease or did the current year assigned and unassigned fund balance exceed 75 days of operational expenditures?** *Ceiling Indicator: If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B – Above Standard Achievement.*

This indicator measures the percentage change in fund balance to see whether the fund balance is declining too quickly, and if it is declining, whether sufficient fund balance remains to operate for at least 75 days.

At August 31, 2020, the District's average change in fund balance over 3 years was an increase of 4.22 percent. The fund balance of $46,008,487 was sufficient to operate for at least 75 days, an amount computed to be $31,494,531. As this was a new indicator, there is no data for the previous year.

7. **Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?**

10	8	6	4	2	0
≥ 90	< 90 ≥ 75	< 75 ≥ 60	< 60 ≥ 45	< 45 ≥ 30	< 30

This indicator measures how long in days after the end of the fiscal year the school district could have disbursed funds for its operating expenditures without receiving any new revenues. Did you meet or exceed the target amount in School FIRST?

At August 31, 2020, the District had cash on hand and current investments in the general fund to cover 151.553 days of operating expenditures. At August 31, 2019, the District had cash on hand and current investments in the general fund to cover 136.748 days of operating expenditures.

8. **Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?**

10	8	6	4	2	0
≥ 3.00	< 3.00 ≥ 2.50	< 2.50 ≥ 2.00	< 2.00 ≥ 1.50	< 1.50 ≥ 1.00	< 1.00

This indicator measures whether the school district had sufficient short-term assets at the end of the fiscal year to pay off its short-term liabilities. Did you meet or exceed the target amount in School FIRST?

At August 31, 2020, the District had a ratio of current assets to current liabilities of 3.4789. At August 31, 2019, the District had a ratio of current assets to current liabilities of 3.8769.

9. **Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?**

5	5 points are awarded if the school district has at least 60 days cash on hand as determined in indicator #7	0
≥ 0%		< 0%

This indicator simply asks, "Did you spend more than you earned?" (The school district will automatically pass this indicator, if the school district had at least 60 days cash on hand.)

For the fiscal year ended August 31, 2020, the District's general fund revenues exceeded expenditures (excluding facilities acquisition and construction) by $4,159,363. Additionally, at August 31, 2020, the District had cash on hand and current investments to cover 151.553 days of operating expenditures. For the fiscal year ended August 31, 2019, the District's general fund revenues exceeded expenditures (excluding facilities acquisition and construction of $316,816) by $6,161,580 and had cash equivalents and current investments to cover 136.748 days of operating expenditures.

New

10. **Did the school district average less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?**

10	10 points are awarded if the school district's budgeted to actual revenues are < 10% variance (90% to 110%)	0
≥ 10%		< 10%

This indicator measures how accurately the district forecast projected revenue by comparing budgeted revenue submitted through PEIMS in October of the fiscal year to actual revenue submitted after the close of the fiscal year.

For the fiscal year ended August 31, 2020, the District's the variance in budgeted to actual revenues was 0.8%, less than the allow variance of 10%. As this was a new indicator, there is no data for the previous year.

11. **Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in enrollment over 5 years was 7 percent or more, then the school district passes this indicator.)**

10	8	6	4	2	0
≤ 0.60	> 0.60 ≤ 0.70	> 0.70 ≤ 0.80	> 0.80 ≤ 0.90	> 0.90 ≤ 1.00	> 1.00

This question is like asking someone if their mortgage exceeds the market value of their home. Were you below the cap for this ratio in School FIRST? Fortunately, this indicator

recognizes that high-growth districts incur additional operating costs to open new instructional campuses.

At August 31, 2020, the District has a ratio of long-term liabilities to total assets of 0.5819. At August 31, 2019, the District has a ratio of long-term liabilities to total assets of 0.6229. This ratio improved over last year enough to give the District the full 10 points.

12. **Was the debt per $100 of assessed property value ratio sufficient to support future debt repayments?**

10	8	6	4	2	0
≤ 4	> 4 ≤ 7	> 7 ≤ 10	> 10 ≤ 11.5	> 11.5 ≤ 13.5	> 13.5

This indicator asks about the school district's ability to make debt principal and interest payments that will become due during the year. Did you meet or exceed the target amount in School FIRST?

At August 31, 2020, the District's debt per $100 of assessed property value ratio has a debt service coverage ratio of 2.3599. At August 31, 20198, the District's ratio was 2.6958.

13. **Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)**

ADA Size	10	8	6	4	2	0
≥ 10,000	<= 0.0855	> 0.0855 <= 0.1105	> 0.1105 <= 0.1355	> 0.1355 <= 0.1605	> 0.1605 <= 0.1855	> 0.1855
≥ 5,000 to < 10,000	<= 0.1000	> 0.1000 <= 0.1250	> 0.1250 <= 0.1500	> 0.1500 <= 0.1750	> 0.1750 <= 0.2000	> 0.2000
≥ 1,000 to < 5,000	<= 0.1151	> 0.1151 <= 0.1401	> 0.1401 <= 0.1651	> 0.1651 <= 0.1901	> 0.1901 <= 0.2151	> 0.2151
≥ 500 to < 1,000	<= 0.1311	> 0.1311 <= 0.1561	> 0.1561 <= 0.1811	> 0.1811 <= 0.2061	> 0.2061 <= 0.2311	> 0.2311
< 500	<= 0.2404	> 0.2404 <= 0.2654	> 0.2654 <= 0.2904	> 0.2904 <= 0.3154	> 0.3154 <= 0.3404	> 0.3404
Sparse	<= 0.3364	> 0.3364 <= 0.3614	> 0.3614 <= 0.3864	> 0.3864 <= 0.4114	> 0.4114 <= 0.4364	> 0.4364

TEA and state law sets a standard on the percentage of the budget that Texas school districts can spend on administration. Where did we fall in relationship to that standard for districts of our size?

The District's Administrative Cost Ratio was computed at 9.84 percent for the fiscal year ended August 31, 2020 compared to 8.78 percent for the prior year. The rate falls between 8.55 and 11.05 percent, garnering only eight points for this indicator.

14. **Did the school district not have a 15 percent decline in the students to staff ratio over three years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator. A Yes/No indicator. A response of Yes generates 10 points.)**

If the school district had a decline in students over three school years, this indicator asks if the school district decreased the number of the staff on the payroll in proportion to the

decline in students. (The school district automatically passes this indicator is there was no decline in students.)

For the 2019-20 school year, the District had a student to staff ratio of 6.303:1 compared to 6.388:1 in 2017-18. This represents a 1.32% decrease in the student to staff ratio over three years. The percent decline in the students to staff ratio was 0.33%, less than the allowed 15%, so the District passed the indicator.

For the 2018-19 school year, the District had a student to staff ratio of 6.388:1 compared to 6.475:1 in 2016-17, or a 1.33% increase over the three years.



15. **Was the school district's actual ADA within the allotted range of the district's biennial pupil projections submitted to TEA? OR If the district did not submit pupil projections to TEA, did it certify TEA's projections? (A Yes/No indicator. A response of Yes generates 5 points).**

    This indicator measures how well the district was able to project average daily attendance for the coming biennium for payment purposes. Projected ADA is compared to actual.

    For the 2019-2020 school year, the District's projection of ADA was 13,265.568 and actual ADA was 13,353.749, a variance of 0.66%. As this was a new indicator, there is no data for the previous year.

16. **Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than three percent of all expenditures by function?** *Ceiling Indicator: If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.*

    This indicator measures the quality of data reported to PEIMS and in the Annual Financial Report to make certain that the data reported in each case "matches up." If the difference in numbers reported in any fund type is more than three percent, the district "fails" this measure.

    The comparison of the District's PEIMS data to like information in the Annual Financial Report resulted in a variance of 0.00000087 for the fiscal year ended August 31, 2020 compared to a variance of 0.00000115 in the previous year.

17. **Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)** *Ceiling Indicator: If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.*

    The independent auditor's reports include both a report on internal controls over financial reporting and a report in regards to compliance for local, state, and federal funds. Weaknesses in Internal controls create a risk of the district not being able to properly account for its use of public funds, and should be immediately addressed. Likewise, disclosure of noncompliance means that the school district failed to comply with laws, rules, and regulations for a government entity.

The Annual Financial Report for fiscal years ended August 31, 2020 and August 31, 2019 disclosed no material weaknesses in internal controls over financial reporting or compliance for local, state, or federal funds.

18. **Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)**

    This indicator measures whether the district is complying with laws, rules, and regulations related to the expenditure of grant funds, contracts, and other state and federal funds.

    The Annual Financial Report for fiscal years ended August 31, 2020 and August 31, 2019 disclosed no material noncompliance for grants, contracts, and laws related to local, state, or federal funds.



19. **Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code, and other statutes, laws and rules?**

    This indicator measures whether the district is complying with legal requirements related to financial transparency by posting all required information.

    For the 2019-2020 fiscal year, the District posted all required financial information on the District's website. The District has been in compliance with required postings since 2008.



20. **Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?** *Ceiling Indicator: If the school district fails indicator 20, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.*

    This indicator asks if the district had to ask for an easy payment plan to return monies to TEA after spending the overpayment from the Foundation School Program state aid.

    For the 2019-2020 fiscal year, the district's property values were discussed with the school board members at the June 11, 2020, meeting. Although not a requirement in the prior year, the district's property values were discussed at the May 16, 2019, meeting, and the change from utilizing prior years state values was discussed at the June 25, 2019, meeting.

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the Schools FIRST hearing. In lieu of publication in the Schools FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

SUPERINTENDENT'S EMPLOYMENT CONTRACT

STATE OF TEXAS §
§ KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF MCLENNAN §

THIS AGREEMENT ("Contract") is made and entered into on the 29th day of August 2019, by and between the Board of Trustees (the "Board") of the Waco Independent School District (the "District") and Dr. Susan Kincannon (the "Superintendent").

WITNESSETH:

NOW, THEREFORE, the Board and the Superintendent, for and in consideration of the terms hereinafter established and pursuant to Section 11.201 of the Texas Education Code, have agreed, and do hereby agree, as follows:

I. Term

1.1 Term. The Board, by and on behalf of the District, does hereby employ the Superintendent, and the Superintendent does hereby accept employment as Superintendent of Schools for the District for a term of approximately three (3) years, commencing on Thursday, September 5, 2019 and ending on June 30, 2022. The District may, by action of the Board, and with the consent and approval of the Superintendent, extend the term of this Contract as permitted by state law.

1.2 No Tenure. The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure is created by this Contract. No property interest, express or implied, is created in continued employment beyond the Contract term.

II. Employment

2.1 Duties. The Superintendent is the chief executive of the District and shall faithfully perform the duties of the Superintendent of Schools for the District as prescribed in the job description and as may be lawfully assigned by the Board, and shall comply with all lawful Board directives, state and federal law, district policy, rules, and regulations as they exist or may hereafter be amended. Specifically, it shall be the duty of the Superintendent to recommend for employment all contracted administrative employees of the District subject to the Board's approval. It shall be the further duty of the Superintendent to employ all other personnel consistent with the Board's policies. It shall be the further duty of the Superintendent to direct, assign, reassign, and evaluate all of the employees of the District consistent with Board policies and federal and state law. It shall be the further duty of the Superintendent to organize, reorganize, and arrange the staff of the District, and to develop and establish administrative regulations, rules, and procedures which the Superintendent deems necessary for the efficient and effective operation of the District consistent with the Board's lawful directives, the Board's policies, and state and federal law. It shall be the further duty of the Superintendent to accept all resignations of employees of the District consistent with the Board's policies, except the Superintendent's resignation, which must be accepted by the Board. The Superintendent shall perform the duties of the Superintendent of Schools for the District with reasonable care, diligence, skill, and expertise.

2.2 Professional Certification. The Superintendent shall at all times during the term of this Contract, and any renewal or extension thereof, hold and maintain a valid certificate required of a superintendent by the State of Texas and issued by the State Board for Educator Certification and any other certificates required by law.

2.3 Reassignment. The Superintendent cannot be reassigned from the position of Superintendent to another position without the Superintendent's express written consent.

2.4 Board Meetings. The Superintendent shall attend, and shall be permitted to attend, all meetings of the Board, both public and closed, with the exception of those closed meetings devoted to the consideration of any action or lack of action on the Superintendent's Contract, or the Superintendent's evaluation, or for purposes of resolving conflicts between individual Board members, or when the Board is acting in its capacity as a tribunal. In the event of illness or Board-approved absence, the Superintendent's designee shall attend such meetings.

2.5 Criticisms, Complaints, and Suggestions. The Board, individually and collectively, shall refer all substantive criticisms, complaints, and suggestions called to the Board's attention to the Superintendent for study and appropriate action, and the Superintendent shall investigate such matters and inform the Board of the results of such efforts.

2.6 Indemnification. The District shall defend, hold harmless and indemnify the Superintendent regarding any claims, demands, duties, actions or other legal proceedings against the Superintendent for any act or failure to act involving the exercise of judgment and discretion within the normal course and scope of the Superintendent's duties as Superintendent of the District, to the extent and to the limit permitted by law. This paragraph does not apply if the Superintendent is found the have acted with gross negligence or with intent to violate a person's clearly established legal rights, or to have engaged in criminal conduct. The District may, at its sole discretion, fulfill its obligation under this paragraph by purchasing appropriate insurance coverage for the benefit of the Superintendent. No individual member of the Board shall be personally liable for indemnifying or defending the Superintendent under this paragraph. The District's obligation to indemnify.

defend and hold the Superintendent harmless under this paragraph survives the termination of this Contract.

III. Compensation

3.1 Salary. The District shall provide the Superintendent with an annual salary in the sum of Two Hundred fifty-two Thousand five hundred and No/100 Dollars ($252,500.00). This annual salary rate shall be paid to the Superintendent in equal installments consistent with the Board's policies.

3.1.1 Payment of TRS Contribution. The District shall supplement the Superintendent's annual salary by an amount equal to the Superintendent's portion of the monthly member contribution to the Texas Retirement System ("TRS"). This supplement shall include the retirement part of the TRS member contribution, as applicable. This additional salary supplement shall be paid to the Superintendent in regular monthly payroll installments and shall be reported as "creditable compensation" by the District for purposes of TRS, to the extent permitted by TRS. To the extent that the District's payment of this TRS contribution benefit as "creditable compensation" to the Superintendent results in an increase in the amount of the TRS member contribution, the Superintendent shall be responsible to pay the difference.

3.2 Salary Adjustments. The Board may, in its discretion, review and adjust the salary of the Superintendent, but in no event shall the Superintendent be paid less than the salary and TRS Contribution set forth pursuant to Sections 3.1 and 3.1.1 of this Contract except by mutual agreement of the two parties. Such adjustments, if any, shall be made pursuant to a lawful Board resolution. In such event, the parties agree to provide their best efforts and reasonable cooperation to execute a new contract incorporating the adjusted salary.

3.3 Vacation, Holidays, Leave. The Superintendent may take, at the Superintendent's choice, subject to the Board's approval, the greater of ten (10) vacation days annually or the same number of days of vacation authorized by policies adopted by the Board for administrative employees on twelve-month contracts, the days to be in a single period or at different times. The vacation days taken by the Superintendent will be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Contract. The Superintendent shall observe the same legal holidays as provided by Board policies for administrative employees on twelve-month contracts. The Superintendent is hereby granted the same personal leave benefits as authorized by Board policies for administrative employees on twelve-month contracts. Any unused vacation days that have accrued during the previous twelve (12) months ending on June 30, shall be carried forward by the Superintendent and will be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Contract.

3.4 Health Insurance. The District shall pay the same premiums for hospitalization, major medical and dental insurance coverage for the Superintendent pursuant to the group health care plan provided by the District for its administrative employees.

3.5 Professional Growth. The Superintendent shall devote the Superintendent's time, attention, and energy to the direction, administration, and supervision of the District. The Board, however, encourages the continued professional growth of the Superintendent through the Superintendent's active attendance and participation in appropriate professional meetings at the local, regional, state, and national levels. The Board shall encourage the use of data and information sources, and shall encourage the participation of the Superintendent in pertinent education seminars and courses offered by public or private institutions or by educational associations, as well as the participation in informational meetings with those individuals whose

particular skills, expertise, or backgrounds would serve to improve the capacity of the Superintendent to perform the Superintendent's professional responsibilities for the District. In its encouragement of the Superintendent to grow professionally, the Board shall permit a reasonable amount of release time for the Superintendent, as the Superintendent and Board deem appropriate, to attend such seminars, courses, or meetings. The District shall pay the Superintendent's membership dues to the American Association of School Administrators and the Texas Association of School Administrators, as well as other memberships necessary to maintain and improve the Superintendent's professional skills. The District shall bear the reasonable costs and expenses for such attendance or membership.

3.6 In-District Travel. The District shall provide the Superintendent with an automobile allowance in the sum of Five Hundred and No/100 Dollars ($500.00) per month.

3.7 Reimbursement for Out-of-District Travel. The District shall reimburse the Superintendent for out-of-District travel incurred by the Superintendent in the continuing performance of the Superintendent's duties under this Contract at the standard mileage rate per mile as established by the Internal Revenue Service during each year of this Contract.

3.8 Personal Protection. Should the life or safety of the Superintendent or her family be threatened or appear to be in danger because of her performance of official duties, the District is authorized, by a subsequent vote of the Board, to pay reasonable costs for the instant protection of the Superintendent and her family. Such protection, if required, will be first sought from regular police authorities.

3.9 Civic and Community. The Superintendent is encouraged to participate in community and civic affairs and the Chamber of Commerce. The expense of such activities, subject to Board approval, shall be borne by the District.

3.10 Professional Legal Liability. The District shall obtain and pay premiums for a professional legal liability insurance policy through the Superintendent's membership with a professional organization.

3.11 Outside Consultant Activities. With the prior written approval of the Board, the Superintendent may serve as a consultant to other school districts or educational agencies, lecture, engage in writing activities and speaking engagements, and engage in other activities that are of a short-term duration, at the expense of the District.

3.12 Moving/Relocation Expense – Reimbursement. In connection with the necessary relocation of the Superintendent and the Superintendent's family to the District, the District shall reimburse the Superintendent for necessary and reasonable expenses incurred in moving the Superintendent's family and belongings from Belton, Texas to a residence located in the District. The Superintendent shall document all expenses for which reimbursement is requested with receipts, cancelled checks or credit card statements and the District shall reimburse the Superintendent for all such necessary and reasonable documented expenses, within thirty (30) days of the District's receipt of such documented expenses.

IV. Annual Performance Goals

4.1 Development of Goals. The Superintendent shall submit to the Board each year, for the Board's consideration and adoption, a preliminary list of goals for the District. The goals approved

by the Board shall at all times be reduced to writing and shall be among the criteria on which the Superintendent's performance is reviewed and evaluated.

V. Review of Performance

5.1 Time and Basis of Evaluation. The Board shall evaluate and assess in writing the performance of the Superintendent in January of each year during the term of this Contract ("Superintendent's Evaluation"). The Superintendent's Evaluation instrument and process shall be developed and/or revised with input from the Superintendent and shall be reasonably related to the duties of the Superintendent as outlined in the Superintendent's job description.

5.2 Confidentiality. Unless the Superintendent expressly requests otherwise in writing, the Superintendent's Evaluation shall at all times be conducted in executive session and shall be considered confidential to the extent permitted by law. Nothing herein shall prohibit the Board or the Superintendent from sharing the content of the Superintendent's Evaluation with their respective legal counsel.

5.3 Evaluation Format and Procedures. The evaluation format and procedure shall be in accordance with the evaluation instrument selected by the Board in accordance with the provisions of Article V of this Contract, the Board's policies, and state and federal law. In the event the Board deems that the evaluation instrument, format and/or procedure is to be modified by the Board, such modification must be adopted at least 12 months prior to its implementation.

VI. Renewal or Nonrenewal of Employment Contract

6.1 Renewal/Nonrenewal. Renewal or nonrenewal shall be in accordance with Board policy and applicable law. Notwithstanding anything to the contrary in Section 21.212(a) of the Texas Education Code, the Superintendent shall be entitled to written notice, containing reasonable

notice of the reason for the proposed nonrenewal, not later than 365 days before the last day of the Contract term, containing reasonable notice of the reason(s) for the proposed nonrenewal of the Superintendent's Contract with the District.

VII. Termination of Employment Contract

7.1 Mutual Agreement. This Contract shall be terminated by the mutual agreement of the Superintendent and the Board in writing, upon such terms and conditions as may be mutually agreed upon.

7.2 Retirement or Death. This Contract shall be terminated upon the retirement or death of the Superintendent.

7.3 Dismissal for Good Cause. The Board may dismiss the Superintendent during the term of the contract for good cause. The term "good cause" is defined as follows:

(a) Failure to fulfill duties or responsibilities as set forth under the terms and conditions of this Contract;

(b) Incompetence or inefficiency in the performance of required or assigned duties as documented by evaluations, supplemental memoranda, or other written communication from the Board; provided, however, the terms and conditions of the paragraph shall not justify good cause unless the Board has provided the Superintendent a reasonable opportunity to remediate any incompetency or inefficiency;

(c) Insubordination or failure to comply with lawful written Board directives;

(d) Failure to comply with the Board's policies or the District's administrative regulations;

(e) Neglect of duties;

(f) Drunkenness or excessive use of alcoholic beverages;

(g) Illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act;

(h) Conviction of a felony or crime involving moral turpitude;

(i) Failure to meet the District's standards of professional conduct;

(j) Failure to comply with reasonable District professional development requirements regarding advanced course work or professional development;

(k) Disability, not otherwise protected by law, that impairs performance of the required duties of the superintendent;

(l) Immorality, which is conduct the Board determines is not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude or indicative of corruption, indecency, or depravity;

(m) Assault on an employee or student;

(n) Knowingly falsifying records or documents related to the District's activities;

(o) Conscious misrepresentation of facts to the Board or other District officials in the conduct of the District's business;

(p) Failure to fulfill requirements for superintendent certification;

(q) Failure to fulfill the requirements of a deficiency plan under an Emergency Permit; or

(r) Any other reason constituting "good cause" under Texas law.

7.4 Termination Procedure. In the event that the Board proposes to terminate and/or terminates this Contract for "good cause," the Superintendent shall be afforded all the rights as set forth in the Board's policies, and state and federal law.

VIII. Miscellaneous

8.1 Controlling Law. This Contract shall be governed by the laws of the State of Texas and shall be performable in McLennan County, Texas, unless otherwise provided by law.

8.2 Complete Agreement. This Contract embodies the entire agreement between the parties hereto and cannot be varied except by written agreement of the undersigned parties, except as expressly provided herein.

8.3 Conflicts. In the event of any conflict between the terms, conditions, and provisions of this Contract and the provisions of the Board's policies, or any permissive state or federal law, then, unless otherwise prohibited by law, the terms of this Contract shall take precedence over the contrary provisions of the Board's policies or any such permissive law during the term of the Contract.

8.4 Savings Clause. In the event any one or more of the provisions contained in this Contract shall, for any reason, be held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein. All existing agreements and contract, both verbal and written, between the parties hereto regarding the employment of the Superintendent have been superseded by this Contract, and this Contract constitutes the entire agreement between the parties unless amended pursuant to the terms of this Contract.

8.5 Acceptance. This offer will expire unless signed and returned to the Board President or Board Secretary by 5:00 p.m. on the 30th day of August 2019.

Board of Trustees of the
Waco Independent School District
By: _____
Angela Tekell, President

ATTEST: _____
Norman Manning, Secretary

_____
Dr. Susan Kincannon, Superintendent

Extension Addendum II to Superintendent's Contract

The Board of Trustees (the "Board") of WACO INDEPENDENT SCHOOL DISTRICT and DR. SUSAN KINCANNON (the "Superintendent") agree to further extend and amend the Superintendent's Contract (the "Contract") approved by the Board on August 29, 2019 (with an effective date of September 5, 2019), and previously amended extending the Contract to June 30, 2023) as follows:

> Paragraph 1.1 Term of the Contract is changed to extend the ending date of employment under the Contract to June 30, 2024.

The Board and the Superintendent agree that there have been no oral modifications to the Superintendent's Contract. All other terms and conditions of the Contract, as previously amended, shall remain in full force and effect.

I have read this Addendum and agree to abide by its terms and conditions:

Superintendent: Susan Kincannon

Date signed: 3/16/21

Waco Independent School District

By: _____
President, Board of Trustees

Date signed: 3/18/21

Exhibit A-2
Summary Schedule of Total Reimbursements Received by Superintendent and Each Board Member

For the Twelve-Month Period Ended August 31, 2020

Description of Reimbursements	Meals	Lodging	Transportation	Motor Fuel	Other	Total
Superintendent:						
Dr. Susan Kincannon	$ 262	$ 834	$ 6,249	$ -	$ 25,190	32,535
Board Members:						
Cary DuPuy	-	-	-	-	-	-
Robin Houston	54	619	109	-	425	1,207
Stephanie Korteweg	54	654	109	-	425	1,241
Norman Manning	88	619	109	-	1,102	1,918
Allen Sykes	54	694	109	-	620	1,476
Angela Tekell	54	654	109	-	620	1,436
Jose Vidana	54	694	109	-	425	1,281

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).

Motor fuel – Gasoline.

Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Exhibit A-3
Compensation and/or Fees Received by Superintendent from Outside Entities for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period Ended August 31, 2020

Name(s) of Entity(ies)	Amount Received
None	$ -

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

Exhibit A-4
Summary Schedule of Total Dollar Amount of Superintendent and Board Members (and First Degree Relatives) of Gifts That Had an Economic Value Exceeding $250 in the Aggregate

For the Twelve-Month Period Ended August 31, 2020

	Total
Superintendent:	
Dr. Susan Kincannon	$ -
Board Members:	
Cary DuPuy	-
Robin Houston	-
Stephanie Ybarra-Korteweg	-
Norman Manning	-
Allen Sykes	-
Angela Tekell	-
Jose Vidana	-

Note -- An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

Exhibit A-5
Summary Schedule of the Total Dollar Amount by Board Member of Business Transactions with the School District

For the Twelve-Month Period Ended August 31, 2020

	Total
Superintendent:	
Dr. Susan Kincannon	$ -
Board Members:	
Cary DuPuy	445
Robin Houston	-
Stephanie Ybarra-Korteweg	-
Norman Manning	-
Allen Sykes	-
Angela Tekell	-
Jose Vidana	-

Note -- The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

The following words and terms, when used in the financial accountability ratings, have the following meanings, unless the context clearly indicates otherwise.

Accounting: A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform to generally accepted accounting principles. This accounting system must also meet at least the minimum requirements prescribed by the state board of education, subject to review and comment by the state auditor.

Accretion of Interest: The interest that accrues on a capital appreciation bond until it reaches maturity. The accreted value of a bond at a particular time equates to the initial amount invested, plus the accumulated interest over the period of time to that date.

Ad Valorem Property Tax: Literally the term means "according to value." Ad valorem taxes are based on a fixed proportion of the value of the property with respect to which the tax is assessed. They require an appraisal of the taxable subject matter's worth. General property taxes are almost invariably of this type. Ad valorem property taxes are based on ownership of the property, and are payable regardless of whether the property is used or not and whether it generates income for the owner (although these factors may affect the assessed value).

Adopted Tax Rate: This is the tax rate set by the school district to meet its legally adopted budget for a specific calendar year.

Annual Financial Report (AFR): The audited annual report required by the Texas Education Code (TEC), §44.008, that is due to the Texas Education Agency (TEA) by no later than 150 days after the close of a school district's fiscal year.

Assessed Property Value: This is a valuation set upon real estate or other property by a government as a basis for levying taxes.

Assigned Fund Balance: The assigned fund balance represents tentative plans for the future use of financial resources. Assignments require executive management (per board policy to assign this responsibility to executive management prior to end of fiscal year) action to earmark fund balance for bona fide purposes that will be fulfilled within a reasonable period of time. The assignment and dollar amount for the assignment may be determined after the end of the fiscal year when final fund balance is known.

Auditing: Accounting documents and records must be audited annually by an independent auditor. The Texas Education Agency (TEA) is charged with review of the independent audit of the local education agencies.

Average Daily Attendance (ADA): The number of students in average daily attendance, or the sum of attendance for each day of the minimum number of days of instruction as described under the TEC, §25.081(a), divided by the minimum numbers of days of instruction.

Beginning Fund Balance: The General Fund balance on the first day of a new school year. This is, typically, equivalent to the fund balance at the end of the previous school year.

Budget: The projected financial data for the current school year. Budget data are collected for the general fund, food service fund, and debt service fund.

Budgeting: Not later than August 20th of each year, the superintendent (or designee) must prepare a budget for the school district if the fiscal year begins on September 1. (For those districts with fiscal years beginning July 1, this date would be June 20.) The legal requirements for funds to be budgeted are included in the Budgeting module of the TEA Resource Guide. The budget must be adopted before expenditures can be made, and this adoption must be prior to the setting of the tax rate for the budget year. The budget must be itemized in detail according to classification and purpose of expenditure, and must be prepared according to rules and regulations established by the State Board of Education. The adopted budget, as necessarily amended, shall be filed with TEA through the Public Education Information Management System (PEIMS) as of the date prescribed by TEA.

Capital Appreciation Bonds (CABs): A government security on which the investment return on an initial principal amount is reinvested at a stated compounded rate until maturity. At maturity the investor receives a single payment representing both the initial principal amount and the total investment return. CABs typically are sold at a deeply discounted price with maturity values in multiples of $5,000. The investment return is considered to be in the form of compounded interest rather than accreted original issue discount. For this reason, only the initial principal amount of a CAB is counted against an issuer's statutory debt limit, rather than the total par value, as is the case of a traditional zero coupon bond.

Capital Outlay: This term is used as both a Function and an Object. Expenditures for land, buildings, and equipment are covered under Object 6600. The amount spent on acquisitions, construction, or major renovation of school district facilities are reported under Function 81. Capitalization thresholds are generally established by district policy.

Capital Projects Funds: Fund type used to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Cash and Cash Equivalents: The term, as used in connection with cash flows reporting, includes not only currency on hand, but also demand deposits with banks or other financial institutions. Cash also includes deposits in other kinds of accounts or cash management pools that have the general characteristics of demand deposit accounts in that the governmental enterprise may deposit additional cash at any time and also effectively may withdraw cash at any time without prior notice or penalty.

Ceiling Indicator: An upper limit (the maximum score) at which a score from a standard limit of a specific indicator will result regardless of overall points.

Chapter 49 (previously Chapter 41): A key "equity" chapter in the Texas Education Code (TEC) is Chapter 49. This chapter is devoted to wealth equalization through the mechanism of recapture, the recovery of financial resources from districts defined by the state as high property wealth. Resources are recovered for the purpose of sharing them with low-wealth districts. Districts that are subject to the provisions of Chapter 49 must make a choice among several options in order to reduce their property wealth and share financial resources.

Committed Fund Balance: The committed fund balance represents constraints made by the board of trustees for planned future use of financial resources through a resolution by the board, for various specified purposes including commitments of fund balance earned through campus activity fund activities. Commitments are to be made as to purpose prior to the end of the fiscal year. The dollar amount for the commitment may be determined after the end of the fiscal year when final fund balance is known.

Comptroller Certified Property Value: The district's total taxable property value as certified by the Comptroller's Property Tax Division (Comptroller Valuation).

Current Assets: Current assets are assets that are expected to be consumed, sold, or converted into cash either in one year. They are usually presented in order of liquidity on the balance sheet and include cash and cash equivalents, accounts receivables, inventory, prepaid and other short term assets.

Current Investments: A current investment is an investment that is, by its nature, readily available and is intended to be held for not more than one year from the date on which such investment is made.

Current Liabilities: Financial obligations that are due and payable within one year usually by current assets or by the creation of new current liabilities.

Days of Cash on Hand: The number of days the school district can disburse funds for its operating expenditures without receiving any new revenues.

Debt Service Fund: Governmental fund type used to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest. Also may be referred to as the Interest and Sinking Fund.

Debt: An amount of money owed to a person, bank, company, or other organization.

Debt Services: Two function areas (70 and 71) and one object code series (6500) are identified using this terminology "debt services." Function 70 is a major functional area that is used for expenditures that are used for the payment of debt principal and interest including Function 71. Expenditures that are for the retirement of recurring bond, capital lease principal, and other debt, related debt service fees, and for all debt interest fall under Function 71. Although these expenditures are budgeted and expended as function 71, financial statement presentation may break the expenditures into three functions to further differentiate expenditures: function 71, principal, function 72, interest, and function 73, related debt service fees. Object code series 6500 covers all expenditures for debt service.

Debt Service Coverage Ratio: This ratio measures an organization's ability to make debt principal and interest payments that will become due during the year.

Deferred Revenue: Previously reported as liabilities, terminology for resource inflows that do not yet meet the criteria for revenue recognition. These deferred amounts include resources available but unearned, unearned revenue reported as a liability, and revenues earned but not available, reported in a separate section of the financial statements as deferred inflows of resources. This terminology is no longer used, see definitions under deferred outflow/inflow of resources and unearned revenue.

Deferred Outflow/Inflow of Resources: Items previously reported as assets and liabilities in the financial statements. A deferred outflow of resources is defined as "a consumption of net assets by the government that is applicable to a future reporting period," and a deferred inflow of resources is defined as "an acquisition of net assets by the government that is applicable to a future reporting period." Only those instances identified by the Governmental Accounting Standards Board (GASB) will be considered a deferred outflow or inflow of resources. Deferred outflows of resources are reported on the government-wide statement of financial position in a separate section directly following assets, and a deferred inflows of resources section should directly follow liabilities.

Electronic Submission: The TEA electronic data feed format required for use by school districts, open-enrollment charter schools, and regional education service centers (ESCs).

Ending Fund Balance: The ending fund balance is the amount of unencumbered surplus fund balance reported by the district at the end of the specified school year. For most school districts this will be equivalent to the fund balance at the beginning of the next school year.

Enrollment: Students reported as enrolled as of the last Friday in October.

Existing Debt Allotment (EDA): Is the amount of state funds to be allocated to the district for assistance with existing debt.

Expenditures: The cost of goods delivered or services rendered, whether paid or unpaid including expenses, provisions for debt retirement not reported as a liability of the fund from which retired and capital outlays.

Facilities Acquisition and Construction (Function 81): Used to accounts for costs incurred to acquire, construct, equip, or make major renovations/additions to school district facilities, including capital lease transactions.

Federal Revenues: Revenues paid either directly to the district or indirectly through a local or state government entity for Federally-subsidized programs including the School Breakfast Program, National School Lunch Program, and School Health and Related Services Program. This amount is recorded as Revenue Object 5900.

Financial Integrity Rating System of Texas (FIRST): The financial accountability rating system administered by the TEA in accordance with the TEC, §39.082 and §39.085. The system provides additional transparency to public education finance and meaningful financial oversight and improvement for school districts (School FIRST) and open-enrollment charter schools and charter schools operated by a public institution of higher education under TEC, Chapter 12, Subchapters D and E (Charter FIRST).

Fiscal Year: A period of twelve consecutive months legislatively selected as a basis for annual financial reporting, planning, and budgeting. The fiscal year of a school district or an open-enrollment charter school, which begins on July 1 or September 1 of each year, as determined by the board of trustees of the district or the governing body of the charter holder in accordance with the TEC, §44.0011.

Foundation School Program (FSP): The program established under the TEC, Chapters 41, 42, and 46, or any successor program of state-appropriated funding for school districts in the state. The FSP is the shared financial arrangement between the state and the school district, where property taxes are blended with revenues from the state to cover the cost of basic and mandated programs. The nature of this arrangement falls in one of the following status categories: Regular, Special Statutory, State Administered, Education Service Center, or Open Enrollment Charter School District.

Full-Time Equivalent (FTE): Measures the extent to which one individual or student occupies a fulltime position or provides instruction, e.g., a person who works four hours a day or a student that attends a half of a day represents a .5 FTE.

Function: Function codes identify the expenditures of an operational area or a group of related activities. For example, in order to provide the appropriate atmosphere for learning, school districts transport students to school, teach students, feed students and provide health services. Each of these activities is a function. The major functional areas are:

- Instruction and Instructional-Related Services
- Instructional and School Leadership
- Support Services - Student
- Administrative Support Services
- Support Services - Non-Student Based
- Ancillary Services
- Debt Service
- Capital Outlay
- Intergovernmental Charges

Funds: A school district's accounting system is organized and operated on a fund basis where each fund is a separate fiscal entity in the school district much the same as various corporate subsidiaries are fiscally separate in private enterprise. All Funds refers to the combined total of all the funds listed below:

- The General Fund
- Special Revenue Funds (Federal Programs, Federally Funded Shared Services, State Programs, Shared State/Local Services, Local Programs)
- Debt Service Funds
- Capital Projects Funds
- Enterprise Funds.

Fund Balance: The difference between assets and liabilities reported in a governmental fund. The fund balance may be further delineated as required into the following components: Nonspendable, Restricted, Committed, or Assigned with the remaining balance identified as the Unassigned Fund Balance.

General Administration: The amount spent on managing or governing the school district as an overall entity. Expenditures associated with this functional area are reported under Function 41.

General Fund: This fund finances the fundamental operations of the district in partnership with the community. All revenues and expenditures not accounted for by other funds are

included. This is a budgeted fund and any fund balances are considered resources available for current operations.

Governmental Activities: Activities of the government financed by taxes and intergovernmental revenues and other non-exchange revenues, activities reported in governmental funds and internal service funds, and internal clearing account funds.

Interest & Sinking (I&S) Tax Rate: The tax rate calculated to provide the revenues needed to cover interest and sinking requirements (also referred to as Debt Service). Debt Service includes the interest and principal on bonds and other debt secured by property tax revenues.

Incremental Costs: The amount spent by a school district with excess wealth per WADA on the purchase of attendance credits either from the state or from other school district(s). Expenditures associated with this functional area are reported under Function 92.

Instruction: The amount spent on direct classroom instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students regardless of location or medium. Expenditures associated with this functional area are reported under Function 11.

Instructional Facilities Allotment (IFA): (State Aid) Provides assistance to school districts in making debt service payments on qualifying bonds and lease-purchase agreements. Proceeds must be used for the construction or renovation of an instructional facility.

Intergovernmental Charges: "Intergovernmental" is a classification used when one governmental unit transfers resources to another. In particular, when a Revenue Sharing District purchases WADA or where one school district pays another school district to educate transfer students. Expenditures associated with this functional area are reported under Function 90.

Investments in Capital Assets, Net of Related Debt: One of three components of Net Position that must be reported in both government-wide and proprietary fund financial statements. Related debt, for this purpose, includes the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, of improvement of capital assets of the government.

Local & Intermediate Source Revenues: All revenues from local taxes and other local and intermediate source revenues. For specifics, see the definitions for Local Property Tax and Other Local & Intermediate Source Revenues. This amount is recorded under Object 5700.

Local Property Tax: This is all revenues from local real and personal property taxes, including recaptured funds from 1) Contracted Instructional Services Between Public Schools (Function 91) and 2) Incremental Costs associated with Chapter 41 of the Texas Education Code (Function 92).

Long-term Liabilities: Non-current liabilities that are due beyond a year. On the balance sheet, accounts are listed in order of liquidity, so long-term liabilities come after current liabilities. In addition, the specific long-term liability accounts are listed on the balance sheet in order of liquidity.

Major Program: A Federal program determined by the auditor to be a major program in accordance with 2 CFR §200.518 or a program identified as a major program by a Federal awarding agency or pass-through entity in accordance with §200.503.

Material Noncompliance: Material noncompliance with the provisions of Federal statutes, regulations, or the terms and conditions of Federal awards related to a major program. The auditor's determination of whether a noncompliance is material for the purpose of reporting an audit finding is in relation to a type of compliance requirement for a major program identified in the Compliance Supplement.

Material Weaknesses in Internal Controls: Significant deficiencies and material weaknesses in internal control over major programs and significant instances of abuse relating to major programs. The auditor's determination of whether a deficiency in internal control is a significant deficiency or a material weakness for the purpose of reporting an audit finding is in relation to a type of compliance requirement for a major program identified in the Compliance Supplement.

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either scheduled to attend at least two hours of instruction each school day or participating in an alternative attendance accounting program.

Maintenance & Operations (M&O) Tax Rate: The tax rate calculated to provide the revenues needed to cover maintenance and operations. M&O includes such things as salaries, utilities, and day-to-day operations.

Modified Opinion: A term used in connection with financial auditing. A modification of the independent auditor's report on the fair presentation of the financial statements indicating that there exist one or more specific exceptions to the auditor's general assertion that the financial statements present fairly the financial information contained therein according to generally accepted accounting principles.

Net Investment in Capital Assets: One of three components of net position that must be reported in both government-wide and proprietary fund financial statements. The calculation includes capital assets net of accumulated depreciation less the outstanding balances of any bonds, mortgages, notes, or other borrowings attributable to the acquisition, construction, or improvement of capital assets. Once called "Invested in Capital Assets, Net of Related Debt" the designation now includes deferred outflows, such as deferred losses on refunding of debt, and deferred inflows attributable to capital assets and capital related debt in the calculation. Deferred gains/losses on refunding of debt is the difference between the reacquisition price and the net carrying amount of the old debt and is classified as a deferred inflow or outflow depending on whether it is a gain or loss on the refunding.

Net Pension Liability (NPL): The net pension liability is the difference between the total pension liability (the present value of projected benefit payments to employees based on their past service) and the assets (mostly investments reported at fair value) set aside in a trust and restricted to paying benefits to current employees, retirees, and their beneficiaries.

No New Revenue Tax Rate (previously known as the Effective Tax Rate): Provides the unit with approximately the same amount of revenue it had the year before on properties taxes in both years. A comparison of the effective tax rate to the taxing unit's proposed tax rate shows if there will be a tax increase.

Nonspendable Fund Balance: The portion of fund balance that is in non-liquid form, including inventories, prepaid items, deferred expenditures, long-term receivables, and encumbrances (if significant). Nonspendable fund balance may also be in the form of an endowment fund balance that is required to remain intact.

Object: An object is the highest level of accounting classification used to identify either the transaction posted or the source to which the associated monies are related. Each object is assigned a code that identifies in which of the following eight major object groupings it belongs:

- 1000 Assets
- 2000 Liabilities
- 3000 Fund Balances
- 5000 Revenue
- 6000 Expenditures/Expenses
- 7000 Other Resources/Non-Operating Revenue/Residual Equity Transfers In
- 8000 Other Uses/Non-Operating Revenue/Residual Equity Transfers Out

Operating (or Operational) Expenditures: Operating expenditures are a wide variety of expenditures necessary to a district's operations fall into this category with the largest portion going to payroll and related employee benefits and the purchase of goods and services.

Operating Expenditures per Student: Total Operating Expenditures divided by the total number of enrolled students. Student enrollment is typically reported as of fall PEIMS.

Operating Revenues and Expenses: Operating revenues and expenses are terms used in connection with the proprietary fund statement of revenues, expenses, and changes in net assets. The term is not defined as such in the authoritative accounting and financial reporting standards, although financial statement preparers are advised to consider the definition of operating activities for cash flows reporting in establishing their own definition.

Other Local & Intermediate Source Revenues: All local and intermediate revenues NOT from local real and personal property taxes including:

- Revenues realized as a result of services rendered to other school districts
- Tuition and Fees
- Rental payments, interest, investment income
- Sale of food and revenues from athletic and extra/co-curricular activities
- Revenues from counties, municipalities, utility districts, etc.

Other Operating Costs: Expenditures necessary for the operation of the school district that are not covered by Payroll Costs, Professional and Contracted Services, Supplies and Materials, Debt Services, and Capital Outlay fall into this category and include travel, insurance and bonding costs, election costs, depreciation, and other costs not defined elsewhere. This amount is recorded as Expenditure/Expense Object 6400.

Other Post-Employment Benefits (OPEB): Other post-employment benefits are benefits which will need to be paid after the employee has completed his/her employment such as post-employment medical insurance. The net OPEB liability equals the total OPEB liability minus the value of the assets in the OPEB plan that is administered through a trust that meets the specified criteria. The total OPEB liability and the OPEB plan's net position are measured as of the same date.

Other Resources: This amount is credited to total actual other resources or non-operating revenues received, such as the sale of real or personal property, bond proceeds, etc., or residual equity transfers in. This amount is recorded under Object 7020.

Payments for Shared Services Arrangements: Payments made either from a member district to a fiscal agent or payments from a fiscal agent to a member district as part of a Shared Services Arrangement (SSA). The most common types of SSAs relate to special education services, adult education services, and activities funded by the Elementary and Secondary Education Act (ESEA). Expenditures associated with this functional area are reported under Function 93.

Payroll: Payroll costs include the gross salaries or wages and benefit costs for services or tasks performed by employees at the general direction of the school district. This amount is recorded as Expenditure/Expense Object 6100. *(NOTE: Payroll amounts do not include salaries for contract workers. Therefore, this figure will vary significantly between districts and campuses that use contract workers and those that do not.)*

Public Education Information Management System (PEIMS): See *Texas Student Data System Public Education Information Management System (TSDS PEIMS).*

Plant Maintenance & Operations: The amount spent on the maintenance and operation of the physical plant and grounds and for warehousing and receiving services. Expenditures associated with this functional area are reported under Function 51.

Property Value per Refined ADA: The district's Comptroller Certified Property Value divided by its total Refined ADA (Average Daily Attendance).

Property Value per WADA: The district's Comptroller Certified Property Value divided by its total WADA (Weighted Average Daily Attendance).

Refined ADA: Refined Average Daily Attendance (also called RADA) is based on the number of days of instruction in the school year. The aggregate eligible days attendance is divided by the number of days of instruction to compute the refined average daily attendance.

Restricted Fund Balance: This is that portion of fund balance that has externally enforceable constraints made by outside parties. The restricted fund balance, shown on the balance sheet in the governmental fund statements, may not equal the restricted component of net position of governmental activities due to different measurement focus and/or different basis of accounting.

Restricted Net Position: The second of three components of net position of governmental activities reported as restricted when constraints placed on its use are either:

- Externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments, or
- Imposed by law through constitutional provisions or enabling legislation.

The restricted component of net position should be reduced by liabilities and deferred inflows related to those assets. This component must be reported by the major categories of restrictions, e.g., restricted for capital projects, debt service, etc. No category of restricted net position can be negative, if liabilities related to restricted assets exceed those assets, no balance should be reported. The negative amount should be reported as a reduction of the unrestricted component of net position.

Revenues: Any increase in a school district's financial resources from property taxes, foundation fund entitlements, user charges, grants, and other sources. Revenues fall into the three broad sources of revenues: Local & Intermediate Source, State, and Federal.

Short-term Debt: See *Current Liabilities*.

Snapshot: PEIMS data is submitted four times per year. Submission 1 is the fall submission and contains data pertaining to student enrollment, staff employed, and budgeted expenditures as of the last Friday in October. Snapshot provides an overview of public education in Texas, at both the state and district levels, and includes almost 100 separate data elements.

Special Revenue Fund: A governmental fund type used to account for the proceeds of specific revenue sources (other than for major capital projects) that are legally restricted to expenditures for specified purposes.

State Revenues: Revenues realized from the Texas Education Agency, other state agencies, shared services arrangements, or allocated on the basis of state laws relating to the Foundation School Program Act. This amount is recorded as Revenue Object 5800.

Summary of Finances (SOF) Report: The document of record for FSP allocations. An SOF report is produced for each school district and open-enrollment charter school by the TEA division responsible for state funding that describes the school district's or open-enrollment charter school's funding elements and FSP state aid.

Texas Student Data System Public Education Information Management System (TSDS PEIMS): A state-wide data management system for public education information in the State of Texas. One of the basic goals of PEIMS, as adopted by the State Board of Education in 1986, is to improve education practices of local school districts. PEIMS is a major improvement over previous information sources gathered from aggregated data available on paper reports. School districts submit their data via standardized computer files. These are defined in a yearly publication, the PEIMS Data Standards.

Unassigned Fund Balance: Available expendable financial resources in a governmental fund that are not the object of tentative management plans (i.e., committed or assigned). One primary criterion of rating agencies for school bonds is the relative amount of unassigned fund balance. Bond rating agencies view unassigned fund balances as a reflection of the financial strength of school districts and show concern when district fund balances decrease.

Unearned Revenue: Unearned revenues are resource inflows that do not yet meet the criteria for revenue recognition. Unearned amounts are always reported as unearned revenue. Generally accepted accounting principles require that contract and grant revenue be recognized when earned, which is typically based on when expenses are incurred. Grant fund awards made in advance of expenses are reported as unearned revenue at the close of the fiscal period. In governmental funds, earned amounts also are reported as unearned revenue until they are available to liquidate liabilities of the current period.

Unmodified Opinion: Term used in connection with financial auditing. An unmodified independent auditor's opinion means there are no stated exceptions to the auditor's general assertion that the district's financial statements present fairly the financial information contained according to generally accepted accounting principles.

Unrestricted Net Position: The final of three components of net position of governmental activities, the term net position refers to the amount of total assets less total liabilities. Unrestricted net position balance refers to the portion of total net position that is neither included in the calculation of the net investment in capital assets nor restricted.

Voter-Approval (Rollback) Tax Rate: The rollback tax rate provided for under Tax Code, §26.08, has been renamed the voter-approval tax rate. There is no longer an effective tax rate calculation. The voter-approval tax rate for the 2019 tax year was the sum of:

- The state compression percentage times $1.00 ($0.93 cents);
- The greater of:
    - The district's tax effort for the 2018 tax year that exceeded $1.00 minus any tax rate compression required for the enrichment tax rate or
    - $0.04 cents; and
- The district's current debt rate.

The voter-approval tax rate is a calculated maximum rate allowed by law without voter approval. School district's voter-approval rate is equal to the district's maximum compressed rate plus the greater of the previous year's enrichment rate or five cents per $100 of taxable value plus the current debt rate. Each year, school districts must get approval from the Texas Education Agency of their maximum compression rate.

Weighted Average Daily Attendance (WADA): A Weighted Average Daily Attendance (WADA) is used to measure the extent students are participating in special programs. The concept of WADA in effect converts all of a school district's students with their different weights to a calculated number of regular students required to raise the same amount of revenue. The greater the number of students eligible for special entitlements, the greater a school district's WADA will be.

Warrant Hold: The process by which state payments issued to payees indebted to the state, or payees with a tax delinquency, are held by the Texas Comptroller of Public Accounts until the debt is satisfied in accordance with the Texas Government Code, §403.055.

Wealth Equalization Transfer: The amount budgeted by districts for the cost of reducing their property wealth to the required equalized wealth level (Function 91). These funds are sometimes referred to as 'Robin Hood Funds'.

Recognition is given to the Texas Association of School Business Officials (TASBO) and the Texas School Public Relations Association (TSPRA) for their joint participation in creating the Schools FIRST Communication Resources Kit, revised August 2021, to assist school districts in publicizing the district's financial rating and complying with Commissioner's rules concerning the Financial Accountability Rating System.

DISCLAIMER ON GLOSSARY:

All of the information provided is believed to be accurate and reliable; however, TASBO and TSPRA assume no responsibility for any errors, appearing in this information or otherwise. Further, TASBO and TSPRA assume no responsibility for the use of the information provided.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Kyle DeBeer

RE: Public Hearing on the Redistricting Process and Plan Under Consideration

==========

Background Information

After each decennial Census, the Board must review the population in each single-member district and, if necessary, redraw those districts to equalize the number of people in each.

The 2020 Census count requires the Board to adjust the boundaries of its single-member districts. At the Board's meetings on Sept. 9 and Sept. 30, Michael Morrison, who serves as the Board's legal counsel for redistricting, presented working drafts of a plan to equalize the number of people in Waco ISD's single-member districts.

During this public hearing, Mr. Morrison will review legal requirements for the redistricting process and the proposed changes to the trustee district boundaries. The public is invited to ask questions and offer comments on the proposed plan.

Fiscal Implications

Funding for legal fees associated with the redistricting process was included in the District's budget for 2021-2022.

Administrative Recommendation(s):

None

Waco Independent School District

Public Hearing on the Redistricting Process and Plan Under Consideration

October 28, 2021

Mike Morrison

One-Person One-Vote

The Court's redistricting authority is largely, but not entirely, unlimited

A plan must satisfy the equal protection guarantees of the 5th, 14th and 15th amendments

- Equal protection, in this context, requires equity in representation

The "Prime Directive" — Balance population

- **The determination is based on the population variance:**
  - **(1) between that of the highest and lowest populated precincts, and**
  - **(2) among all precincts**
- Variance is measured in terms of the maximum and average deviation from an ideal precinct
- The maximum deviation — the percentage of the variance between the highest and lowest populated precincts — may not exceed 10%, without a compelling justification
- The average deviation — the mean of the average variance of all precincts collectively — subject to no specific limitation, but a common ceiling is +/- 3 or 4%

Q How near to equal must population be balanced?

Waco ISD			Benchmark			8.28.2021
Ideal	21688					10.10.2021
	Total	**White**	**Black**	**Other**	**Hispanic**	**Total Min.**
	108440	39266	22611	6644	39919	69174
		36.21%	20.85%	6.13%	36.81%	63.79%
Dst.	total	white	black	other	hispanic	total minority
1	19457	4877	5738	1165	7677	14580
(2231)		25.07%	29.49%	5.99%	39.46%	74.93%
2	19920	4686	6863	835	7536	15234
(1768)		23.52%	34.45%	4.19%	37.83%	76.48%
3	24243	7246	3161	1239	12597	16997
2555		29.89%	13.04%	5.11%	51.96%	70.11%
4	22101	10766	3356	983	6996	11335
413		48.71%	15.18%	4.45%	31.65%	51.29%
5	22719	11691	3493	2422	5113	11028
1031		51.46%	15.37%	10.66%	22.51%	48.54%
	Max. Variance 4786			**Max. Deviation 22.07%**		

Avoid Unlawful Discrimination

The 5th and 14th amendments prohibit the federal and state governments from drawing distinctions among individuals based solely on differences irrelevant to any legitimate governmental objective, including race and ethnicity

This guarantee was specifically extended to the right to vote by the 15th amendment

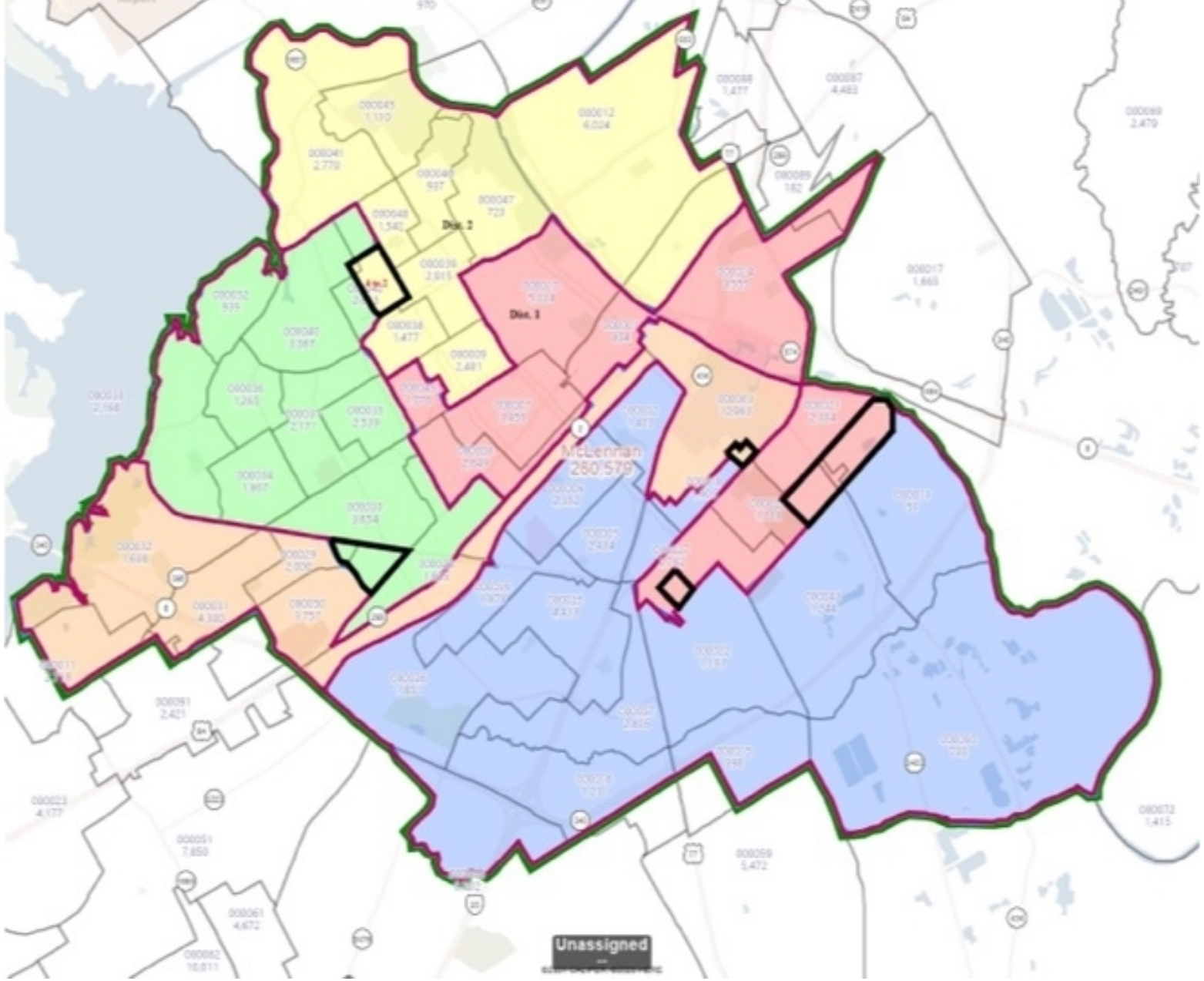
The Voting Rights Act

Dilution - VRA §2

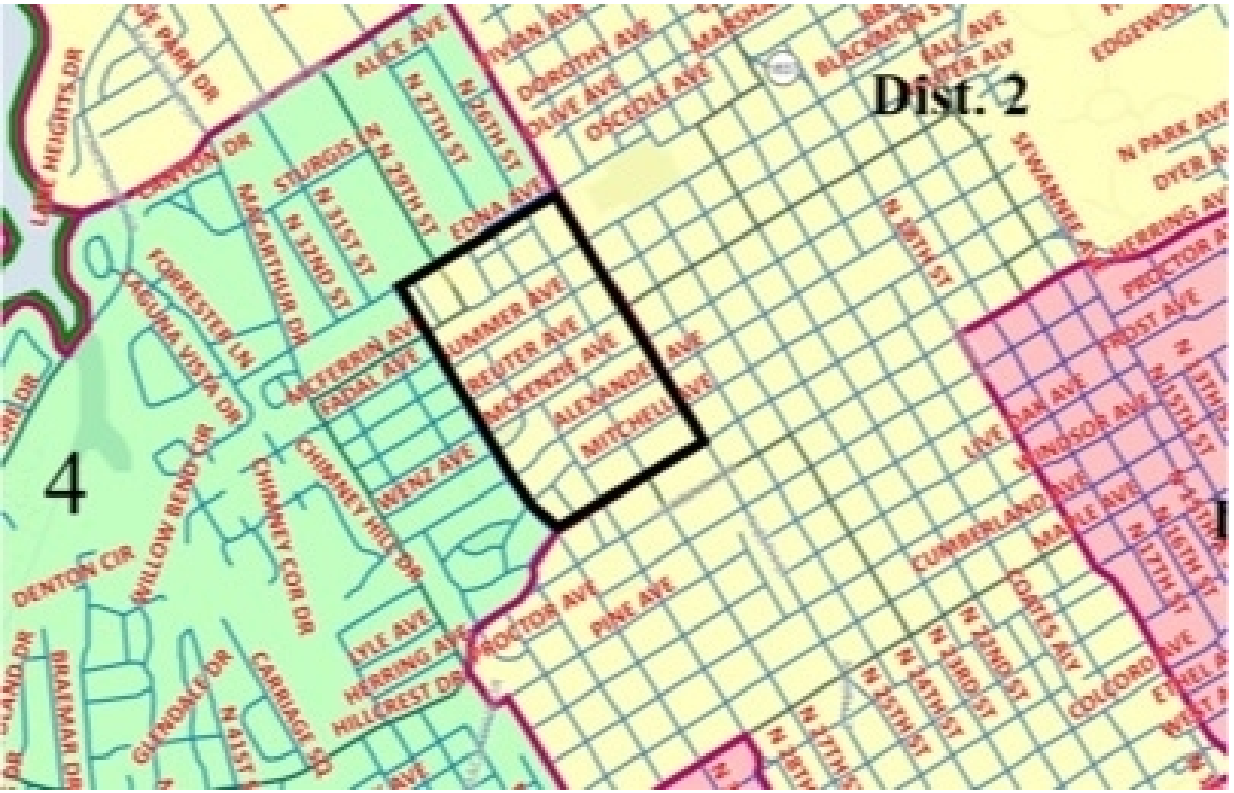
Retrogression — VRA §§ 4 and 5

- **While preclearance is no longer required, retrogression remains a concern**

Waco Independent School District			**Plan One**			8/30/21
Ideal	21688					
	Total	**White**	**Black**	**Other**	**Hispanic**	**Total Min.**
	108440	39266	22611	6644	39919	69174
		36.21%	20.85%	6.13%	36.81%	63.79%
Dst.	total	white	black	other	hispanic	total minority
1	21070	5564	6077	1280	8149	15506
(618)		26.41%	28.84%	6.07%	38.68%	73.59%
2	21326	4906	7124	869	8427	16420
(362)		23.00%	33.41%	4.07%	39.52%	77.00%
3	22213	6345	2757	1063	12048	15868
525		28.56%	12.41%	4.79%	54.24%	71.44%
4	21566	10722	3309	1005	6530	10844
(122)		49.72%	15.34%	4.66%	30.28%	50.28%
5	22265	11729	3344	2427	4765	10536
577		52.68%	15.02%	10.90%	21.40%	47.32%
	Max. Variance 1,195			**Max. Deviation 5.51%**		



The Proposed Plan is based on five changes to the current trustee lines



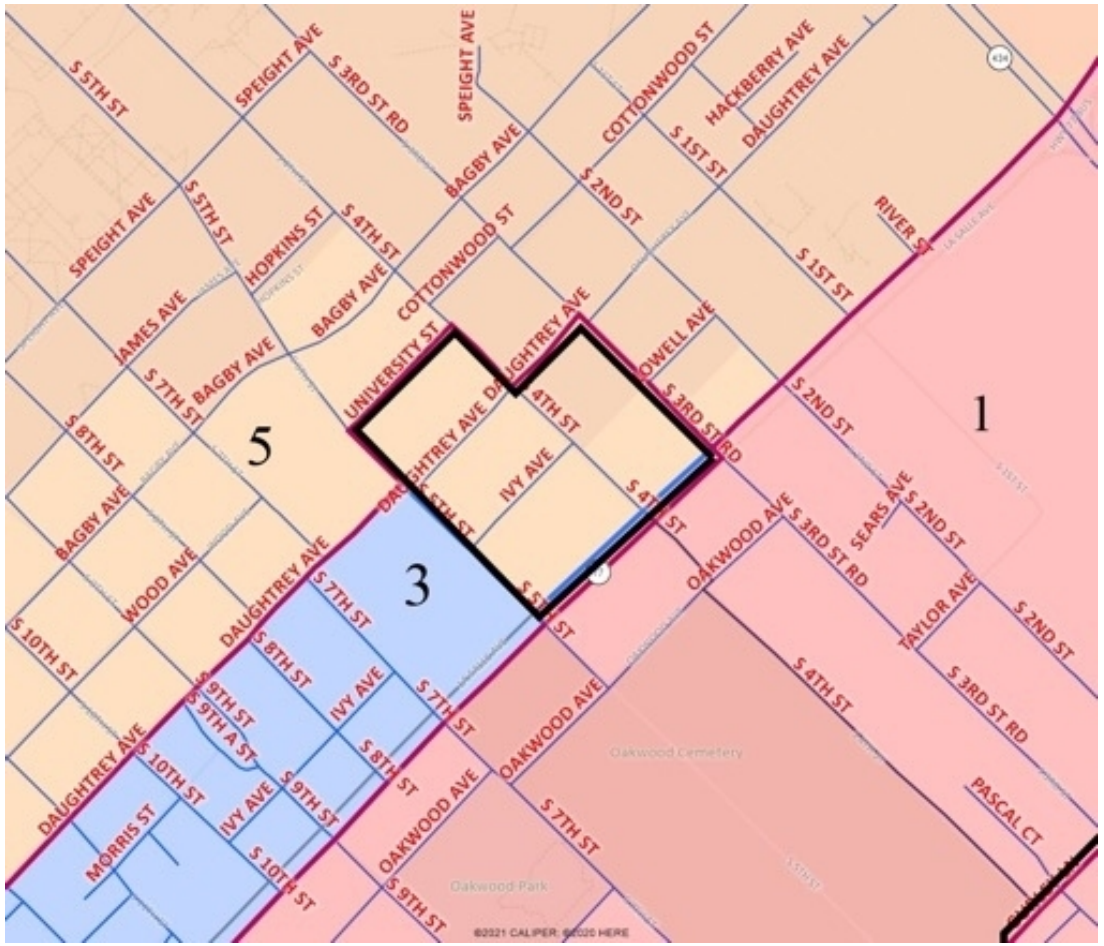
Area moved from Dist. 4 To Dist. 2

29th St./Edna/25th St./Hillcrest



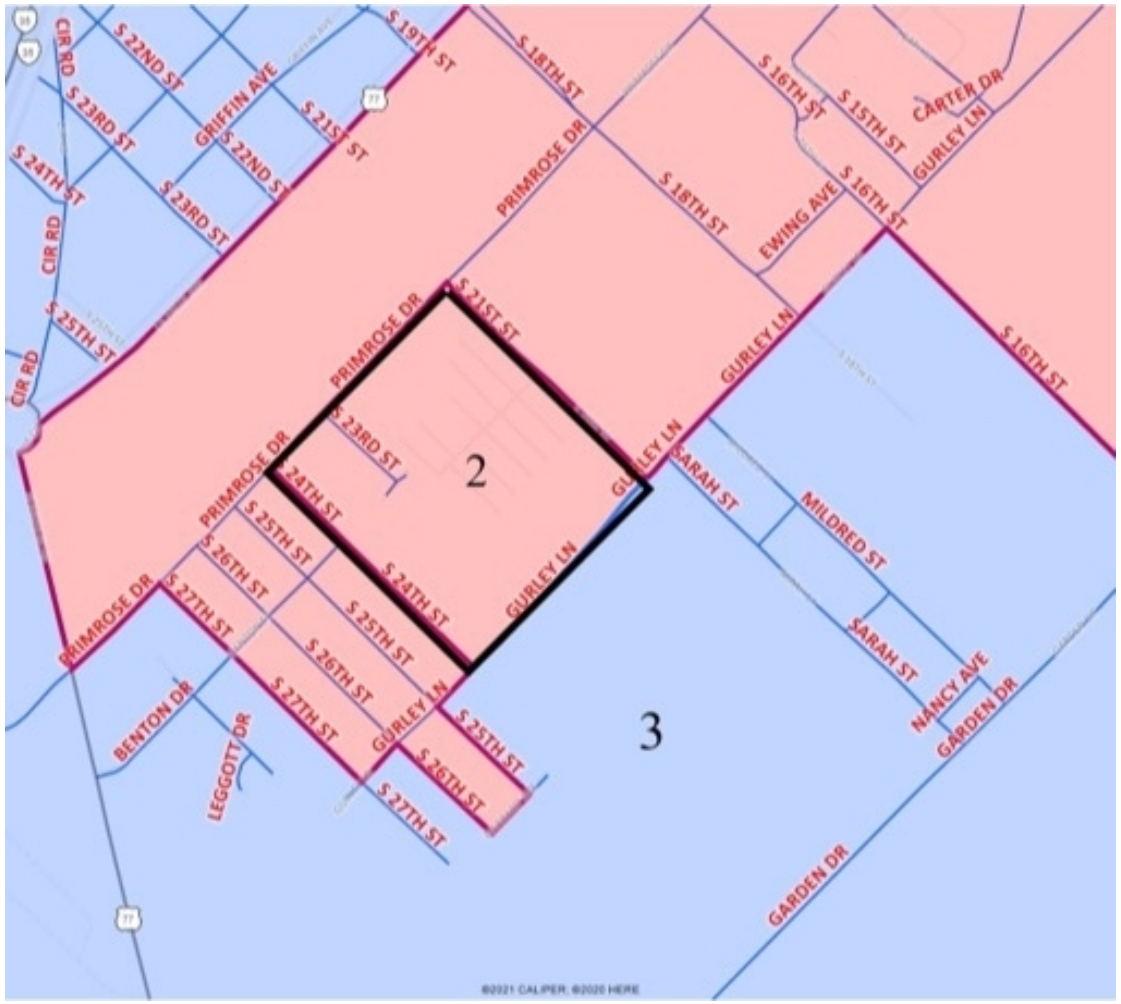
Area moved from Dist. 5 To Dist. 4

Valley Mills/Waco Dr./Longfellow Dr.



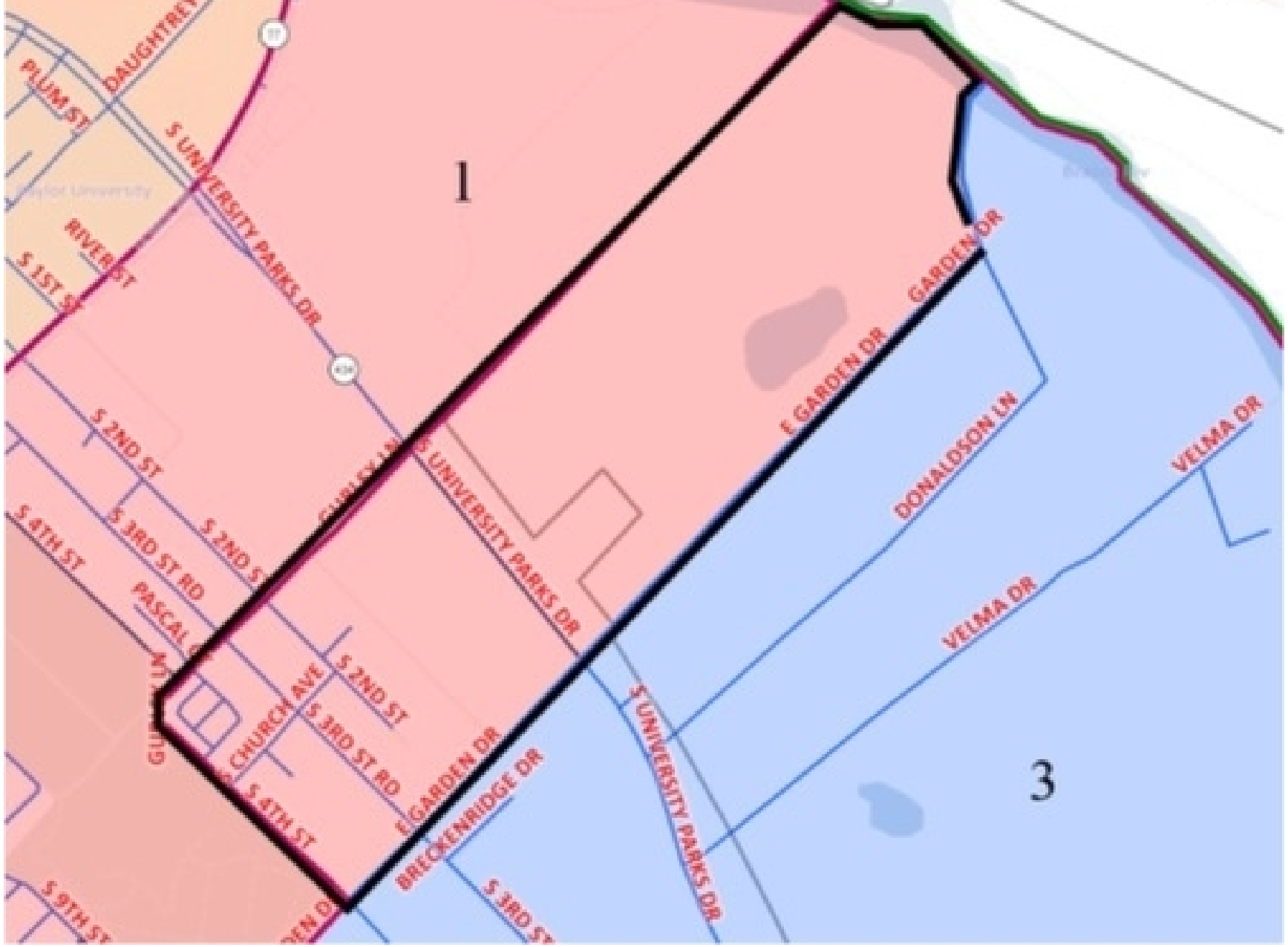
Area moved from Dist. 3 To Dist. 5

University/Daughtrey/S. 3rd/LaSalle/S. 5th



Area moved from Dist. 3 to Dist. 2

Primrose Dr./S. 21st/Gurley Ln./S. 24th



Area moved from Dist. 3 To Dist. 1

Gurley/Brazos River/E. Garden Dr./S. 4th

Current Trustee Lines

Waco ISD			Benchmark			8.28.2021
Ideal	21688					10.10.2021
	Total	**White**	**Black**	**Other**	**Hispanic**	**Total Min.**
	108440	39266	22611	6644	39919	69174
		36.21%	20.85%	6.13%	36.81%	63.79%
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413		48.71%	15.18%	4.45%	31.65%	51.29%
5	22719	11691	3493	2422	5113	11028
1031		51.46%	15.37%	10.66%	22.51%	48.54%
	Max. Variance 4786			**Max. Deviation 22.07%**		

Proposed Trustee Lines

Waco Independent School Di			Proposed Plan			8/30/21
Ideal	21688					9/24/21
	Total	**White**	**Black**	**Other**	**Hispanic**	**Total Min.**
	108440	39266	22611	6644	39919	69174
		36.21%	20.85%	6.13%	36.81%	63.79%
District	total	white	black	other	hispanic	total minority
1	20825	5549	6022	1268	7986	15276
(863)		26.65%	28.92%	6.09%	38.35%	73.35%
2	21326	4906	7124	869	8427	16420
(362)		23.00%	33.41%	4.07%	39.52%	77.00%
3	22458	6360	2812	1075	12211	16098
770		28.32%	12.52%	4.79%	54.37%	71.68%
4	21566	10722	3309	1005	6530	10844
(122)		49.72%	15.34%	4.66%	30.28%	50.28%
5	22265	11729	3344	2427	4765	10536
577		52.68%	15.02%	10.90%	21.40%	47.32%
	Max. Variance 1,633			**Max. Deviation 7.53%**		

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: Sheryl Davis**

RE: Amendments to the 2021-2022 Budget

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Background Information:

The Texas Education Agency has established additional requirements for school district budget preparation. As part of these requirements, a school district must amend the official budget before exceeding a functional expenditure category, i.e., instruction, administration, etc., in the total district budget. Attached are copies of the proposed amendments to the Official Budget identifying details of the requests. The following summarizes the effect of these amendments by functional category.

Summary:

Amendment #004: Greater Waco Advanced Health Care Academy (Fund 497)

This amendment will adjust revenue based on tenth day enrollment, placing additional funds in expenditure line items, as needed. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

			TEA Revenue/Function Description
Source of Funds:	$	31,072	Local & Intermediate Source Revenue
Use of Funds:	$	31,072	Instruction, Curriculum & Instructional Staff Development, Instructional Leadership
Fund Balance Effect		**None**	

Amendment #005: Kendrick Elementary School (Fund 199)

This amendment will reallocate budget to fund the Communities in Schools program utilizing funds originally budgeted for a behavior aide position and professional development travel. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

			TEA Revenue/Function Description
Source of Funds:	$	30,000	Instruction, Curriculum & Instructional Staff Development
Use of Funds:	$	30,000	Community Services
Fund Balance Effect		**None**	

Amendment #006: Tennyson Middle School (Fund 199)

This amendment will reallocate funds originally budgeted for the Communities in Schools program to instructional supplies and materials. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

			TEA Revenue/Function Description
Source of Funds:	$	30,000	Community Services
Use of Funds:	$	30,000	Instruction
Fund Balance Effect		**None**	

Amendment #007: Greater Waco Advanced Manufacturing Academy (Fund 497)

This amendment will reallocate funds originally budgeted for textbooks to cover travel for professional development and recruiting. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

			TEA Revenue/Function Description
Source of Funds:	$	5,000	Instruction
Use of Funds:	$	5,000	Curriculum & Instructional Staff Development, Guidance, Counseling & Evaluation Services
Fund Balance Effect		**None**	

Amendment #008: English Learners Department (Fund 199)

This amendment will reallocate funds originally budgeted for itinerant teacher travel to staff development travel. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

			TEA Revenue/Function Description
Source of Funds:	$	995	Instruction
Use of Funds:	$	995	Curriculum & Instructional Staff Development
Fund Balance Effect		**None**	

Amendment #009: Communications Department (Fund 199)

This amendment will reallocate funds originally budgeted for general administration salaries to community services salaries and benefits. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

			TEA Revenue/Function Description
Source of Funds:	$	11,749	General Administration
Use of Funds:	$	11,749	Community Services
Fund Balance Effect		**None**	

Amendment #010: Facilities and Maintenance (Fund 199)

This amendment will place budget for design-related services for the G. W. Carver Middle School Rebuild project and adjust budgets, as needed, for the Paul Tyson Field, Cooler/ Freezer, and Waco High Rebuild design-related services. These adjustments are required to appropriately reclassify the budget to the proper expenditure codes per TEA accounting guidelines.

			TEA Revenue/Function Description
Source of Funds:	$	4,124,698	Unassigned Fund Balance
Use of Funds:	$	4,124,698	Facilities Acquisition, Construction & Improvements
Fund Balance Effect		**Decrease**	

A copy of the amendments are attached for your review detailing line items to be adjusted.

Fiscal Implications:

These amendments reduce the unassigned fund balance by $4,124,698. Expenditures for design-related services for the Waco High and G. W. Carver Rebuild projects may be reimbursed by bond funds under previously Board approved reimbursing resolutions. The adjustments for the Paul Tyson Field and Cooler/Freezer projects will increase the unassigned fund balance by $54,612 and $253,420, respectively.

Administrative Recommendation(s):

The administration recommends that the Board of Trustees approve the budget amendments, as presented.

WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM **AMENDMENT # 004**

CAMPUS OR DEPARTMENT: Greater Waco Advanced Health Care Academy **DATE:** 10/28/2021

								A	B	C	D
BUDGET CODE											
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION	CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
497	00	5729	07	000	00	000	Services to Other Districts	(280,528)	(280,528.00)	(7,600)	(288,128)
497	00	5737	07	000	00	000	Tuition - Career & Technology Programs	(737,200)	(737,200.00)	(23,472)	(760,672)
497	11	6397	07	999	22	000	Equipment w Unit Cost <$5000	8,000	3,905.00	4,095	12,095
497	11	6399	07	999	22	000	Other General Supplies and Materials	47,732	36,706.00	20,977	68,709
497	13	6499	07	999	22	000	Miscellaneous Operating Costs	1,000	1,000.00	1,000	2,000
497	21	6399	07	999	22	000	Other General Supplies and Materials	2,500	2,138.00	5,000	7,500

REASON FOR REQUEST: Adjust revenue based on 10th day enrollment, placing additional funds in expenditure line items, as needed.

BUDGET ADMINISTRATOR / **Budget Coordinator** **Assistant Superintendent of Finance**

Revised 06/2019

WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM

AMENDMENT # 005

CAMPUS OR DEPARTMENT: Kendrick Elementary **DATE:** 10/4/2021

								A	B	C	D
BUDGET CODE								CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION				
199	11	6129	00	112	30	254	Wages-Support Staff	21,796	21,918.99	(21,796)	0
199	11	6141	00	112	30	254	Social Security/Medicare-Behavior	316	310.88	(310)	6
199	11	6142	00	112	30	254	Group Helath & Life Insurance-Beh	4,336	4,336.00	(4,336)	0
199	11	6143	00	112	30	254	TRS/TRS Care On-behalf Payments-B	30	29.52	(29)	1
199	11	6145	00	112	30	254	Unemployment Compensations-Beh	45	44.28	(44)	1
199	11	6146	00	112	30	254	Teacher Retirement/TRS Care-Beh	534	531.35	(531)	3
199	13	6411	00	112	30	000	Travel Costs-Employee Only	5,236	5,236.00	(2,954)	2,282
199	61	6299	00	112	30	254	Other Misc. Contracted Services	-	0.00	30,000	30,000
										0	

REASON FOR REQUEST: Reallocating funds for Communities In Schools program using funds originally allocated for behavior aide position that closed on August 20, 2021 and funds originally budgeted for travel costs.

BUDGET ADMINISTRATOR / DEPARTMENT HEAD

Budget Coordinator

Assistant Superintendent of Finance

YOU CANNOT REDUCE A BUDGET BY MORE THAN THE CURRENT ACCOUNT BALANCE AMOUNT.

Revised 01/2021

WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM

AMENDMENT # 006

CAMPUS OR DEPARTMENT: Tennyson Middle School

DATE: 10/4/20 21

								A	B	C	D
BUDGET CODE								CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION				
199	61	6299	00	044	30	000	Other Misc Contracted Services	30,000	30,000.00	(30,000)	0
199	11	6399	00	044	30	000	Other General Supplies & Materials	-	0.00	30,000	30,000
										0	

REASON FOR REQUEST: Reallocating funds originally budgeted for Community in Schools program to instructional general supplies. CIS program not being used for 2021-2022 school year.

BUDGET ADMINISTRATOR / DEPARTMENT HEAD

Kowthri Reed
Budget Coordinator

Sheryl Davis
Assistant Superintendent of Finance

YOU CANNOT REDUCE A BUDGET BY MORE THAN THE CURRENT ACCOUNT BALANCE AMOUNT.

Revised 01/2021

WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM

AMENDMENT # 007

CAMPUS OR DEPARTMENT: Greater Waco Advanced Manufacturing Academy

DATE: 10/6/2021

								A	B	C	D
BUDGET CODE								CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION				
497	11	6321	06	999	22	000	Textbooks	5,500	5,500.00	(5,000)	500
497	31	6411	06	999	22	000	Travel - Employee Only	84	23.02	3,000	3,084
497	13	6411	06	999	22	000	Travel - Employee Only	1,000	530.34	2,000	3,000
										0	

REASON FOR REQUEST: Realign funds originally funded for textbooks to cover travel for Recruiter, Counselor and Teachers.

BUDGET ADMINISTRATOR / DEPARTMENT HEAD

Budget Coordinator

Assistant Superintendent of Finance

YOU CANNOT REDUCE A BUDGET BY MORE THAN THE CURRENT ACCOUNT BALANCE AMOUNT.

Revised 01/2021

WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM

AMENDMENT # 008

CAMPUS OR DEPARTMENT: English Learners Department **DATE:** 10/7/2021

BUDGET CODE								A	B	C	D
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION	CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
199	11	6411	25	999	25	000	Travel Costs - Employee Only	50,000.00	23,426.00	(995.00)	49,005.00
199	13	6411	25	999	25	000	Travel Costs - Employee Only	0.00	0.00	995.00	995.00
										0.00	

REASON FOR REQUEST: Summit K12 Connect to Literacy English Language Proficiency Courses for Listening, Speaking and Writing courses for 6th-12th grades, and Product Specific Teacher Training.

BUDGET ADMINISTRATOR / DEPARTMENT HEAD

BUDGET COORDINATOR

CHIEF FINANCIAL OFFICER

YOU CANNOT REDUCE A BUDGET BY MORE THAN THE CURRENT ACCOUNT BALANCE AMOUNT.

Revised 10/2017

WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM **AMENDMENT # 009**

CAMPUS OR DEPARTMENT: Communications Department **DATE:** 10/6/2021

								A	B	C	D
BUDGET CODE								CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION				
199	41	6119	11	750	99	000	Salaries/Teachers Other Prof	360,690	333,218.04	(11,749)	348,941
199	61	6119	12	999	99	000	Salaries/Teachers Other Prof	61,030	54,675.06	10,553	71,583
199	61	6141	12	999	99	000	Social Security/Medicare	885	773.16	163	1,048
199	61	6143	12	999	99	000	Workers' Compensation	84	73.23	227	311
199	61	6146	12	999	99	000	Teacher Retirement/TRS Care	1,495	1,347.52	806	2,301
										0	

REASON FOR REQUEST: Realigning funds originally budgeted for the Director of Communications position, which was closed, to cover the reclassification of the Specialist - Community Partnerships position.

BUDGET ADMINISTRATOR / DEPARTMENT HEAD

Budget Coordinator

Sheryl Davis
Assistant Superintendent of Finance

YOU CANNOT REDUCE A BUDGET BY MORE THAN THE CURRENT ACCOUNT BALANCE AMOUNT.

Revised 01/2021

WACO INDEPENDENT SCHOOL DISTRICT
AMENDMENT BUDGET FORM

AMENDMENT # **010**

CAMPUS OR DEPARTMENT: Facilities and Maintenance **DATE:** 10/28/2021

								A	B	C	D
BUDGET CODE											
FUND	FNC	OBJ	SO	ORG	PRG	LOPT	DESCRIPTION	CURRENT APPROPRIATION	CURRENT ACCOUNT BALANCE	REQUESTED INCREASE (DECREASE)	AMENDED APPROPRIATION
199	81	6624	51	002	99	429	Contracted Construction - Paul Tyson	5,024,435	3,635,767.25	(40,000)	4,984,435
199	81	6624	51	999	99	431	Contracted Construction - Cooler/Freezer	1,300,000	1,300,000.00	(248,000)	1,052,000
199	81	6625	50	002	99	000	Architect Fees - Waco High Rebuild	3,150,000	3,150,000.00	342,230	3,492,230
199	81	6625	50	048	99	000	Architect Fees - GW Carver MS Rebuild	-	-	3,696,000	3,696,000
199	81	6625	51	002	99	429	Architect Fees - Paul Tyson Field Replacemnt	-	-	24,850	24,850
199	81	6625	51	999	99	431	Architect Fees - Cooler/Freezer	80,000	80,000.00	(20,668)	59,332
199	81	6626	51	048	99	000	Other Professional Svcs - GWCMS Rebuild	-	-	200,000	200,000
199	81	6626	51	002	99	429	Other Professional Svcs - Paul Tyson	71,747	67,305.50	(59,029)	12,718
199	81	6626	51	999	99	431	Other Professional Svcs - Cooler/Freezer	30,000	30,000.00	2,500	32,500
199	81	6628	50	002	99	000	Reimbursable Expenses - Waco High Rebuild	397,500	170,270.00	29,500	427,000
199	81	6628	50	048	99	000	Reimbursable Expenses - GWCMS Rebuild	-	-	165,000	165,000
199	81	6628	51	002	99	429	Reimbursable Expenses - Paul Tyson Field	-	-	19,567	19,567
199	81	6628	51	999	99	431	Reimbursable Expenses - Cooler/Freezer	-	-	12,748	12,748
199	00	3600	00	000	00	000	Unassigned Fund Balance			4,124,698	4,124,698

REASON FOR REQUEST: Place budget for design-related fees for the G. W. Carver Middle School Rebuild project and adjust budgets, as needed, for the Paul Tyson Field Replacement, Cooler/Freezer, and Waco High Rebuild design-related fees. Design-related expenditures for the Waco High and G.W. Carver Rebuild projects will be reimbursed by bond funds under previously Board approved reimbursing resolutions. The adjustments for the Paul Tyson Field and Cool/Freezer projects will increase the unassigned fund balance by $54,612 and $253,420, respectively.

BUDGET ADMINISTRATOR / **Budget Coordinator** **Assistant Superintendent of Finance**

Revised 06/2019

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: S. Smith/A. Villanueva**

RE: Approve Bid Award for Child Nutrition Services (CNS) Walk-in Cooler and Freezer Infrastructure

==========

Background Information:

Competitive Sealed Proposal (CSP) # 21-1199 has been opened and evaluated for the purpose of awarding a contract for the CNS Walk-in Cooler and Freezer Infrastructure. This project consists of a new pre-manufactured 4,900 square foot exterior grade walk-in cooler freezer building that will include an enclosed receiving area, cooler, freezer and staging freezer located at 2025 S. 19th Street. Outside of the enclosed building there will be an exterior loading dock, forklift ramp, stairs and an accessibility ramp.

The District received two (2) bids for this project. After the bids were evaluated by Facilities department staff and O'Connell Robertson, architects, it was determined that HCS, Inc. offered the best value to the District and therefore, recommends the bid be awarded to HCS, Inc. A bid tabulation and evaluation scoresheet are attached for your review.

Fiscal Implications:

The total cost of this project is $1,051,862 and will be funded from previously committed General Fund balance.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the bid award for the CNS Walk-in Cooler and Freezer Infrastructure to HCS, Inc., as presented.

CSP # 21-1199
Child Nutrition Services
Walk-In Cooler Freezer
Infrastructure - Bid Tabulation

Pricing Description:	**Proposers**	
	HCS, Inc.	**Mazanec**
Base Bid, including $110,000 Owner Contingency	$ 970,900.00	$ 1,210,000.00
Alternate # 1 - Relocate Dumpsters. Provide New Concrete Dumpster Pad	$ 24,457.00	$ 26,600.00
Alternate # 2 - Provide Improved Dock Access to existing Warehouse buidling	$ 13,525.00	$ 27,000.00
Alternate # 3 - Demolish Existing chainlink fencing to provide access to abandoned driveway entrance. Provide new chainlink fencing and gates .	$ 15,687.00	$ 6,900.00
Alternate # 4 - Provide chainlink fencing and gates as required for 19th Street Closure	$ 10,300.00	$ 13,500.00
Alternate # 5 - Surveliellance Cameras shall be exis model Number P3717-PLE. The camera systems shall include all necessary cabling, power supplies, camers, conduit, and Rough-Ins.	$ 16,993.00	$ 13,100.00
Total Bid (Base Bid including contingency and Alternates 1-5	$ 1,051,862.00	$ 1,297,100.00

CSP # 21-1199
Child Nutrition Services
Walk-In Cooler and Freezer
Infrastructure Evaluation

PRICING CRITERIA	MAX POINTS	HCS	Mazanec
Price (*low proposer receives maximum points; remaining vendors receive a percentage of the maximum based on ratio to low bid*)	**35**	35.00	28.38
Financial Capacity in Relation to Size and Scope of Project	**5**		
Average of all evaluators		5.00	5.00
Experience and Reputation			
► Experience doing this type of work	**15**		
Average of all evaluators		12.33	13.00
►Experience doing business with Waco ISD	**6**		
Average of all evaluators		4.00	4.67
►Experience doing business with other school districts	**20**		
Average of all evaluators		17.67	19.00
Quality of Goods or Services			
►Based on External References	**15**		
Average of all evaluators		14.00	15.00
Safety Record	**4**		
Average of all evaluators		4.00	4.00
Total	**100**	92.00	89.05

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: **S. Smith**

RE: Bid Award for Educational Consulting, Professional Development, and Other Student-Based Contracted Services

==========

Background Information:

Request for Proposal, RFP # 21-1182, Educational Consulting, Professional Development, and Other Student-Based Contracted Services have been received for the purpose of creating a list of vendors which can service the District. We received sixteen (16) responses during the past month. One vendor is not being recommended because they are not a service provider. That vendor is Ellison Educational Equipment. The recommended fifteen will be added to our previously approved list of ninety (90) responses.

Examples of the types of services covered under this RFP are:

- Academic Educational Consultant
- Professional / Staff Development Training
- Motivational or Professional Speaker
- Program Review/Recommendation Services
- Data/Statistical Analysis
- Curriculum Design
- Evaluator Services
- Judging Services
- Technology Analysis / Consultant
- Operations Analysis / Consultant
- Grant Evaluation Services
- Presentations / Programs for staff and students (e.g. authors)
- Marching Band / Drill / Cheer Design & Choreography (includes camps)
- Theatre Coaching Services
- Instructors for classes outside of the school day (art, photography, gardening, tennis, etc.)
- Speaker(s) for Assembly Programs
- Other services deemed appropriate for this request

In an effort to create inclusivity with our consulting, professional development, and student-based contracted services vendors and in light of changes made in 2019 by the Texas Education Agency's, Financial Accountability Systems Resource Guide (FASRG) Module 5 – Purchasing, the Business Services Department has elected to utilize the Extended Period for Multiple Award Contracts as shown in the FASRG excerpt shows.

3.16.6 Limited Response Period versus Extended Period for Multiple Award Contracts

Normal procurement practices will allow solicitation responses to be submitted to the district within a limited, specific time period, usually two to three weeks. The district may want to review past policies to determine if a limited response time is in the best interest of the district and the needs of its end users.
Consideration may need to be given to have an extended opening for receiving responses.

• Limited Response Period. This choice is considered a normal, formal RFP. Examples include newspaper advertisements and awards made and limited to only the responders that submitted and awarded for the solicitation.

• Extended Response Period. This choice is more informal than a limited response period. The major difference is the date the responses are due. This method allows for responses to be accepted throughout an extended period such as the date of the contract award expiration and awards made periodically. Periodic board approval may also be required. For newspaper advertisements, our District will continue to publicize periodic republication through our website and continue to enlist the assistance of the three (3) Chamber of Commerce's, as received on this first solicitation. The advertisement will address concerns about transparency by announcing the solicitation to new readers even though the statutory requirements were met by the initial publication.

The intent for awarding additional vendors to this bid will be done on an as needed basis. Vendors submitting a response by the end of each month will be submitted for consideration at the next board meeting.

Fiscal Implications:

The cost of these items will be charged to the appropriate campus/department budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the additional fifteen (15) vendors for the Educational Consulting, Professional Development, and Other Student-Based Contracted Services bid, as presented.

Amanda Garcia

Company Name:	Amanda Garcia
Street Address:	314 Calvery
City, State, Zip:	Waco, TX 76705
Contact Name:	Amanda Garcia
Contact Phone Number:	2545483021
Contact Email Address:	Amanda_garcia01@yahoo.com
Category of Service Provided:	Other applicable service
Target Audience:	Children, Youth, Young Adults, Adults
Description of Services:	Provides Zumba fitness classes to the community to promote fitness, dancing, movement, mental health, and overall wellness in a fun and exhilarating way. It also promotes cultural awareness by learning different dances and facts about different cultures and nationalities.
Pricing:	$65 per session 30min-45 min session If virtual 1hr of prep time and 1 session= $130

April Strickland

Company Name:	April Strickland
Street Address:	1607 N 15th A St
City, State, Zip:	Waco, TX 76707
Contact Name:	April Strickland
Contact Phone Number:	210-722-7397
Contact Email Address:	ms.april.strickland@gmail.com
Category of Service Provided:	Educational Activity Provider for Students
Target Audience:	School aged students
Description of Services:	Gardening LessonsCooking LessonsTours of organizations that practice sustainable agriculture
Pricing:	$150 per class hour, $75 preparation per hour, Estimated $1000-$2000 Supply Budget

Dr. Sumiko Hamilton-Hervey

Company Name:	Dr. Sumiko Hamilton-Hervey
Street Address:	6902 Honeybird Meadow Circle
City, State, Zip:	Katy, Texas 77493
Contact Name:	Dr. Sumiko Hamilton-Hervey
Contact Phone Number:	8324520973
Contact Email Address:	ykee44@gmail.com
Category of Service Provided:	Academic Educational Consultant
Target Audience:	Special Education
Description of Services:	Special Education consulting in Special Education behaviors, generalizing behaviors across different setting, and differential instruction in teaching students with special needs.
Pricing:	$65 per hour

Equity Consultation Designs and Services (Dr. J. Denee', LLC)

Company Name:	Dr. J. Denee', LLC (Equity Consultation Designs and Services)
Street Address:	11155 Reisterstown Road
City, State, Zip:	Owings Mills, Md 21117
Contact Name:	Dr. Juanita Ashby Bey
Contact Phone Number:	4438652438
Contact Email Address:	info@drjdenee.com
Category of Service Provided:	Professional/Staff Development Training
Target Audience:	Education Leaders, Superintendents, Principals, Assistant Principals, and school leadership teams
Description of Services:	Profession Development Sessions (Three 90-minute PD Sessions)PD Session #1 is an introductory session that provides the context, which includes research-based content to lay a hardy foundation of the "what", "why" and "how" related to incongruent and inequitable education and the impact on Black, Indegious and People of Color (BIPOC) students. Additionally, this session will support education leaders with the knowledge required to support active change in schools to ensure a learning environment that accommodates all students and improve the academic performance of the BIPOC students. PD Session #2 will support education leaders with knowledge and processes to modify or unpack standard curricula using explicit and research-based processes to align instructional content with the cognitive patterns of BIPOC learners. This session will expand the understanding of participants around concepts related to culturally relevant content, as well as access to content and how to use this content to meet the curricula standards. PD Session #3 will engage education leaders in research-based, culturally responsive instructional strategies that aligns with the informal, cognitive patterns of BIPOC learners. This session will provide participants with explicit ideas and strategies to help improve the academic performance their students. Job-Embedded Coaching Sessions (Two 60-minute Sessions and Two 90-minute Sessions)Lesson Observation and Debrief Session (60 minutes Session) entails an informal observation of a teacher who is selected by the principal. During this observation the consultant will analyze instructional content and instructional practices to reinforce knowledge and practices for school leaders to support staff with implementing culturally relevant practices. This session also includes a debriefing session to share observations and make recommendations to ensure effective academic approaches for BIPOC students.Leadership Shadow and Debrief Sessions (60-minute Session) is designed to support educational leaders with creating a culture of inclusion and equity. During this shadow session, leaders will be shadowed to observe interactions with students, teachers, and staff, as well as to gain perspective of specific elements regarding inclusion and equity that needs addressing. The findings from this session will be shared in during a debriefing session and used for subsequent job-embedded sessions. Roadmap Development (90-minute Session) is designed to coach education leaders with implementing culturally responsive practices for both curricula and instruction, to transform the academic culture to one that is wholistic, inviting and engaging. This roadmap provides a framework to address components that emerge from lesson observation and leadership shadow. Further, the goal of the roadmap is to ensure an inclusive and equitable learning culture that is reflected throughout the school building, as well as with the implementation of culturally relevant content and culturally relevant instruction. Roadmap Feedback (90-minute Session) will occur 2 to 4 weeks after the Roadmap Development Session and is designed to provide direct and explicit feedback on the ideas and processes developed by the leadership team. Other Items:Debrief Checklist for Lesson Observation and Leadership ShadowComplimentary Staff Session titled

	"Conversations about Race" for up to 20 participants
Pricing:	Complete Package is $36,000.00 (Total Value = $44,000)Individual Sessions are as detailed:PD Sessions = $4500.00 each (total = 3 sessions for up to 20 participants x $4500.00 = $13,500) *Lesson Observation = $7500.00 (per school/4 participants max)Leadership Shadow = $7500.00 (per school/4 participants max)Roadmap Development Session = $8000.00 (per school/4 participants max)Roadmap Development Feedback Session = $8000.00 (per school/4 participants max) *Other Items:Debrief Checklist for Lesson Observation and Leadership Shadow ($500 each)Complimentary Staff Session titled "Conversations about Race" for up to 20 participants (90 virtual session = $3000.00)*15% discount offered if virtual

GrowthSense Consulting and Services, LLC

Company Name:	GrowthSense Consulting and Service, LLC
Street Address:	6405 Trent Creek Drive
City, State, Zip:	Ruskin, FL 33573
Contact Name:	Kenyetta Garrett-Russell
Contact Phone Number:	2517167698
Contact Email Address:	kenyetta@growthsenseconsultingservices.com
Category of Service Provided:	Professional/Staff Development Training
Target Audience:	New teachers in year 1-5 who desire greater student engagement and student performance, and desire knowledge around inclusive instructional strategies . Leaders in years 1-3 in need of mentorship, leadership coaching for school culture around the area of inclusion.
Description of Services:	All Students Can T.H.R.I.V.E in the Inclusive Classroom, Goal: Program provides a framework of six strategies to incorporate into your inclusive classroom to foster inclusive and equitable learning experiences. -Leadership interview for customization-Leadership Feedback consultation -3-PD Series 180 minute per session (can be adjusted to be conducted during faculty to 60 minutes), Max capacity 25 people, -Two 120-minute Q & A Sessions for PD attendees (virtual), - Six full day Job Embedded Coaching (onsite or virtual) -Inclusive Practices E-Workbook - Downloadable Resources-Professional Development #1 This 180 minutes session is an introduction which includes researched based context on the what, why and how as it relates to inclusion and equity in the classroom. It will address how inclusion practices impacts students with disabilities, specifically. This PD will explain why implementing inclusive practices that foster a positive learning environment is important. The session will engage educators with identifying how barriers can prevent effective inclusion and help educators gain knowledge to support change in the classroom and schools that will improve student engagement and learning. -Professional Development #2 This 180-minute session will focus on research-based strategies, content, and strategies to expand teacher skills in delivering effective instruction to students of all ability levels. This session will expand the understanding of educators with content related to student individuality, perspectives, and varying abilities. In addition, educators will increase their knowledge on content related to skills that will promote real world success for students with disabilities. -Professional Development #3 This 180-minute session will provide educators with researched-based strategies and tools that will enhance student engagement and equitable learning experiences. This session will also identify multiple ways to instruct, engage, and discover the unique learning styles of each student. -Job Embedded Coaching (two-day sessions following each PD session 6 days total)-an informal observation for up to four teachers (selected by principal). During the observation the consultant will analyze the teachers' instructional content and practices to reinforce knowledge and practices for inclusion and equity. Session

will include debriefing with educator to share observations and make instructional and content recommendations to encourage inclusion and equity practices for special education students.-Question and Answer Sessions- (two 120-minute sessions)-virtual Q&A session as a follow for any educator who attended PD sessions. This session will address any questions related to the content covered in the PDs. Dates are set by the district to best accommodate the needs of teachers and staff. -Leadership interview for customization-90-minute interview with principal and/or leadership team to develop a specialized program based on the needs of the school.-Leadership feedback session-(in person or virtual) 90-minute session to follow up with principal. Consultant will review observations and recommendations for selected teachers and provide explicit feedback and suggestions for on going development of teachers and school.

Pricing: Gold Package-Total $36,000 (on site), $28,800(virtual) -Leadership interview for customization (90 minutes)-$1200 -Leadership feedback session in person or virtual (90 minutes)- $1200-Three 180 minutes PD-$3,500 each /$10,500 total $2,500 each (virtual)-Six full day job embedded coaching sessions (cohort of 4 teachers)-$3,500 each/ $21,000 total (on site) $3,000 each (virtual)-Two 120 minute Q & A session for PD attendees only (virtual)- $800 each/ $1,600 total-Inclusive Practices E-workbook and Downloadable Resources(25 copies maximum)-$500

Intentional Change LLC

Company Name: Intentional Change LLC

Street Address: 17350 State Highway 249, Ste. 220, #5210

City, State, Zip: Houston, Texas 77064

Contact Name: Toni Hardy

Contact Phone Number: 979-204-1162

Contact Email Address: tonihardy@intentionalchange.co

Category of Service Provided: Professional/Staff Development Training

Target Audience: Grades 3-5 Mathematics Educators in need of training on data-driven instruction and conceptual mathematics instruction that results in increased student achievement. Professional development for teachers who want to make intentional decisions that increase student achievement.

Description of Services: The training will consist of a series of 90-minute professional development sessions specifically designed to T.R.A.C. student growth by Targeting Standards, Responding to Data, Aligning Purposeful Instruction, and Check for Understanding. Professional development will address the process of data-driven instruction which includes collecting data, analyzing data, interpreting data, and creating and implementing a targeted plan. Sessions may be adjusted to occur during Professional Learning Communities or planning sessions. If customization is required, this will be determined during an interview with the principal.Each 90-minute session in the T.R.A.C. series will be provided to a maximum of 15 teachers.Job-embedded instruction will be provided in two formats:- Teacher Content Knowledge Workshop- Selected area of need - Maximum of 15 teachers - Individualized Instruction- Support during implementation of plan, content knowledge and reteach strategies- Cohort of 4 teachers as selected by campus leadership Required Action Before First TrainingEducators will administer an assessment to students. They will bring a copy of the assessment and resulting data to Session 1: Target Standards.Session 1: Target Standards- Educators will review data and target key standards that provide the greatest impact in student achievement. Worktime will be provided to give educators an opportunity to target standards using their own data. The data will be used during Session 2: Respond to Data.Session 2: Respond to Data- Given sample student data, educators will perform an error analysis to

	determine underlying misconceptions. Work time will be provided to give educators an opportunity to review their own data to determine underlying misconceptions. This information will be used during Session 3: Align Purposeful Instruction. Session 3: Align Purposeful Instruction- Based on misconceptions identified in Session 2: Respond to Data, educators will strategically calendar instruction according to the District scope and sequence. Meaningful strategies will be chosen to address the needs of students. Work time will be provided to give educators an opportunity to calendar their instruction.Session 4: Check for Understanding- Educators will identify formal and informal ways to progress monitor student growth, discuss the importance of immediate feedback and goal setting.Length of Service Sixteen days of service include two days of leadership support, four 90-minute workshops, and ten days of job-embedded support. Workshops may be provided during PLC, planning, or other times as determined by campus administrators.2 Days Leadership Support- 1 Day- Data Disaggregation by Consultant/Debrief and Initial Walkthrough- 1 Day- Final Walkthrough and Next Steps 14 Days Teacher Support4 Days of T.R.A.C Workshop @ 90 minutes each (maximum of 15 teachers)- 1 Day- Session: Target Standards- 1 Day- Session: Respond to Data- 1 Day- Session: Align Purposeful Instruction- 1 Day- Session: Check for UnderstandingTotal of 10 Days of Job-Embedded Support:3 Days- Building Content Knowledge in Areas of Concern - Maximum of 15 teachers from grades 3-5- Teachers selected by Campus Leadership Team- Focus on Concrete, Representation, and Abstract Methods of Instruction- Content Determined by Need7 Days- Individualized Instruction: - Cohort of 4 teachers - Content knowledge support- Walkthroughs - Observations- Co-teaching
Pricing:	Onsite Professional Development: $50,000- $3,125 per day, cost per teacher $208.00Virtual Professional Development: $40,000- 20% discount- $2,500 per day, cost per teacher $167.00

Jadyn Doss

Company Name:	Jadyn Doss
Street Address:	2415 S University Parks Dr., BLDG 6, 6311
City, State, Zip:	Waco, TX 76706
Contact Name:	Jadyn Doss
Contact Phone Number:	8303772207
Contact Email Address:	Jadyn_doss1@baylor.edu
Category of Service Provided:	Fine Arts Services (Band, Choir, Theater)
Target Audience:	Trumpet students
Description of Services:	I help to improve the section's tone quality as well as confidence, consistency, and musical approach to the trumpet. This will improve their discipline, work ethic, and awareness of the arts in an outside of the classroom. They will learn to hold themselves to a higher standard and achieve their goals musically and nonmusically.
Pricing:	$25 / HR. For sectional work, marching assistance, or lessons.

Korinek Consulting LLC

Company Name:	Korinek Consulting LLC
Street Address:	10416 Y Street
City, State, Zip:	Omaha, NE 68127
Contact Name:	Becky Korinek
Contact Phone Number:	402-943-8101
Contact Email Address:	beckykorinekva@gmail.com

Category of Service Provided:	Professional/Staff Development Training
Target Audience:	New teachers in years 1 - 5
Description of Services:	We offer packages in the following areas: classroom management, literacy, genius hour, differentiation, and executive functioning skills
Pricing:	Each package includes three days of professional development, a follow-up coaching call, and four days of job embedded coaching. The cost is $18,795.

Linda Metcalf, PHD

Company Name:	Linda Metcalf, PHD
Street Address:	6325 Paper Shell Way
City, State, Zip:	Fort Worth, TX 76179
Contact Name:	Linda S Metcalf
Contact Phone Number:	8176902229
Contact Email Address:	lmetcalf62@gmail.com
Category of Service Provided:	Professional/Staff Development Training
Target Audience:	School counselors, teachers, administrators
Description of Services:	Present information on ASCA Code of Ethics to school counselors in two 3 hour sessions, developed to inform and provide information for school counselors in the State of Texas.
Pricing:	Fee is $2000 per day plus expenses.

Littera Education Inc

Company Name:	Littera Education Inc
Street Address:	166 MALONEY RD
City, State, Zip:	Wappingers Falls, NY 12590
Contact Name:	Maria Juran
Contact Phone Number:	2032733735
Contact Email Address:	maria@litteraeducation.com
Category of Service Provided:	Educational Activity Provider for Students
Target Audience:	Sherry Smith, Director of Business Services
Description of Services:	Virtual tutoring services for students
Pricing:	$25.00 per student license$25.00 per hour of tutoring$2000.00 implementation fee

MindRise Learning, LLC

Company Name:	MindRise Learning
Street Address:	1150 Enchanted Oaks
City, State, Zip:	Driftwood, TX 78619
Contact Name:	Donna Drake
Contact Phone Number:	512-663-6210
Contact Email Address:	studentsuccess@mindriselearning.com
Category of Service Provided:	Other applicable service
Target Audience:	3rd-12th Graders in STAAR subjects
Description of Services:	MindRise delivers campus intervention services through online high impact tutoring to improve students' TEKS understanding and STAAR performance.

Pricing:	Hourly session prices range from $44-70 depending on how many tutors, days, and sessions per day.

Stacy Allen Webster

Company Name:	Stacy Allen Webster, Educational Consultant
Street Address:	4606 Trail Crest Circle
City, State, Zip:	Austin, TX 78735
Contact Name:	Stacy A Webster
Contact Phone Number:	5124223703
Contact Email Address:	stacy.webster@austinisd.org
Category of Service Provided:	Professional/Staff Development Training
Target Audience:	Teachers interested in pursuing National Board certification
Description of Services:	Services provided: information about the National Board process, strategies/tips for successfully completing the certification process, facilitation of a Q&A session
Pricing:	$100 per 60-minute information sessionSession dates: Sept 21, Oct 1, Oct 20, 2021

TMI Design and Consulting LLC

Company Name:	TMI Design and Consulting LLC
Street Address:	304 Vinings Vintage Circle
City, State, Zip:	Mableton, GA 30126
Contact Name:	Tamara Irving
Contact Phone Number:	404-936-6482
Contact Email Address:	tmidesignconsult@gmail.com
Category of Service Provided:	Professional/Staff Development Training
Target Audience:	New teachers in years 1-5 in need of mentorship or performance coaching in arts education. Professional development for arts educators, especially dance teachers, who desire greater student engagement and applicability of learning. Providing arts educational opportunities (e.g. workshops, private coaching, choreography) with the goal of developing sustainable dance programs. Arts educators looking to work on the mission/vision of their department, curriculum development, programming, and/or fundraising.
Description of Services:	We develop arts curricula and facilitate teacher training and professional development programs infused with career and leadership practices for a range of organizations.L.E.A.P. Lab Teacher PDGoal: To learn the L.E.A.P. Framework so that it can be incorporated into your dance curriculum, introducing students to production and learning aspects of careers in the arts while addressing social justice issuesProfessional Development Sessions (Three 90-minute PD Sessions)PD Session #1 is an introductory session that guides teachers to honor the creative voice of their students. This session will support teachers in identifying exercises to guide their students through finding their creative voice and developing a theme for their program. This session also guides teachers in creating reflection opportunities that support and encourage conversation as well as the development of a framework that focuses on student input and collaboration.PD Session #2 will unpack the framework that focuses on student input and collaboration. It will support educators with developing curricula that serve as stimuli for movement as well as resources for assessment. This session features pedagogy, teaching methods, and assessments.PD Session #3 will engage teachers with research based instructional strategies to help bring advocacy and awareness to their programs. Teachers will be introduced to the L.E.A.P. Lab Framework (™) which is a project based learning

	program that introduces students to production and learning aspects of careers in the arts while addressing social justice issues.Job-Embedded Coaching Sessions (Four 180-minute Sessions)-Lesson Engagement Session entails an informal observation of a teacher who is selected by the principal/coordinator. During this observation the consultant will analyze instructional content and instructional practices in order to support staff with implementing instructional concepts and strategies for an arts based classroom. Lesson engagement also includes a session to unpack and create content to better serve the classroom community of the teacher.
Pricing:	Complete Package is $31,000 (on site fees are below)Price Breakdown-Individual Sessions are as detailed:-3 PD Sessions - $2500 per virtual PD session; total $7,500 (On site fee $3500 per PD session; total $10,500)-Job-Embedded Coaching Sessions (Four 180-minute sessions; cohort of 4 teachers) - $1500 per virtual session; total $6,000(On site fee $2500 per session; total $10,000)-L.E.A.P. Lab (™) curriculum pacing guide for the school year; $7500Includes free lesson plans based on logistics, engagement, advocacy, production design infused with leadership and career aspectsAdditional Services: 'From The Stage to the Classroom'; $10,000 and upGuest Workshops and Dance Residencies with Industry Professionals (Virtual and/or On site)

TNTP, Inc

Company Name:	TNTP, Inc.
Street Address:	500 Seventh Avenue, 8th floor
City, State, Zip:	New York, NY 10018
Contact Name:	Michelle Mercado, TNTP Vice President
Contact Phone Number:	(901) 282-3220
Contact Email Address:	michelle.mercado@tntp.org
Category of Service Provided:	Other applicable service
Target Audience:	TNTP is applying to serve as a preapproved vendor in multiple categories that broadly target district/school leaders, teachers, parents, and students.
Description of Services:	TNTP is applying to support Waco ISD in the following service areas: 1. Instructional Expertise: - Academic Consulting - Professional/Staff Development Training - Program Review Recommendation Services - Curriculum DesignIf invited to support Waco ISD, TNTP would begin by working closely with district and/or school leaders to craft a context-specific strategy aligned to state standards and the state's Effective Schools Framework. In doing this, TNTP would draw on its extensive experience preparing Texas teachers to design instruction around the TEKS. From 2005 to 2011, TNTP's Texas Teaching Fellows program trained and certified nearly 1,200 teachers who attended subject-specific content seminars focused on the design and delivery of TEKS.2. Data/Statistical Analysis We perform research, data analysis, and program evaluation for our partners to help inform their strategic decisions. TNTP has partnered with districts to analyze nearly every type of data set those districts maintain. We've analyzed districts' student achievement data, student demographic data, student course taking records and course grades, teacher administrative data, teacher demographic data, teacher evaluation data, teacher professional development records, and teacher and staff hiring process data, among others. 3. Community Engagement TNTP brings extensive experience working alongside school districts in engaging their communities and is uniquely qualified to support Waco ISD's plan for engaging students, staff, families, and community members. Over the past five years, we have partnered with a wide range of district leaders, teams, and schools in this essential practice. 4. School DesignDrawing on our research and more than 20 years of experience, TNTP can help schools either

redesign their entire academic model or specific program. 5. Teacher PipelineBased on our research and over twenty years of experience helping school systems across the country attract, develop, and keep great teachers, TNTP designs custom approaches to tackle teacher hiring and retention challenges. 6. Personalized LearningTNTP's approach to personalized learning (PL) is rooted in the application of rigorous and relevant coursework that encourages students to exercise agency in their learning. By providing students with access to grade-level content and connecting learning experiences with students' lived experiences, personalized learning builds their background knowledge and creates scaffolds for students to meet and exceed expectations. 7. Diversity, Equity, and Inclusion ConsultingBy leveraging our internal capacity and lessons learned, we've built a profile of supports that can scaffold the learning of schools and districts seeking to thoughtfully integrate DEI into their school culture.

Pricing: Cost ProposalTNTP's process for determining a budget begins by calculating a budget based on the needs of the contract. Our costs typically include staff based on the staffing model required to support the contract scope and the project's timeline, as well as program expenses, which could include supplies, travel, events budget, or other materials. Program expenses are usually determined by the length of the contract, type of work, and whether there is any historical information to rely on (i.e., if we have done similar work before). Lastly, we include a fee to cover a portion of TNTP's shared services and operating costs that are essential to a project's success. In general, TNTP utilizes a model for contract staffing that relies on a core team of national experts who specialize in areas such as rigorous academics, evaluation, performance management, and program implementation. This support need not be dedicated to a single project site and therefore can be shared across initiatives. We calculate this as a straight percentage on staffing and program expenses.Below, we have included our hourly and daily rates by job role. There may be additional costs related to our services that are not reflected in the hourly and daily rates below. This would include any program expenses necessary to deliver on agreed services. These costs are priced based on the estimated need required by individual contracts.

Staff Level: Hourly Rate/Daily Rate*Vice President: $300/$2000Partner: $250/$1700Leadership Coach: $210/$1400Analytics Director: $210/$1400Director: $180/$1200Communications Director: $180/$1200Senior Manager: $160/$1100Senior Effectiveness Coach: $160/$1100Analyst: $160/$1100Communications Manager: $130/$900Effectiveness Coach: $130/$900Data Manager: $120/$800Manager: $120/$800Associate: $100/$700*Daily rate is based on an 8hr workdayIn an effort to broadly support districts to implement The Opportunity Myth resources, we are increasingly offering robust, interactive 1–3-day report briefings and trainings for large groups of district staff. The pricing for those trainings is listed below. - 1 Facilitator: $10,000- 2 Facilitators: $15,000- 3 Facilitators: $20,000- Half-day trainings and/or trainings that only include 1-2 of Opportunity Myth sessions: $2,000 plus travel

Voyager Sopris Learning, Inc.

Company Name:	Voyager Sopris Learning, Inc.
Street Address:	17855 Dallas Parkway, Suite 400
City, State, Zip:	Dallas, TX 752587
Contact Name:	Amy Otis
Contact Phone Number:	800.547.6747
Contact Email Address:	vslbidscontracts@voyagersopris.com
Category of Service Provided:	Professional/Staff Development Training
Target Audience:	LETRS was designed for licensed teachers, coaches, and administrators. There are no

	prerequisite trainings or specific experience required.
Description of Services:	Voyager Sopris Learning provides online and print professional development, assessment and educational curricula for students.Language Essentials for Teachers of Reading and Spelling (LETRS®) is a professional course of study that helps educators master the content and principles of effective reading, language, and literacy instruction. With its flexible blend of online and in-person coursework that includes video modeling and interactive activities, face-to-face workshops, print resources, and virtual support, this research-based course supports educators in their crucial role of changing reading outcomes that set students on a lifelong path to success. LETRS increases the quality, effectiveness, and consistency of literacy instruction within a classroom, school, district, and state.Voyager Sopris Learning, Inc. also provides training for our student-facing curricula products.
Pricing:	LETRS In-Person Training for 1 day = $4250.00. Reduced daily rates can apply for consecutive days.Training for Student Facing Curricula = $250.00/hour or $1,500/day for virtual support; In-person price per day = $2,500.00. Reduced rates can apply for consecutive days.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: S. Smith/K. Hafer**

RE: Approve the Job Order Contract Award for Roof Repair Services

==========

Background Information:

Request for Bids, Job Order Contract (JOC) # 21-1198, has been opened and evaluated for the purpose of awarding a Job Order Contract for Roof Repair Services. We received five (5) bids for this service. After the evaluation process was completed, the Facilities and Maintenance staff recommended that the primary vendor be awarded to JGA, while Guest, Johnson, LMC, and Parsons be awarded as the additional vendors.

All projects under $5,000 will be awarded to the primary vendor. Quotes from all awarded vendors will be requested for projects costing between $5,000 and $500,000. Any project exceeding $50,000 will go to the Board for purchasing approval. All legal requirements for projects requiring an architect or engineer will be adhered to.

This bid will expire August 31, 2022, with three (3) additional one (1) year renewal option if mutually agreeable between both parties.

Fiscal Implications:

The cost of this service will be charged to the departmental contracted services budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the award of the Job Order Contracting bid for Roof Repair Service to JGA, as the primary vendor, with Guest, Johnson, LMC, and Parsons, as the additional vendors for projects between $5,000 and $500,000, as presented.

JOC # 21-1198
Roof Repair Services
Bid Tabulaton

Pricing Description:	Guest	JGA	Johnson	LMC	Parsons
Hourly Labor Rate	$ 59.45	$ 20.00	$ 49.90	$ 46.20	$ 50.00
Helper Hourly Labor Rate	$ 45.95	$ 18.00	$ 49.90	$ 34.60	$ 25.00
Other Hourly Labor Rate	$ 40.95	$ 25.00	$ 59.90	$ 31.60	$ 75.00
	Additional Labor	Superintendent	Sheet Metal Worker	Common Laborer	Metal Repair
Materials Mark-up	14.25%	15.00%	19.00%	20.00%	20.00%
Equipment Rental Mark-up	14.75%	15.00%	19.00%	10.00%	20.00%

JOC # 21-1198
Roof Repair Services
Evaluation Scoresheet

Pricing Criteria:	Max Points	Guest	JGA	Johnson	LMC	Parsons
Price (*low proposer receives maximum points; remaining vendors receive a percentage of the maximum based on ratio to low bid*)	**35**	16.42	34.65	16.47	17.11	16.19
Financial Capacity in Relation to Size and Scope of Project	**5**					
Average of all Evaluators		5.00	5.00	5.00	0.00	0.00
Experience and Reputation						
► Experience doing this type of work	**20**					
Average of all Evaluators		17.67	17.67	18.33	17.67	18.33
►Experience doing business with Waco ISD	**3**					
Average of all Evaluators		2.00	0.67	2.67	0.67	2.67
►Experience doing business with other school districts	**10**					
Average of all Evaluators		8.67	7.67	9.33	7.00	9.33
Quality of Goods or Services						
►Based on external references	**20**					
Average of all Evaluators		16.67	18.33	17.33	15.67	17.67
Safety Record	**4**					
Average of all Evaluators		4.00	1.00	4.00	1.00	0.00
Adequate Staffing	**3**					
Average of all Evaluators		2.33	2.67	2.67	2.33	2.67
Total	**100**	**72.76**	**87.66**	**75.80**	**61.45**	**66.86**

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: S. Smith/P. Uptmore**

RE: Approve Bid Award for Student Information and Financial Management Systems

==========

Background Information:

Requests for Proposals, RFP # 21-1193, Student Information and Financial Management System, was issued for the purpose of pursuing other available options for both Student Information and Financial Management System. We received six (6) responses for these services. Responses were received from Focus, Follett, Frontline, PowerSchool Skyward and Tyler Technology.

An evaluation committee was established to review the six (6) responses and determine the bidders to extend an invitation to provide an in-person presentation/demonstration. These demonstrations outlined each bidders' available products and how they would further meet the District's needs for an effective system. After reviewing all six (6) proposals, the committee chose to extend the invitation to three (3) bidders. These bidders were Frontline, PowerSchool, and Skyward.

The presentations were held September 14 – 16, 2021. Participants included users from every core area, both the financial and student systems, including campus administrators and staff. After the demonstrations were completed, evaluation score sheets were tabulated to determine a recommendation. The Committee recommends that Frontline be awarded as the vendor which offers the best value to the District as well as meeting the overall needs of the District.

Fiscal Implications:

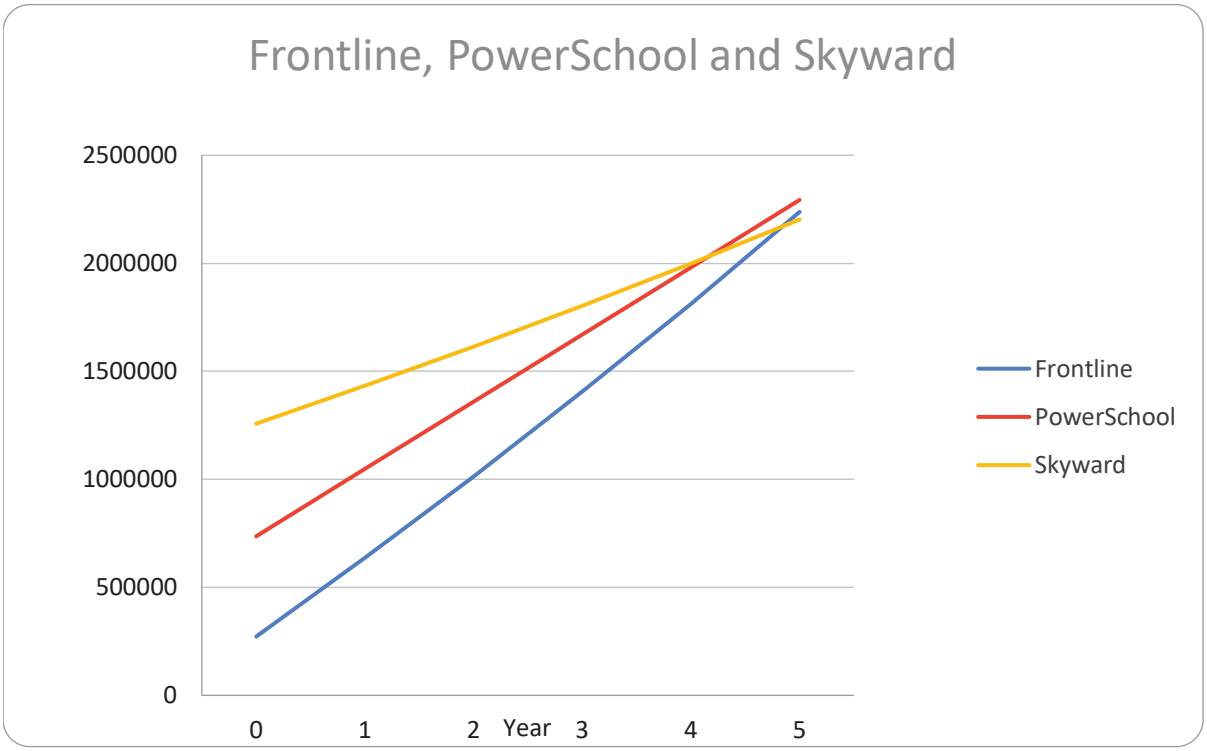
The five year projected cost for these services is $ 2,237,857.38 and will be charged to the appropriate district budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the bid award for Student Information and Financial Management Systems to Frontline, as presented.

RFP # 21-1193
Student and Business Information System
Bid Tabulation

Year	Frontline	PowerSchool	Skyward
0	$272,128.00	$736,146.79	$1,257,535.00
1	$635,054.94	$1,047,604.66	$1,432,754.00
2	$1,012,498.96	$1,359,062.53	$1,614,632.00
3	$1,405,040.74	$1,670,520.40	$1,803,422.00
4	$1,813,284.19	$1,981,978.27	$1,999,387.00
5	$2,237,857.38	$2,293,436.14	$2,202,797.00



FRP # 21-1193 Student and Business Information Systems
Combined Scoresheet

Evaluation Criteria:	Max Points	Frontline	PowerSchool	Skyward
Cost:				
Purchase Price, including any applicable discount(s)	28	28.00	20.86	17.56
Long-term cost to District to acquire vendor's goods and/or services	4	3.94	3.84	4.00
Experience and Reputation:				
Experience doing business with Waco ISD	2	1.75	1	0.25
Experience doing business with other Texas school districts (narrative)	19	15.5	14.25	17.75
Quality of Goods and Services:				
Based on external references	9	8	3.5	7.25
Reputation of vendor and of vendor's goods and/or services generally	9	7.5	5.25	8.25
Extent to which the goods and/or services meet the District's needs	25	20.75	14.25	20.25
Other Relevant Factors:				
Financial Capability	4	3.75	2.75	3.75
Sub Total: (before demonstrations/presentations)	100	89.19	65.70	79.06
Vendor Demonstrations/Presentations	20	15.21	15.33	14.53
Total:	120	104.40	81.03	93.59

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: S. Smith**

RE: Purchases In Excess of $50,000 Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service

==========

Background Information:

In April 2020, the Board approved a change in Board Policy CH (Local) that requires all purchase requests over $50,000 to be approved by the Board of Trustees prior to being made. These purchases will be made under a pre-existing bid or purchasing cooperative. The following purchase requests have been made as of October 28, 2021:

Pre-Existing Bid:

- TNTP- $400,000 – TEA vetted provider for the Effective Schools Framework (ESF) Grant at Brazos HS, Dean Highland ES, South Waco ES, and Cesar Chavez MS to support campus intervention strategies – Bid # 21-1182, Educational Consulting, Professional Development, and Other Student-Based Contracted Services
- Savvas- $376,178.34-math curriculum resources due to our current adoption cycle of materials expiring and the next adoption materials will not be available until the fall of 2026- Bid #17-091 Instructional Supplies

Purchasing Cooperative:

- Heinemann - $798,102.40 – Books for classroom libraries for kindergarten through fifth grade classrooms and sixth through eighth grade ELAR classrooms – ESC20-13 #18030 instructional supplies and services
- Heinemann - $483,906.96 K-5 guided reading books – ESC20-13 #18030 instructional supplies and services
- Heinemann - $73,129-LLI kits to address learning loss associated with COVID for students who are receiving Tier 3 intervention – ESC20-13 #18030 instructional supplies and services
- Education Service Center-$204,115.92- 2021-2022 SSA & Cooperative Contract fees for coordinated school health cooperative, counselor cooperative, Eduphoria, migrant shared services arrangement, personnel plus cooperative, TEKS bank, TEKS Resource System cooperative, TexGuide, and TSDS/PEIMS cooperative.

- Blackboard - $50,749.82 – Website and content management system software and services – NCPA #01-92 digital media management and mass notification

Fiscal Implications:

The cost of these goods and services will be charged to the appropriate departmental budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approves the purchase requests over $50,000, as presented.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: S. Smith**

RE: Ratification of Purchases over $50,000 Made Under the Emergency Declaration for G. W. Carver Middle School, as Authorized Under Texas Education Code Section 44.031(h)

==========

Background Information:

On August 12, 2021, the Board approved to grant Superintendent the authority to procure, negotiate, and execute contracts for goods and services that are necessary to mitigate, prevent, restore, and repair damage caused to Waco ISD equipment, personal property, and facilities; protect the safety of Waco Independent School District students and staff; and provide for the conduct of classes and essential school activities.

In addition, that to the extent that the Superintendent takes any action (whether pursuant to this approval or otherwise) to address or in response to the G.W. Carver fire emergency that requires or may require Board action, approval and/or ratification, the Board shall consider any such actions (taken by the Superintendent) at its first Regular Board meeting (following any such action) for which notice may be timely given under the Texas Open Meetings Act (Chapter 551 of the Texas Government Code).

The following purchase requests have been made as of October 28, 2021:

Purchasing Cooperative:

- Workplace Resource - $70,592.15-portable walls to create additional classroom space in the library- OMNIA #R180101 – movable wall systems
- Ramtech Building Systems - $157,030.00 – two additional double portable buildings to be located at Indian Spring Middle School to help with the space requirements needed for the additional G.W. Carver students- BuyBoard contract #637-21 – Modular Buildings, Classrooms, and Relocation Services.

Fiscal Implications:

The cost of these goods and services will be charged to the appropriate departmental budget. This expense will be reimbursed from insurance proceeds.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees ratify these emergency purchases over $50,000, which were related to the G.W. Carver fire, as presented.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: **Sheryl Davis**

RE: Review and Discuss the 2021 Delinquent Taxes Annual Report

==========

Background Information:

Mr. Robert Meyers from the firm of McCreary, Veselka, Bragg & Allen, P.C. and Mr. Rick Bostwick from the firm of Beard, Kultgen, Brophy, Bostwick and Dickson, L.L.P., whose firms represent Waco ISD in the collection of its delinquent taxes, will give their annual report on the delinquent property tax collection activity for the District.

A copy of the report is attached.

Fiscal Implications:

None

Administrative Recommendation(s):

The administration recommends that the Board of Trustees accepts the 2021 Delinquent Taxes Annual Report, as presented.

McCREARY VESELKA BRAGG & ALLEN, P.C.

BEARD KULTGEN BROPHY BOSTWICK & DICKSON, L.L.P.

WACO INDEPENDENT SCHOOL DISTRICT

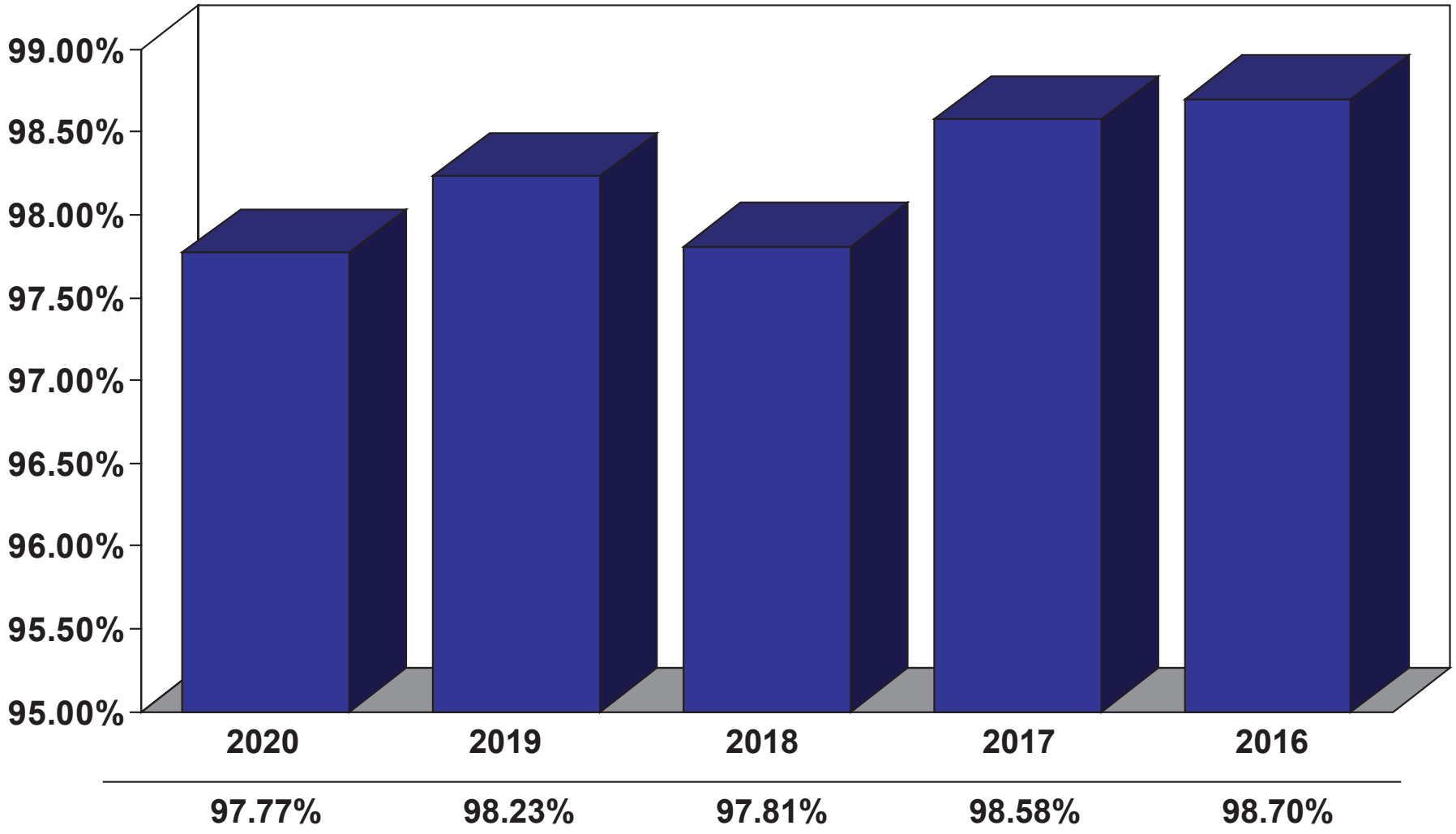
REPORT ON DELINQUENT PROPERTY TAX COLLECTIONS

October 28, 2021

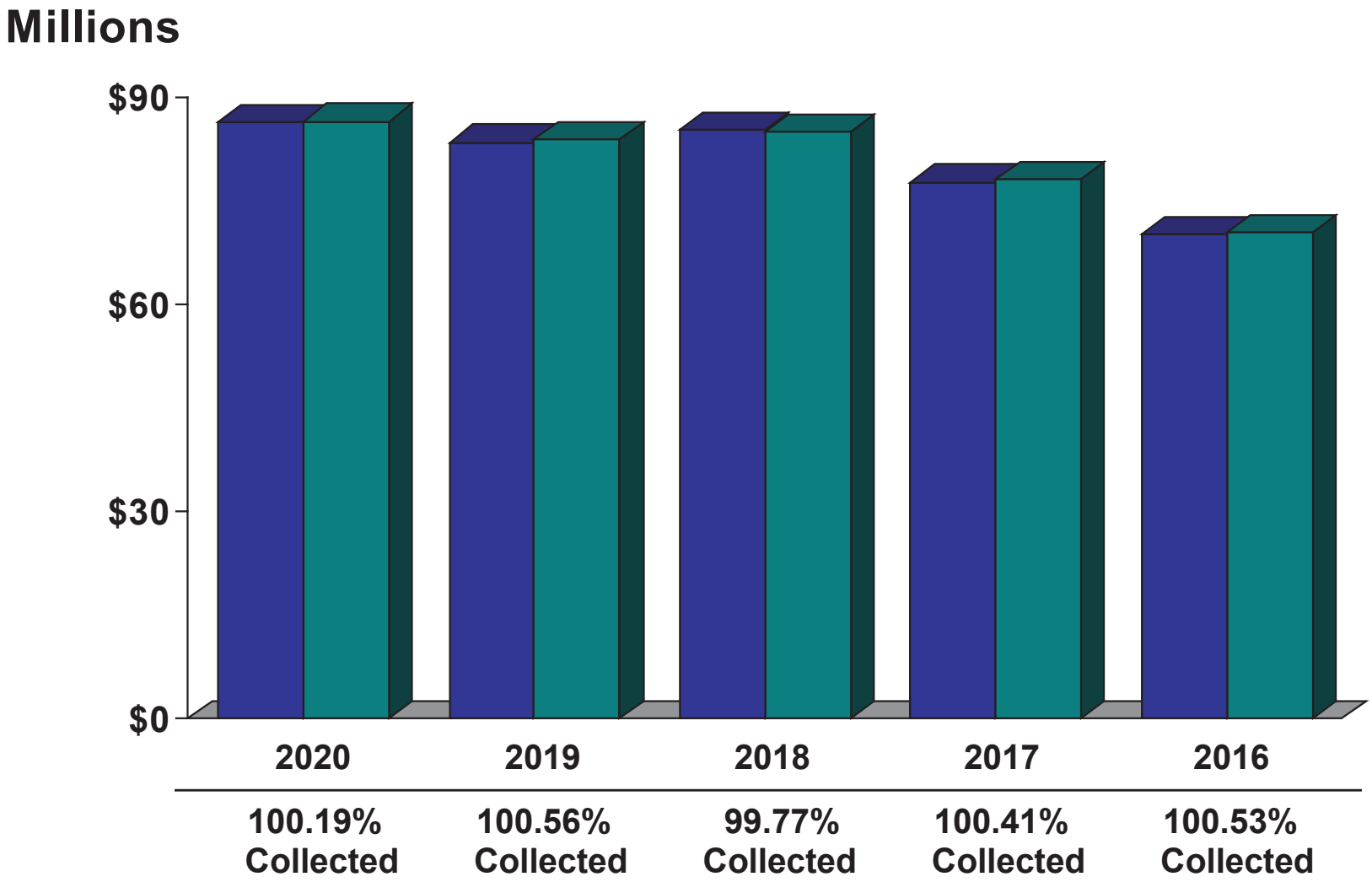
Robert L. Meyers
Attorney at Law

Frederick deB. Bostwick
Attorney at Law

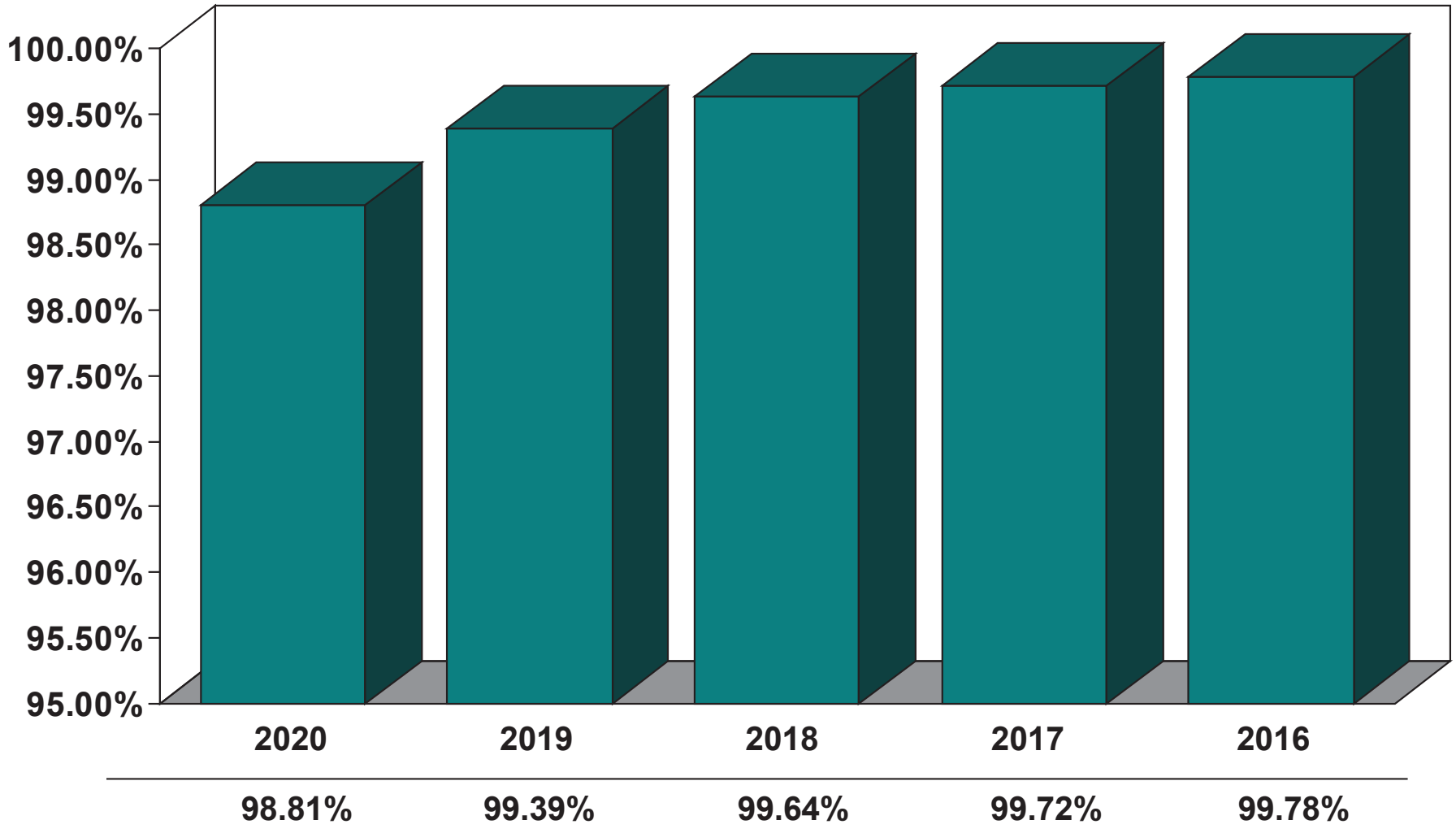
WACO INDEPENDENT SCHOOL DISTRICT
CURRENT TAX COLLECTIONS



WACO INDEPENDENT SCHOOL DISTRICT
TOTAL ANNUAL TAX COLLECTIONS

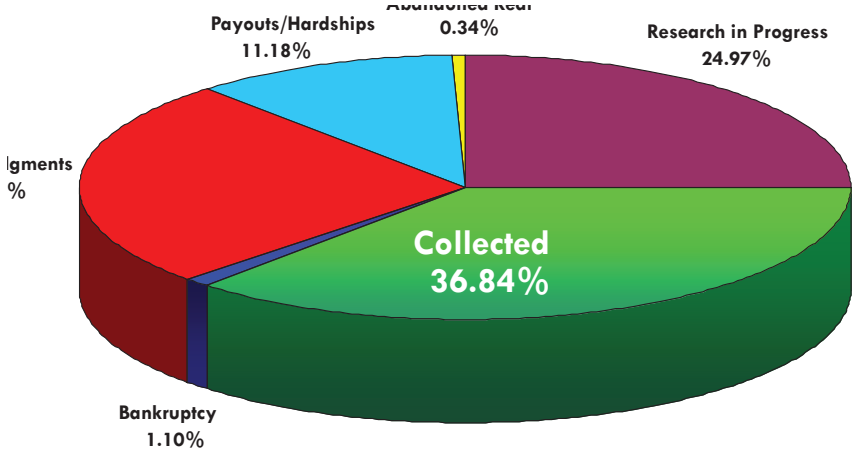


WACO INDEPENDENT SCHOOL DISTRICT
COLLECTION OF TAX LEVY

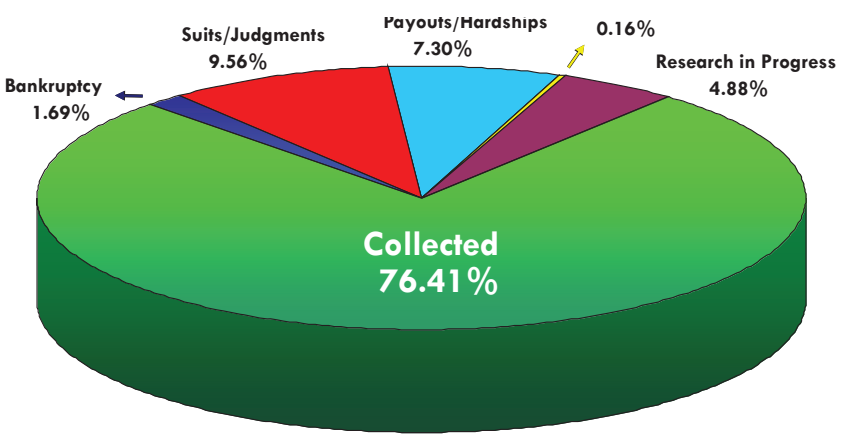


WACO INDEPENDENT SCHOOL DISTRICT

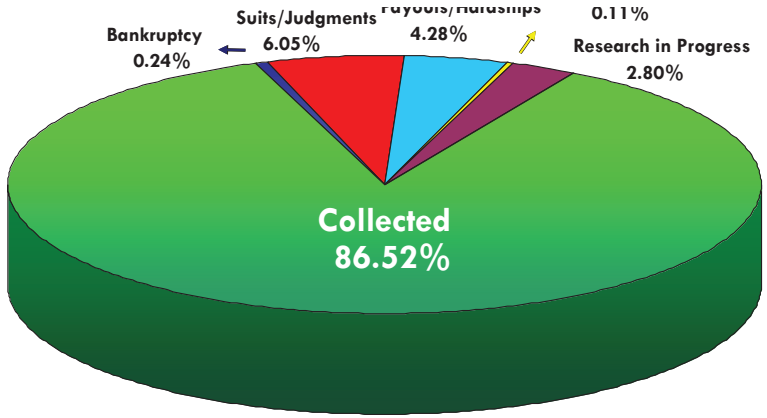
COLLECTION STATUS OF DELINQUENT TAXES



2020 Delinquent Taxes



2019 Delinquent Taxes



2018 Delinquent Taxes

WACO INDEPENDENT SCHOOL DISTRICT
TAX COLLECTION ACTIVITY

Tax Notices	7,423
Tax Lawsuits	184
Tax Judgments	73
Tax Sales	57

WACO INDEPENDENT SCHOOL DISTRICT
PROPERTY VALUE AUDIT

Tax Year	*Original Taxable Value*	*Audited Taxable Value*	*Decrease in Value*
2019	$6,014,592,341	$5,892,594,580	**$121,829,041**

McCREARY
VESELKA
BRAGG &
ALLEN, P.C.

BEARD
KULTGEN
BROPHY
BOSTWICK &
DICKSON, L.L.P.

REPORT ON DELINQUENT PROPERTY TAX COLLECTIONS

for the

WACO INDEPENDENT SCHOOL DISTRICT

October 28, 2021

Robert L. Meyers
Attorney at Law
100 North 6th, Suite 602
Waco, Texas 76701

Frederick deB. Bostwick
Attorney at Law
220 South 4th Street
Waco, Texas 76701

MCCREARY, VESELKA, BRAGG & ALLEN, P.C.
and
BEARD, KULTGEN, BROPHY, BOSTWICK & DICKSON, L.L.P.
ATTORNEYS AT LAW
Waco, Texas

October 28, 2021

Dr. Susan Kincannon
Superintendent
Waco Independent School District
501 Franklin Avenue
Waco Texas 76703

Re: Report on Delinquent Property Tax Collections

Dear Dr. Kincannon:

We are enclosing for you and the Board of Trustees copies of our latest Report on Delinquent Property Tax Collections. Our report details our activities undertaken to collect the delinquent taxes due to the Waco Independent School District. The report also explains the procedures we follow to ensure that each property owner is notified of their tax delinquency, and the legal steps that will be taken when prompt payment of the taxes is not made.

We believe that our collection procedures provide the Waco Independent School District with maximum recovery of its delinquent taxes in the shortest period of time possible. In addition to our collection activities, we will advise the Waco Independent School District on any ad valorem tax matter.

We appreciate the opportunity to represent the Waco Independent School District in the collection of its delinquent taxes and invite your questions and comments in order that we may better serve your needs.

Sincerely,

Robert L. Meyers
McCreary, Veselka, Bragg & Allen, P.C.

Rick Bostwick

Frederick deB. Bostwick, III
Beard, Kultgen, Brophy, Bostwick & Dickson, L.L.P.

MCCREARY, VESELKA, BRAGG & ALLEN, P.C.
and
BEARD, KULTGEN, BROPHY, BOSTWICK & DICKSON, L.L.P.

REPORT ON DELINQUENT PROPERTY TAX COLLECTIONS
for the
WACO INDEPENDENT SCHOOL DISTRICT

The goal of our tax collection program is to collect the greatest amount of tax in the shortest period of time. **McCreary, Veselka, Bragg & Allen, P.C.** and **Beard, Kultgen, Brophy, Bostwick & Dickson, L.L.P.** believe they have met this goal for the **Waco Independent School District.**

Tax Collections generally fall into two categories, *current tax collections*, the collection of the current levy of taxes within the fiscal year in which they are assessed, and *delinquent tax collections*, taxes that are unpaid and referred to a law firm for collection. It is our belief that an effective delinquent tax collection program will not only result in the quick recovery of delinquent taxes but will also enhance current collections. When the taxpaying public is aware that the **District** aggressively, but fairly, pursues unpaid taxes, there is more incentive for a property owner to timely pay their current taxes. The following are some of the significant points contained in our report.

CURRENT TAX COLLECTIONS

- The **District** collected **97.77%** of its current year's taxes. (Chart Page 2)

- The **District's** Total Annual Tax Collections (current and delinquent taxes, penalties and interest) typically **exceeds** the amount of taxes that have been levied (Chart Page 3)

DELINQUENT TAX COLLECTIONS

- The **District** ultimately collects over **99.00%** of the taxes that it levies. (Chart Page 4)

- We have collected **36.84%** of the taxes referred to us in July 2021, **76.41%** of the taxes referred to us in July 2020, and **86.52%** of the taxes referred in July 2019. The balance of these taxes is being quickly and efficiently collected. (Charts Page 5).

- In order to collect the **District's** delinquent taxes, we have:
  - Sent over **7,423** Delinquent Tax Notices
  - Filed **184** Delinquent Tax Suits
  - Recovered **73** Judgments, and
  - Posted **57** properties for sale

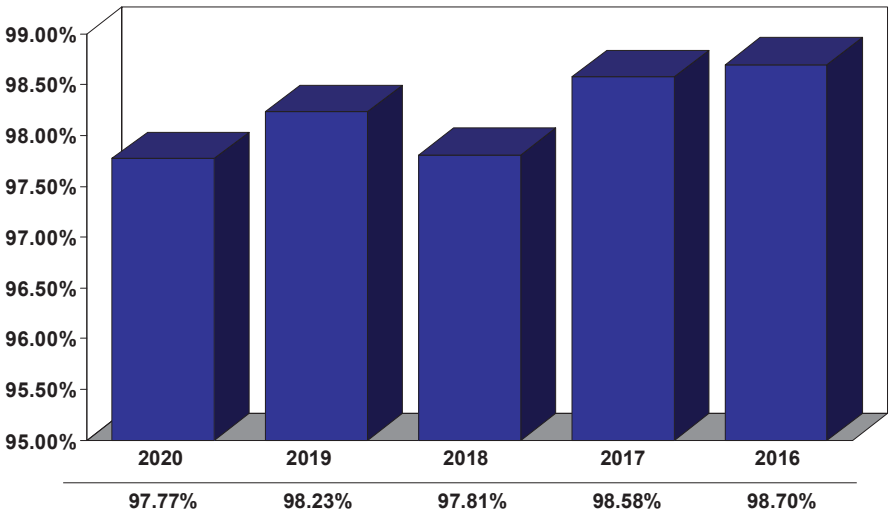
PROPERTY VALUE AUDITS

- We filed an audit of the District's taxable value with the Comptroller of Public Accounts that will result in the District receiving additional state aid. (Page 11)

CURRENT TAX COLLECTIONS

Displayed below are the District's current tax collection amounts and percentages. This is the amount of taxes levied by the District for the past five years and the amount of those taxes collected in that budget year.

The District collected ***97.77%*** *of its tax levy for the 2020 tax year.*



Variances in the Current Collection Percentages from year to year are primarily influenced by the ability of taxpayers to pay their taxes. This past year the District experienced one of the highest percentages of collections of its current taxes ever.

The Table below and the Chart above list the original amount of taxes levied by the District and the amount and percentage of collection of these taxes from October 1 through August 31 of each year. The amount of each year's tax levy has been adjusted for Tax Office corrections to the District's tax roll.

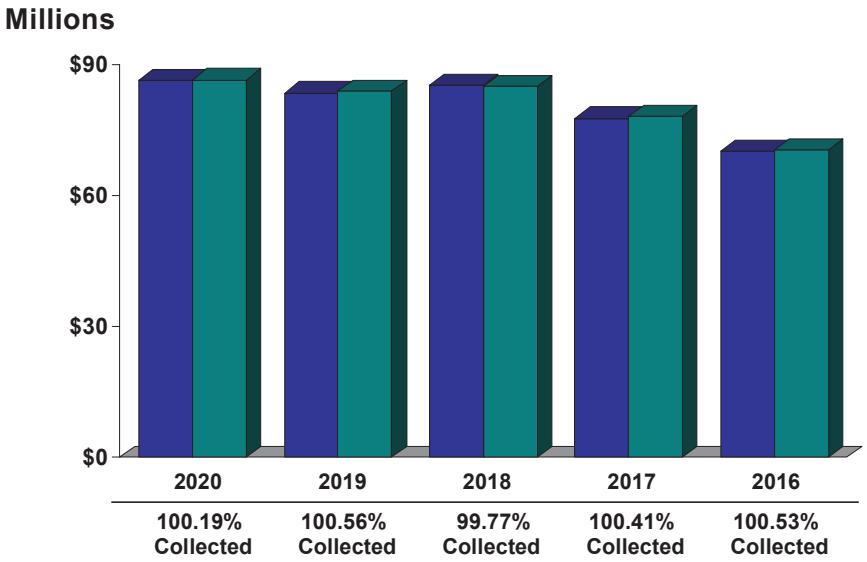
CURRENT TAX COLLECTIONS
(OCTOBER 1 THROUGH AUGUST 31)

Tax Year	Original Tax Levy (Adjusted)	Current Tax Collections	Percent Collected
2020	$86,341,927	$84,416,904	97.77%
2019	$83,424,154	$81,947,735	98.23%
2018	$85,230,805	$83,362,597	97.81%
2017	$77,703,800	$76,596,825	98.58%
2016	$70,121,271	$69,209,687	98.70%

TOTAL ANNUAL TAX COLLECTIONS

In most years, the District's Total Annual Tax Collections ***actually exceeds the amount of taxes that were levied.***

*The District historically collects over **100%** of its tax levy each year.*



Typically, the District's Total Annual Collections that includes the amount of the Current Taxes collected added to the Delinquent Taxes, Penalties and Interest is greater than the amount of taxes levied by the District. Thus, the District is assured that each year it will collect over 100% of the taxes that are levied.

The District's 2018 levy *was adjusted upward by the addition of over three hundred thousand dollars in taxes*, although these taxes were ultimately collected, the late addition of such a large amount of current year taxes prevented the District from statistically collecting over one hundred percent of its levy that year.
(The amounts listed have been adjusted for tax office corrections.)

TOTAL ANNUAL TAX COLLECTIONS*
(SEPTEMBER 1 THROUGH AUGUST 31)

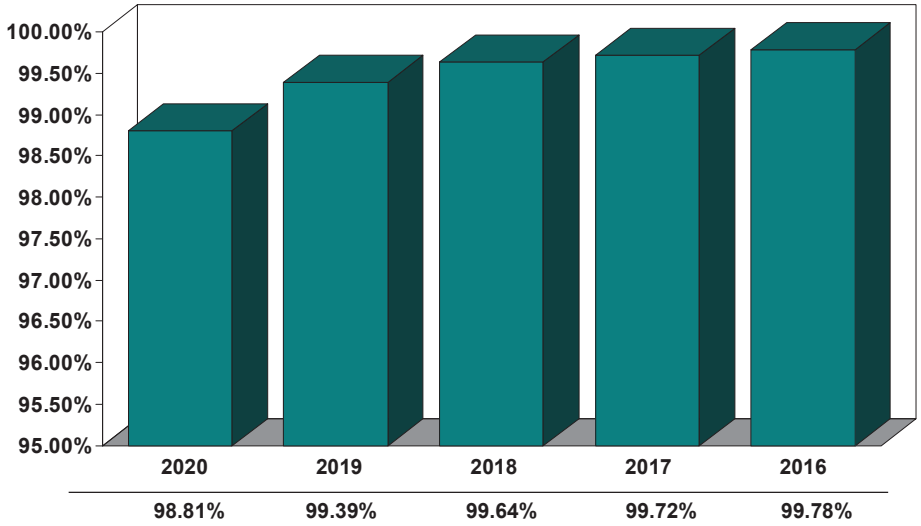
Tax Year	Original Tax Levy (Adjusted)	Total Annual Tax Collections	Percent Collected
2020	$86,341,927	$86,504,516	100.19%
2019	$83,424,154	$83,888,701	100.56%
2018	$85,230,805	$85,038,045	99.77%
2017	$77,703,800	$78,022,906	100.41%
2016	$70,121,271	$70,495,352	100.53%

**Includes Current and Delinquent Taxes, Penalties and Interest*

COLLECTION OF TAX LEVY

Ultimately over **99%** of the District's taxes are collected. Listed below are the last five tax years. As of September 30, 2021, **98.81 to 99.78%** of the taxes levied for the tax years 2020 through 2016 have been recovered. For each of the tax years prior to 2016, the District has collected over 99.00% of the taxes that were levied

*Ultimately, the District collects over **99.00%** of the taxes that it levies.*



This Chart and the Table below list the actual amount of taxes levied for the past five years and the amount and percentage of each year's tax levy that have been collected. The amounts included are original tax amounts only *and do not include penalties and interest that have also been collected.*

It is a historical reality that a small percentage of each year's tax levy will be uncollectable due to a number of reasons such as insolvent business personal property accounts, bankruptcies, tax deferrals, medical hardships, and the fact that some property owners are judgment proof. Therefore, the cumulative percent collected, while extremely high, will never be one hundred percent.

COLLECTION OF TAX LEVY
(TAX COLLECTIONS FROM OCTOBER 1 OF EACH TAX YEAR THROUGH SEPTEMBER 30, 2021)

Tax Year	Original Tax Levy (Adjusted)	Total Tax Collections	Percent Collected	Number Of Months
2020*	$85,554,118	$84,533,983	98.81%	12
2019	$83,424,154	$82,919,283	99.39%	24
2018	$85,230,805	$84,921,812	99.64%	36
2017	$77,703,800	$77,483,966	99.72%	48
2016	$70,121,271	$69,965,735	99.78%	60

**2020 Tax Levy was reduced by a tax office adjustment of $787,809 in September 2021*

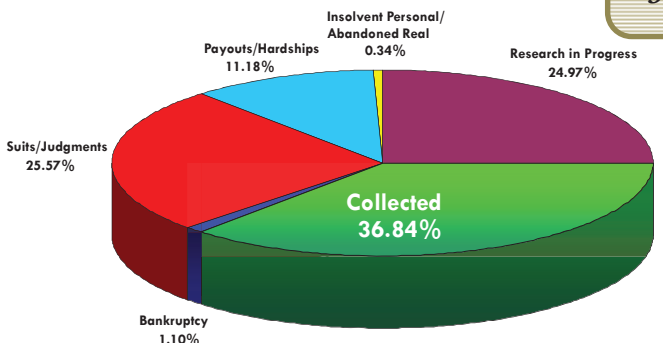
COLLECTION STATUS OF DELINQUENT TAXES

Each July 1, the District refers to us its unpaid delinquent taxes from the prior year for collection. The following charts depict the success we have had in collecting the taxes referred to us. As of September 30, 2021, we have collected:

COLLECTION STATUS OF 2020 DELINQUENT TAXES

***36.84%** Collected in **3** Months*

Category	Amount	Percent
Total Amount Due* (7/1/21)	$1,615,285	
Collected	**$595,150**	**36.84%**
Bankruptcy	$17,811	1.10%
Suits & Judgments	$412,967	25.57%
Payout & Hardships	$180,589	11.18%
Insolvent & Abandoned Property	$5,498	0.34%
Research in Progress	$403,270	24.97%

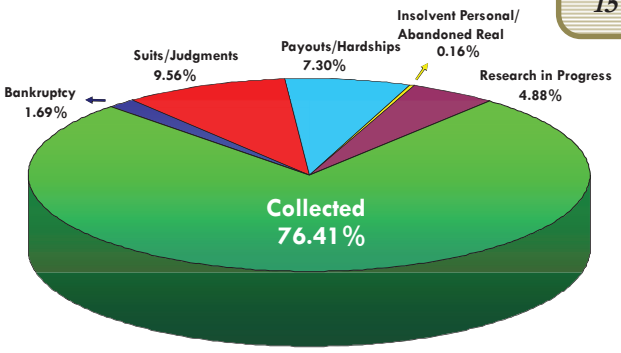


Delinquent Taxes Collected: $595,150

COLLECTION STATUS OF 2019 DELINQUENT TAXES

***76.41%** Collected in **15** Months*

Category	Amount	Percent
Total Due (7/1/20)	$2,065,263	
Collected**	**$1,578,159**	**76.41%**
Bankruptcy	$34,887	1.69%
Suits & Judgments	$197,380	9.56%
Payout & Hardships	$150,802	7.30%
Insolvent & Abandoned Property	$3,250	0.16%
Research in Progress	$100,784	4.88%

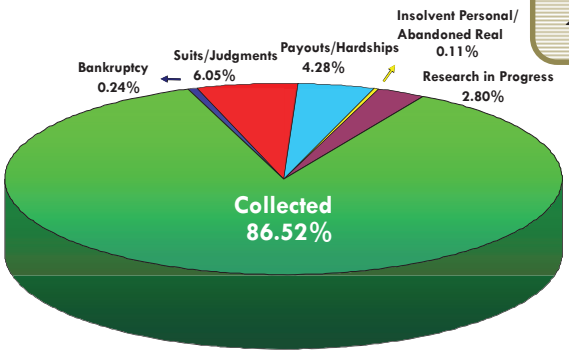


Delinquent Taxes Collected: $1,578,159

COLLECTION STATUS OF 2018 DELINQUENT TAXES

***86.52%** Collected in **27** Months*

Category	Amount	Percent
Total Due (7/1/19)	$2,211,650	
Collected**	**$1,913,493**	**86.52%**
Bankruptcy	$5,287	0.24%
Suits & Judgments	$133,873	6.05%
Payout & Hardships	$94,732	4.28%
Insolvent & Abandoned Property	$2,360	0.11%
Research in Progress	$61,905	2.80%



Delinquent Taxes Collected: $1,913,493

**2020 Total Due was reduced by tax office adjustments of $875,011*

*** Collected amount listed includes taxes collected and taxes deleted due to tax office adjustments*

THIS OUTSTANDING LEVEL OF COLLECTIONS DID NOT SIMPLY HAPPEN.

- We have worked diligently collecting these taxes. MVBA has conducted a comprehensive delinquent tax collection program, which provides for:
- Regular and systematic mailing of delinquent tax notices to delinquent property owners.
- Thorough title examinations and ownership verification on selected delinquent tax accounts.
- Pre-litigation notices to all property owners and lienholders on each delinquent tract of real property; and
- The filing and prosecuting of delinquent tax suits to judgment and the final sale of the property to satisfy the tax delinquency if payment arrangements were not satisfactory made.
- We believe that these charts graphically depict the results of MVBA's aggressive delinquent tax collection program.

DEFINITIONS AND COMMENTS REGARDING CHARTS ON PAGE 5

Lawsuits/Judgments

MVBA files delinquent tax suits for the collection of delinquent taxes. Often property owners enter into payment arrangements subsequent to the filing of suit. Further prosecution of these delinquent tax suits is abated as long as the taxpayer complies with the payout agreement. If the property owner makes no effort to pay after suit is filed and citation is served, or if the taxpayer defaults on a payout agreement, judgment is sought. If taxes remain unpaid, subsequent to judgment, an order of sale is issued, and the property is posted for sale.

Bankruptcy

When a property owner files bankruptcy collection activity is prohibited under the United States Bankruptcy Code. MVBA monitors the progress of bankruptcy cases and filed appropriate motions and objections with the Bankruptcy Court to ensure that the tax claims and the tax liens are accorded the highest possible priority. The amount of the claims that will ultimately be paid, particularly in Chapter 7 cases, cannot be estimated.

Insolvent Personal & Abandoned Real Property

Tax accounts on which delinquent notices mailed by MVBA have been returned to us by the U. S. Postal Service as undeliverable or accounts for which the Appraisal District or Tax Office has been unable to determine an address. MVBA is engaged in an extensive address research program. When new addresses are found, notices are promptly sent. However, without an

accurate address personal property delinquent taxes are, as a practical matter, uncollectable. Some of these accounts represent mobile homes that are no longer in the County. In most cases, the Appraisal District has no knowledge of the whereabouts of the owners of these mobile homes. These accounts are uncollectable because collection activity against the owners is effectively precluded. There are numerous business personal accounts where the business is no longer operating. When a business ceases operation, often the owner leaves the County and/or State. Even if the owners of the business can be located, they are usually "judgment proof". Many of these businesses were corporations which are either defunct or have no assets. The whereabouts of the owners of a few real property accounts are unknown. These are unimproved lots or vacant acreage tracts making it extremely difficult to locate the owners. In some cases, the record owners are deceased, and their heirs are unknown or cannot be located. The owners of these vacant and abandoned properties will be served with citation by publication and the properties sold at tax sales.

Pre-Litigation Payouts/Deferrals & Hardships

Property owners enter into written installment payment agreements pursuant to §33.02 of the Property Tax Code prior to suit being filed. These payment agreements are tailored to the individual taxpayer's ability to pay based on their particular financial problems. As a result of the payout agreements, a steady flow of tax payments is received.

There are also, taxpayers who have claimed the over-65 deferral provided by the Tax Code, which prevents the collection of the delinquent taxes assessed against their homesteads. In addition, a few property owners have been designated as hardship cases. Hardship cases are those in which the property owners have documented severe medical conditions or acute financial problems that warrant unusual consideration. Designation as a hardship merely delays collection but does allow for the eventual collection of the taxes.

Research in Progress

This segment refers to those accounts, which do not have any known impediment to the collection process or specific collection activity pending. MVBA has sent several notices of delinquency on each account. We are continuing to place additional accounts under litigation. However, we stress that there may be circumstances which may preclude the collection of some of these taxes. These may include bankruptcies, insolvent or closed businesses, hardship cases, and/or incorrect addresses which are unknown. Nevertheless, MVBA will continue to use all appropriate efforts to collect the delinquent taxes that are due.

DELINQUENT PROPERTY TAX COLLECTION ACTIVITY

(October 1, 2020 through September 30, 2021)

TAXPAYER NOTIFICATION

Our experience has proven that the right notice to the right person at the right time results in the payment of taxes to our client. For this reason, *McCreary, Veselka, Bragg & Allen* sends a series of letters to property owners both before and after we have filed a delinquent tax suit against a property owner and the property. Listed below are various types of notices sent by MVBA to property owners notifying them of their tax delinquency and the status of legal action taken by MVBA to collect the taxes.

Many delinquent accounts are collected as a result of giving the property attention to finding the correct address of a property owner. Delinquent accounts with unknown or incorrect addresses are researched by MVBA through the use of Texas Motor Vehicle registration information, internet databases, telephone directories, city directories, utility records, voter registration records, assumed name files and the records of the Secretary of State. When MVBA obtains new addresses, notices are immediately sent informing the property owner of their tax and notifies the Tax Office of the new address so that the tax records can be updated.

Type of Notices	*Number of Notices*
Initial Notices are polite, but pointed, notices designed to remind the delinquent property owner of their tax liability and urging voluntary payment of the taxes due.	3,916
Delinquent Notices are more insistent notices requiring payment of the delinquent taxes and inform the property owner that a tax lien has attached to their property and they are personally liable for the tax.	1,850
Demand Notices are sent on selected accounts giving notice that if the taxes are not paid, a delinquent tax suit will be filed against the property owner and the property.	1,657
TOTAL NOTICES	**7,423**

LITIGATION

MVBA files delinquent tax suits when property owners and all other parties whom MVBA has determined to have an interest in the property fail to respond to the notices sent to them. Delinquent tax suits filed by MVBA seek a personal judgment against the property owner and foreclosure and sale of the property to satisfy the tax delinquency. When all delinquent taxes, penalties and interest have been paid to the taxing jurisdiction, and all costs of court have been paid in the lawsuit, the lawsuit is dismissed against both the property owner and the property.

.

Number of Suits	Number of Properties	Amount Due
184	252	$898,330

JUDGMENTS

When the property owner and all parties who have an interest in the property have been served with citation, MVBA notifies the property owner and all other defendants in the lawsuit of the date at which a hearing will be held in District Court to seek a judgment against the property owner and the property. MVBA recovers judgments against the property owner and the property, authorizing sale of the property in order to recover the delinquent taxes, penalties and interest owed. If the property owner pays the total amount of taxes, penalties, interest and costs after judgment has been rendered by the District Court, the judgment is released against both the property owner and the property

Number of Judgments	Number of Properties	Amount Due
73	83	$388,533

TAX SALES

Should the property owner fail to respond to the notice of judgment, MVBA proceeds with a Sheriff's Sale of the property. MVBA publishes a Notice of Sale in the local newspaper and sends copies to the property owner and all other defendants in the delinquent tax suit, as required by law. In many instances, the property owner either pays the taxes prior to sale or enters into satisfactory arrangements for the payment of the taxes, in which case the property is withdrawn from the Sheriff's Sale. Properties offered for sale are either conveyed to purchasers, or if no acceptable bid is made on the property, conveyed to the taxing units in lieu of payment of taxes. MVBA assists the Sheriff in conducting the sale and prepares the deeds to the purchasers, finalizes the sale papers and supervises the distribution of the sale proceeds to the taxing authorities in order to satisfy the tax delinquency.

Properties Posted for Sale	*Properties Paid/Payout*	*Properties Sold/ Conveyed into Trust*	*Amount Due*
57	32	25	$265,498

BANKRUPTCY LITIGATION

McCreary, Veselka, Bragg & Allen's bankruptcy department closely supervises those individuals and corporations that file for protection under the bankruptcy laws who owe taxes. Through our fully computerized bankruptcy tracking system, MVBA files and monitors all claims for taxes owed by the bankrupt debtor. Proofs of Claim are filed by MVBA to assert the amount of tax, penalty and interest due when the bankruptcy is filed. Administrative claims are filed to seek recovery of taxes that arise after the debtor has filed bankruptcy. Our attorneys review all Motions and Plans for Reorganization filed by the debtor or any other creditor with the Bankruptcy Court, aggressively assert the tax claims, and defend the tax liens of our clients to the fullest extent allowed
under the Bankruptcy Code.

Type	*Number of Bankruptcies*	*Number of Properties*	*Amount Due*
Bankruptcies Filed	16	26	$773,140

PROPERTY VALUE AUDIT

Our firm filed an audit of the district's taxable value with the Comptroller of Public Accounts. The audit reported corrections and changes to the District's tax roll which decreased the District's taxable value and tax levy. The audit will lower the Comptroller's finding of the District's taxable which it will report to the Texas Education Agency and entitled the District to additional state aid. The amount of reduction in the District's taxable values is set out below:

Tax Year	Original Taxable Value	Audited Taxable Value	Decrease in Value
2019	$6,014,592,341	$5,892,594,580	**$121,829,041**

FEE FOR SERVICES

All of our collection services are provided at no cost to the district

MVBA provides all legal representation for a contingent fee of the delinquent taxes, penalties and interest collected. Our attorney fees are paid entirely by the delinquent property owners upon payment of the delinquent taxes as an additional penalty pursuant to the Texas Tax Code.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: S. Smith/A. Villanueva**

RE: Time Extension and Authorization of Superintendent to Execute a Change Order for Paul Tyson Field Replacement

==========

Background Information:

In January 2021, the Board awarded CSP # 20-1171, Paul Tyson Field Replacement Project to Northridge Construction Group. The contract contained a substantial completion date of September 3, 2021; however, due to inclement weather and supply chain issues arising from the pandemic, the Contractor has requested a fifty (50) days extension to the original date bringing the substantial completion date to November 23, 2021.

Fiscal Implications:

There is no fiscal implication attached to this Change Order and as such, no effect on the existing budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees authorize the Superintendent to execute a change order from the contractor, extending the substantial completion date for an additional fifty (50) days to November 23, 2021, as presented.

AIA® Document G701™ – 2017

Change Order

PROJECT: *(Name and address)* 1961.08 Paul Tyson Field Replacement	**CONTRACT INFORMATION:** Contract For: General Construction Date: February 05, 2021	**CHANGE ORDER INFORMATION:** Change Order Number: 012 Date: September 17, 2021
OWNER: *(Name and address)* Waco Independent School District 501 Franklin Ave. Waco, TX 76701	**ARCHITECT:** *(Name and address)* O'Connell Robertson & Assoc., Inc. 811 Barton Springs Road Suite 900 Austin, TX 78704	**CONTRACTOR:** *(Name and address)* Northridge Construction Group 6904 E Loop 820 North Richland Hill, TX 76180

THE CONTRACT IS CHANGED AS FOLLOWS:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Delay days added to substantial completion.

The original Contract Sum was	$	8,955,000.00
The net change by previously authorized Change Orders	$	0.00
The Contract Sum prior to this Change Order was	$	8,955,000.00
The Contract Sum will be unchanged by this Change Order in the amount of	$	0.00
The new Contract Sum including this Change Order will be	$	8,955,000.00

The Contract Time will be increased by Fifty (50) days.
The new date of Substantial Completion will be November 23, 2021

NOTE: This Change Order includes any and all changes or adjustments to be made to the Contract Time and the Substantial Completion date based upon and/or that have been authorized by Construction Change Directive Number 001 and/or Change Orders Numbers 1-11. It also includes any and all changes or adjustments to be made to the Contract Time and the Substantial Completion date based upon delay (as covered by and addressed in Section 8.3.1 of AIA Document A201 – 2017) occurring or allegedly occurring because of actions, inactions or events prior to September 7, 2021. No other changes or adjustments will be made to the Contract Time or the Substantial Completion date based upon or because of: (i) Construction Change Directive Number 001, (ii) Change Orders Numbers 1-11 and/or (iii) any delay occurring or allegedly occurring because of actions, inactions or events prior to September 7, 2021.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

O'Connell Robertson & Assoc., Inc. **ARCHITECT** *(Firm name)*	Northridge Construction Group **CONTRACTOR** *(Firm name)*	Waco Independent School District **OWNER** *(Firm name)*
SIGNATURE	**SIGNATURE**	**SIGNATURE**
Jeff Kirkpatrick,, CA **PRINTED NAME AND TITLE**	Aubrey Allen Project Manager **PRINTED NAME AND TITLE**	**PRINTED NAME AND TITLE**
September 17, 2021 **DATE**	9/21/21 **DATE**	**DATE**

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User Notes:
(3B9ADA4A)

NORTHRIDGE CONSTRUCTION GROUP

Waco ISD
501 Franklin Ave
Waco, TX 76701

July 21, 2021

RE: Change Order Day Extensions

Mr. Villanueva,

Northridge is requesting additional days due to the delay from receiving executed change orders. Below are the delays in concern.

ASI 1 Delays
Agreed upon 32-day time extension.

Change Order 6 Ground Water Under Field
Requested 20 days, price submitted 6/15/21 and received signed CO 7/6/21
This 20-day delay effects:

- Completion of detention piping
- Sub grade completion at practice field, long pump, track, and football field
- Final grade at practice field, long jump, track, and football field
- Long jump pit completion
- Inside and outside curbs along track
- Track and turf surface completion

Change Order 4 Water Meter
Requested days TBD, price submitted 5/20/21 and have not received signed CO
This delay effects:

- Final grade
- Irrigation System
- Landscaping
- Not able to remove school from existing water meter being used for irrigation
- Retaining wall
- Final water inspections and certificate of occupancy
- Flushing lines to tie into building

Our original substantial completion date was October 3rd. ASI 1 would extend it to 11/3. Change Order 6 would then extend this to 11/23.

If you have any questions, please let me know.

Thank you,

Aubrey Allen
Project Manager

Building with Integrity - Powered by Partnership

6904 NE Loop 820 ■ North Richland Hills, Texas 76180 ■ 817 520 2300 OFFICE ■ 817 520 2301 FAX

PROJECT CONTRACT SUMMARY LOG

Project Name:	Paul Tyson Stadium
Contractor:	Northridge Construction
Purchase Order no.	69335
Orig. Contract Amount:	$ 8,295,000.00
Contingency Amount:	$ 700,000.00
Total Contract Amount	$ 8,995,000.00
Notice to Proceed:	8-Mar-21
Construction Completion Date:	4-Oct-21

Original Duration:	210
Time Extention	50
Revised Cnstruction Time	260
Contract Retainage:	10%
Rev Design/Construction Comp. Date:	23-Nov-21

WACO INDEPENDENT SCHOOL DISTRICT

REVIEW OF PREVIOUS CHANGES AND CURRENT CONTRACT VALUE

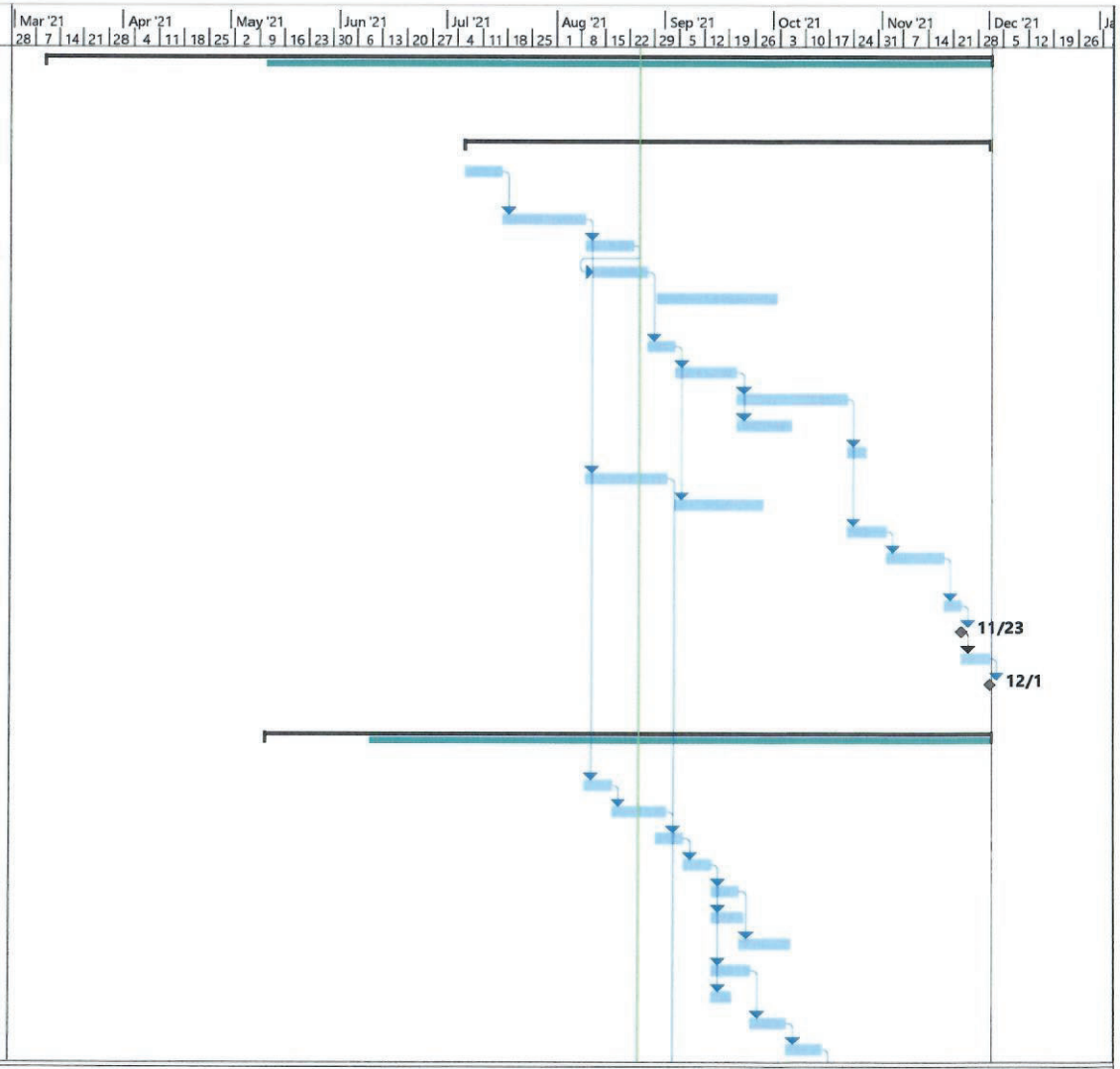
Change No. and Description	Date		Type of Change[1]	Change order contract amount increase			Change order Contingency			Comments
	Submitted to PM	Approved by PM		Value	CO Amount %	Time	Value	Contingency Balance	Time	
CO-001 Discontinued cameras, Additional door girls locker room, additional work electrical work in concession stand and furnish and install 6" pipe at long jump field events.			DC				29,996.33	670,003.67		Approved on 5/28/21
CO-002 Drainage piping changes from HDPE to RCP per city review and additional chain link fence at retention pond.			CR,DC				82,820.40	587,183.27		BOT approval 5/28/21
CO-003 Addition of a sink at the concession stand and trench drain at the west side of the running track to PC number three.			CR,DC				38,903.90	548,279.37		Approved on 7/1/21
CO-004 Installation of new 2" line and 4" water main, provide and install a big ass fan model.			DC,DSC				35,967.93	512,311.44		Approved on 7/21/21
CO-005 Batting cages			DC				39,520.00	472,791.44		Approved on 7/1/21
CO-006 Geotech recommendation ground water under contech detention area.			DSC				41,035.28	431,756.16		Approved on 7/1/21
CO-007 Sturdisteel propose the following extra for pier casing required at Grandstand Drilled Piers, 26 in total.			DSC				42,373.00	389,383.16		Approved on 9/1/21
CO-008 Additional Demo or Wood Wall/Tile Floor & Relocation of Lockers,Run New Floor Drain Line Due to Existing Line Being Clogged and Slab Not Shown on Plans			DC,DSC				5,811.73	383,571.43		Approved 9/1/21
CO-009 Change Grade and Regrout Manhole			DSC				2,600.00	380,971.43		Approved 9/9/21
CO-010 Joist substitution			DC				31,063.03	349,908.40		Approved 9/9/21
CO-011 Lower 6" water line on 44th street, RPZ backflow peventer			DSC,DC				47,426.61	302,481.79		TBD
CO-012 Time extension due to change order no. 1 and no.									50	TBD
Total Changes						-			**50**	
Revised Contract Status				**$ 8,995,000.00**	**100.00%**	**210**	**$397,518.21**	**$ 302,481.79**	**260**	

Note: 1. Types of Changes: **RBO** (Requested by Owner), **DSC** (Different Site Conditions),CR(City Review), **DC** (Design Clarification) **O** (Other)

SUMMARY OF PROGRESS PAYMENTS

Invoice No.	Invoice Period Ending	Date Submitted	Invoice Amount	Certified Amount	Retainage	Amount Certified to Date	Balance to Complete Contract	Recom. Payments to Date (after ret)	Comments
69335-01	31-Mar-21	06-Apr-21	$ 351,470.10	$ 351,470.10	$ 35,147.01	$ 351,470.10	$ 8,643,529.90	$ 316,323.09	Check no. 815485 5/6/21
69335-02	30-Apr-21	05-May-21	$ 405,438.60	$ 405,438.60	$ 40,543.86	$ 756,908.70	$ 8,238,091.30	$ 364,894.74	Check no. 815779 5/20/21
69335-03	30-May-21	09-Jun-21	$ 692,270.95	$ 692,270.95	$ 69,227.10	$ 1,449,179.65	$ 7,545,820.35	$ 623,043.86	Check no. 816684 7/1/21
69335-04	30-Jun-21	12-Jul-21	$ 1,459,941.83	$ 1,459,941.83	$ 145,994.18	$ 2,909,121.48	$ 6,085,878.52	$ 1,313,947.65	Check no. 817631 8/19/21
69335-05	30-Jul-21	02-Aug-21	$ 715,964.91	$ 715,964.91	$ 71,596.49	$ 3,625,086.39	$ 5,369,913.61	$ 644,368.42	Check no. 817938 9/2/21
69335	30-Aug-20	02-Sep-21	$ 707,984.64	$ 707,984.64	$ 35,399.23	$ 4,333,071.03	$ 4,661,928.97	$ 672,585.41	
Total Payments			**$ 4,333,071.03**	**$ 4,333,071.03**	**$ 397,907.87**			**$ 3,935,163.16**	

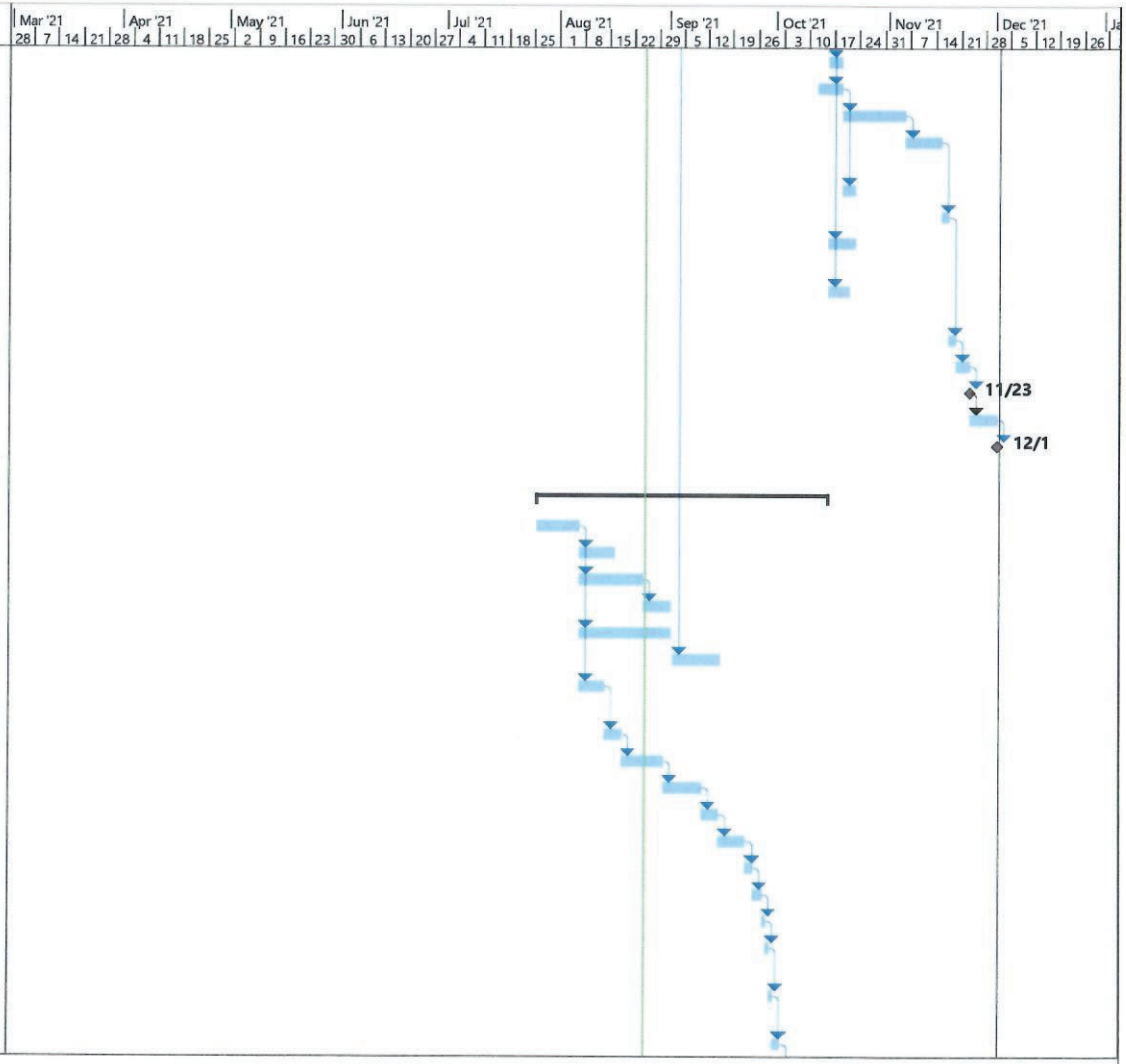
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
1		**Paul Tyson Field Waco ISD**	**233.75 days?**	**Wed 3/10/21**	**Wed 12/1/21**	
2		**Foot Ball Field**	**130 days?**	**Tue 7/6/21**	**Wed 12/1/21**	
3		Ground Water Change Order	10 days	Tue 7/6/21	Fri 7/16/21	
4		Utilities	20 days	Fri 7/16/21	Mon 8/9/21	3
5		Storm Drainage	12 days	Mon 8/9/21	Mon 8/23/21	4
6		Grading and Compaction	14 days	Wed 8/11/21	Fri 8/27/21	5FS-10 days
7		Grand Stand and Press Box Install	30 days	Mon 8/30/21	Sat 10/2/21	
8		Flex Base	7 days	Fri 8/27/21	Fri 9/3/21	6
9		Track Pad	15 days	Sat 9/4/21	Tue 9/21/21	8
10		Track/Turf Surface	27 days	Tue 9/21/21	Fri 10/22/21	9
11		Practice Field	13 days	Tue 9/21/21	Wed 10/6/21	9
12		Striping	5 days	Fri 10/22/21	Wed 10/27/21	10
13		Fence and Gates	21 days	Mon 8/9/21	Wed 9/1/21	4
14		Irrigation	21 days	Sat 9/4/21	Tue 9/28/21	8
15		Sports Equipment	10 days	Fri 10/22/21	Tue 11/2/21	10
16		Sod & Hydro Mulch/Landscape	14 days	Tue 11/2/21	Thu 11/18/21	15
17		Clean	4 days	Thu 11/18/21	Tue 11/23/21	16
18		Substantial Completion	0 days	Tue 11/23/21	Tue 11/23/21	17
19		Punch	7 days	Tue 11/23/21	Wed 12/1/21	18
20		Final Completion	0 days	Wed 12/1/21	Wed 12/1/21	19
21						
22		**Restroom/Concession Building**	**179.63 days?**	**Tue 5/11/21**	**Wed 12/1/21**	
23		Concession Slab	7 days	Mon 8/9/21	Tue 8/17/21	4
24		CMU	14 days	Tue 8/17/21	Wed 9/1/21	23
25		Rough Carpentry Framing	7 days	Mon 8/30/21	Mon 9/6/21	24FS-3 days
26		Roofing	7 days	Mon 9/6/21	Tue 9/14/21	25
27		Sealant	7 days	Tue 9/14/21	Wed 9/22/21	26
28		Structural Metal	8 days	Tue 9/14/21	Thu 9/23/21	26
29		Metal Awnings	12 days	Wed 9/22/21	Wed 10/6/21	27
30		Rough In MEP Walls	10 days	Tue 9/14/21	Sat 9/25/21	26
31		Install Door Frames	5 days	Tue 9/14/21	Mon 9/20/21	26
32		Gyp Ceiling	8 days	Sat 9/25/21	Tue 10/5/21	30
33		Painting	9 days	Tue 10/5/21	Fri 10/15/21	32



Project: Waco Schedule
Date: Wed 8/25/21

Task | Split | Milestone | Summary
Project Summary | Inactive Task | Inactive Milestone | Inactive Summary
Manual Task | Duration-only | Manual Summary Rollup | Manual Summary
Start-only | Finish-only | External Tasks | External Milestone
Deadline | Progress | Manual Progress

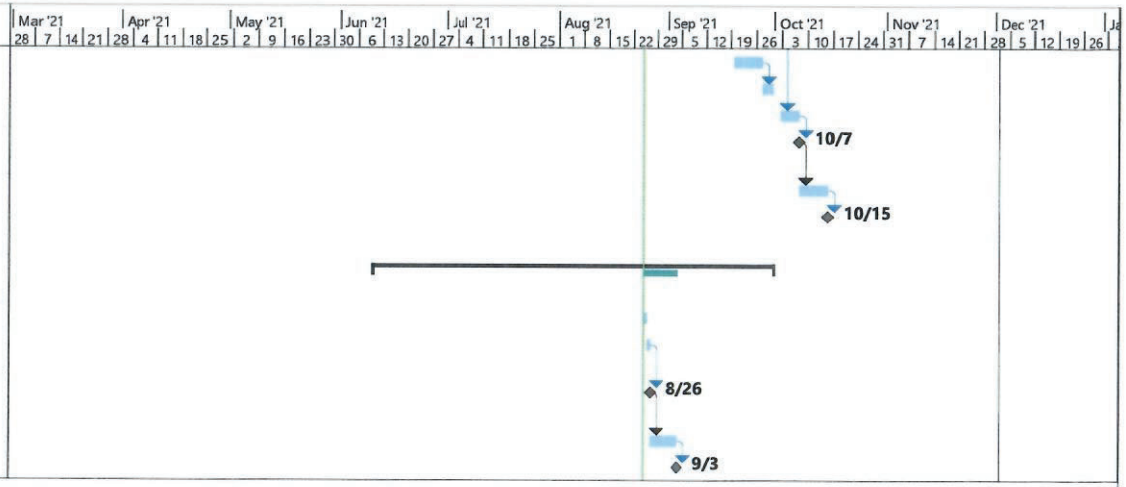
ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
34		Install Counter Doors	3 days	Fri 10/15/21	Tue 10/19/21	33
35		Epoxy Floors	6 days	Tue 10/12/21	Tue 10/19/21	33FS-3 days
36		Install Fixtures	16 days	Tue 10/19/21	Fri 11/5/21	35
37		Partitions and Accessories	8 days	Fri 11/5/21	Mon 11/15/21	36
38		Seal Concrete Floors	4 days	Tue 10/19/21	Sat 10/23/21	35
39		Stainless Steel Counters	2 days	Mon 11/15/2	Wed 11/17/21	37
40		Communications & Cameras	7 days	Fri 10/15/21	Sat 10/23/21	33
41		Install Doors and Hardware	5 days	Fri 10/15/21	Thu 10/21/21	33
42		Building Signage	2 days	Wed 11/17/2	Fri 11/19/21	39
43		Clean	3 days	Fri 11/19/21	Tue 11/23/21	42
44		Substantial Completion	0 days	Tue 11/23/21	Tue 11/23/21	43
45		Punch	7 days	Tue 11/23/21	Wed 12/1/21	44
46		Final Completion	0 days	Wed 12/1/21	Wed 12/1/21	45
47						
48		**Baseball Softball Field**	**72 days**	**Mon 7/26/21**	**Fri 10/15/21**	
49		Concrete Foundation	11 days	Mon 7/26/21	Fri 8/6/21	
50		Asphalt Parking Lot	8 days	Fri 8/6/21	Mon 8/16/21	49
51		Laser Grade Fields	15 days	Fri 8/6/21	Tue 8/24/21	49
52		Irrigation	7 days	Tue 8/24/21	Wed 9/1/21	51
53		Dugouts & Bull Pen	22 days	Fri 8/6/21	Wed 9/1/21	49
54		Fence and Gates	12 days	Thu 9/2/21	Wed 9/15/21	13
55		CMU Small Bathroom Building	6 days	Fri 8/6/21	Fri 8/13/21	49
56		Rough Carpentry	4 days	Fri 8/13/21	Wed 8/18/21	55
57		Roofing	10 days	Wed 8/18/21	Mon 8/30/21	56
58		Rough In MEP	10 days	Mon 8/30/21	Fri 9/10/21	57
59		Ceiling	4 days	Fri 9/10/21	Wed 9/15/21	58
60		Painting	7 days	Wed 9/15/21	Wed 9/22/21	59
61		Epoxy Flooring	2 days	Thu 9/23/21	Fri 9/24/21	60
62		Set Fixtures	2 days	Sat 9/25/21	Mon 9/27/21	61
63		Accessories	1 day	Mon 9/27/21	Tue 9/28/21	62
64		Install Doors and Hardware	1 day	Tue 9/28/21	Wed 9/29/21	63
65		Communications and Cameras	1 day	Wed 9/29/21	Thu 9/30/21	64
66		Signage	2 days	Thu 9/30/21	Sat 10/2/21	65



Project: Waco Schedule
Date: Wed 8/25/21

Task
Split
Milestone
Summary
Project Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
External Tasks
External Milestone
Deadline
Progress
Manual Progress

ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
67		Sod for Baseball Field	7 days	Mon 9/20/21	Mon 9/27/21	
68		Landscape	3 days	Mon 9/27/21	Thu 9/30/21	67
69		Clean	4 days	Sat 10/2/21	Thu 10/7/21	66
70		Substantial Completion	0 days	Thu 10/7/21	Thu 10/7/21	69
71		Punch List	7 days	Thu 10/7/21	Fri 10/15/21	70
72		Final Completion	0 days	Fri 10/15/21	Fri 10/15/21	71
73						
74		**Locker Room Renovations**	**99 days**	**Thu 6/10/21**	**Thu 9/30/21**	
75		Wire Mesh Fence	1 day	Wed 8/25/21	Wed 8/25/21	
76		Partitions and Accessories	1 day	Thu 8/26/21	Thu 8/26/21	
77		Substantial Completion	0 days	Thu 8/26/21	Thu 8/26/21	76
78		Punch	7 days	Fri 8/27/21	Fri 9/3/21	77
79		Final Completion	0 days	Fri 9/3/21	Fri 9/3/21	78



Project: Waco Schedule
Date: Wed 8/25/21

Task	Project Summary	Manual Task	Start-only	Deadline
Split	Inactive Task	Duration-only	Finish-only	Progress
Milestone	Inactive Milestone	Manual Summary Rollup	External Tasks	Manual Progress
Summary	Inactive Summary	Manual Summary	External Milestone	

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Sheryl Davis

RE: Independent Sources of Investment Officer Training

==========

Background Information:

In accordance with the Public Funds Investment Act and Texas Government Code 2256.008, the investment officers of a local government shall:

(1) attend at least one training session from an independent source approved by the governing body of the local government or a designated investment committee advising the investment officer as provided for in the investment policy of the local government and containing at least ten hours of instruction relating to the treasurer's or officer's responsibilities under this subchapter within twelve months after taking office or assuming duties; and

(2) In addition to the requirements of Subsection (1), the treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer(s) of a school district shall attend an investment training session not less than once in a two-year period that begins on the first day of the school district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under this subchapter from an independent source approved by the Board of Trustees of the school district, or by a designated investment committee advising the investment officer as provided for in the investment policy of the district.

The following independent sources of investment officer training have been or will be utilized by the District and are presented for Board consideration:

Accredited Colleges & Universities within the State of Texas
Broker/Dealers (Waco ISD Board approved)
Government Finance Officers Association
Government Treasurers' Organization of Texas
Local Government Investment Pools (Waco ISD Board approved)
Texas Association of School Administrators (TASA)
Texas Association of School Boards (TASB)
Texas Association of School Business Officials (TASBO or TASBO affiliate)
Texas State University, Center for Public Service
Texas Education Agency/Regional Education Service Centers (TEA/ESCs)
The University of North Texas, Center for Public Management

Fiscal Implications:

None

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the independent sources of investment officer training, as listed.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: Sheryl Davis**

RE: List of Qualified Brokers Authorized to Engage in Investment Transactions with the District and Local Banks for the Purchase of Certificates of Deposit

==========

Background Information:

In accordance with the Public Funds Investment Act and Texas Government Code 2256.025, the governing body of an entity subject to this subchapter of the entity shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the entity. As necessary, the administration requires the broker to provide audited financial statements, proof of National Association of Securities Dealers (NASD) certification, and proof of state registration. The following brokers/dealers are presented for the Board's consideration:

Securities Broker/Dealer	Location	Contact
Financial Advisor:		
RBC Capital Markets, LLC	San Antonio, TX	Robert (Dusty) Traylor
Investments:		
FHN Financial Municipal Advisors	Austin, TX	Buddy Saragusa
Hilltop Securities	Austin, TX	Ramon Gilbert
Investors Brokerage of Texas, Ltd.	Waco, TX	Randall Chenot
Landing Rock Group, LLC	Manhasset, NY	Kim Winslow
Underwriting:		
Baird Public Finance	San Antonio, TX	David Rastellini
BOK Financial Securities, Inc. (dba BOSC, Inc.)	Austin, TX	Joshua McLaughlin
CitiGroup Global Markets, N.A.*	Dallas, TX	Mario Carrasco
Estrada, Hinojosa & Co., Inc.	Dallas, TX	Tony Jaso
Frost Bank Capital Markets	San Antonio, TX	Duncan Morrow
J.P. Morgan Securities, LLC*	Austin, TX	John Crumrine
Jefferies Financial Group, Inc. (dba Jefferies, LLC)	Dallas, TX	Kyle Cottrell
Oppenheimer & Co.	Dallas, TX	Daniel Roseveare
Piper Sandler Public Finance	Frisco, TX	Rick Reedy
Raymond James & Associates, Inc.	Dallas, TX	Jim Buie
Siebert Williams Shank & Co., LLC	Austin, TX	Nicole Conley
Stephens, Inc.	Dallas, TX	Brian Garcia
Stifel, Nicolaus & Company, Inc.	Austin, TX	Dan Mahoney
UBS Financial Services	Austin, TX	Bech Bruum
UMB Bank, N.A.	Dallas, TX	Madelyn Wallace/Jose Gaytan
Wells Fargo Bank, N.A.	Dallas, TX	Richard Matkin

** Currently noncompliant with SB19 which was effective September 1, 2021.*

Senate Bill 19 passes during the 87th legislative session prohibits contracts with companies that discriminate against the firearm or ammunition industries. Both CitiGroup Global Markets and J.P. Morgan Securities are currently noncompliant with the law and have appealed to the Texas Attorney General as have a number of other investment bankers not included on this list. The District will not engage with these firms until such time they are compliant or the Attorney General has found in their favor.

The District also invests in a number of local government investment pools. These pools combine the cash of participating jurisdictions and invest the cash in securities allowed under the state's laws regarding government investments. By pooling funds, participating governments benefit from economies of scale, full-time portfolio management, diversification, and liquidity. Pools in which Waco ISD participates include the following:

Investment Pool	Location	Contact
Investment Pools (previously approved by the Board):		
LOGIC (JPMorgan Asset Management)	Dallas, TX	Candace Emerson (Mary Ann Dunda)
Lonestar (First Public, LLC)	Austin, TX	William Mastrodicasa (Nathan Smith)
Texas CLASS (Public Trust Advisors, LLC)	Austin, TX	Danny King (Zach Brewer)
Texas TERM & Texas Daily (PFM Fund Distributors, Inc.)	Austin, TX	Edward Polansky (Shelly Ilgenfritz)
TexPool (Federated Hermes)	Houston, TX	Steven Friedman (Denise Hamala)
TexSTAR (Hilltop Securities)	Austin, TX	Ramon Gilbert

In additional to investing in certificate of deposit programs through CDARS and TexasTERM, the District invests with local banks. The following banks may be considered for the purchase of certificates of deposit and/or FDIC insured cash sweep accounts:

Local Banks for Purchase of Certificates of Deposit and Insured Cash Sweep Accounts:	
Alliance Bank of Central Texas	First National Bank of Central Texas
America Bank	First National Bank of McGregor
Bank of America	First National Bank of Texas
BBVA Compass Bank	Independent Bank
Central National Bank	JPMorgan Chase Bank
Citizens State Bank	National United Bank
Community Bank and Trust	Texas First State Bank
Extraco Banks (Depository)	Wells Fargo Bank
Fidelity Bank of Texas	

Approving the above lists does not require the District to invest any funds with these entities, but allows the District that option if it so chooses. Having this option available will assist the District in its efforts to obtain the best rate of return possible on District funds while maintaining liquidity and safety of principal.

Fiscal Implications:

None

Administrative Recommendation(s):

The Administration recommends the Board of Trustees approve the list of qualified brokers/dealers, including those for previously approved investment pools, authorized to engage in investment transactions with the District as well as the list of local banks for the purchase of certificates of deposit, as presented.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person: Sheryl Davis**

RE: Investment Policy and Strategies as Codified under Policy CDA (Local) – Other Revenues: Investments

==========

Background Information:

In accordance with the Public Funds Investment Act and Texas Government Code 2256.005(e), the governing body of an investing entity shall review its investment policy and strategies not less than annually. The governing body shall adopt a written instrument by rule, order, ordinance or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies.

The District's Investment policy and strategies as codified in Policy CDA (Local) – Other Revenues: Investments was last changed in conjunction with legislation enacted in the 86th Legislative Session. As a result of the legislation, the related local policy was changed to authorize the investment of bond proceeds and pledged revenue to the extent allowed by law but clarified that bond proceeds may not be invested in no-load mutual funds. Local policy was also revised to change terminology from "agency" funds to "custodial" funds to conform with Governmental Accounting Standards Board (GASB) Statement No. 84. Changes to both the legal and local policies were incorporated through TASB's Update 114 and approved by the Board on November 14, 2019.

Legislation from the 87th regular Legislative Session, as well as the three called special sessions, has been reviewed and no changes to the local policy are indicated.

A copy of Policy CDA (LOCAL) is attached for your review.

Fiscal Implications:

None

Administrative Recommendation(s):

The Administration recommends the Board of Trustees approve the resolution to adopt Policy CDA (Local) – Other Revenues: Investments with no changes.

RESOLUTION ADOPTING INVESTMENT POLICY CDA (LOCAL)
OF THE WACO INDEPENDENT SCHOOL DISTRICT

WHEREAS, Waco Independent School District (the "District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees has convened on this date at a meeting open to the public and wishes to adopt an Investment Policy for the District, in the form attached herein as Exhibit "A", pursuant to Chapter 2256, Texas Government Code, as amended from time to time.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE WACO INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: The Investment Policy, in the form attached hereto as Exhibit "A," is hereby adopted as the investment policy for the District.

Section 2: The provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

October 28, 2021

_____
Angela Tekell
President, Board of Trustees

ATTEST:

_____
Jose Vidana
Secretary, Board of Trustees

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

Approved Investment Instruments

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Liquidity and Maturity

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed two years from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds	The primary objective of investment strategies for operating funds is to ensure that anticipated cash flows are matched with adequate investment liquidity. Because the funds are pooled for investment purposes, the portfolio shall address the varying needs of all funds in the pooled fund group. The highest quality securities shall be chosen to ensure preservation of principal, liquidity, and ultimate marketability in the case of needed liquidity. The secondary objective is to create a portfolio structure that will experience minimal volatility during economic cycles. Diversification shall be addressed by using different local government investment pools and by purchasing quality short- to medium-term securities that will complement each other in a laddered maturity structure. A cash flow analysis of these funds shall be used to determine any funds available for longer term investments. Investments shall be made in accordance with this cash flow analysis.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Enterprise Funds	Investment strategies for enterprise fund investments shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the

Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).

Soliciting Bids for CDs

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

Internal Controls

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Sheryl Davis

RE: Monthly and Quarterly Financial Reports for the Period Ended August 31, 2021

==========

Background Information:

Attached are the compiled August monthly financial reports for the following:

General Fund
Food Service Fund
Debt Service Fund
Internal Services Fund

Also attached are the quarterly reports for the following:

Tax Collection Report
Cash and Investment Report
Cash Flow Projection

These interim financial statements have been prepared utilizing data generated from the automated financial system and do not include any information related to other special revenue funds, capital projects funds, or trust and agency funds. Balances included in the report are unaudited and may change as a result of final year end closing entries and audit activities.

Fiscal Implications:

None.

Administrative Recommendations:

The Administration recommends that the Board of Trustees accept the monthly and quarterly financial reports for the period ended August 31, 2021, as presented.

Waco Independent School District
Business & Support Services

Sheryl Davis
Chief Finance Officer

P.O. Box 27, Waco, Texas 76703
Phone: 254-755-9440

October 25, 2021

Board of Trustees
Waco Independent School District
Waco, Texas

The accompanying balance sheets, statements of revenues, expenditures and changes in fund balance, and encumbrances and expenditures by fund, function and object for the month ending August 31, 2021, have been compiled for the General Fund, Food Service Fund, and Debt Service Fund. Final cash reconciliation procedures and financial audit activities may result in additional adjustments to the August financial statements. These preliminary financial reports are prepared utilizing the following assumptions:

Revenue:	Recorded on a cash basis with adjustments to accrual basis to be made at August 31, 2021.
Expenditure:	Totals on the "Statement of Revenues, Expenditures and Changes in Fund Balance" include expenditures occurring during the interim period reported. Balances will be adjusted to accrual basis at August 31, 2021. Outstanding encumbrances are included on the "Encumbrances and Expenditures by Fund, Function and Object" schedule, only.
Beginning Fund Balance:	Represents August 31, 2020 audited ending fund balance.

I have not performed an audit or review of these financial statements. Please do not hesitate to call if you have any questions or need further assistance.

Sheryl Davis
Chief Finance Officer

Comparison of Fiscal Year 2020-2021 Revenues and Expenditures to Previous Fiscal Year as of August 31, 2021

Variations in revenues and expenditures as compared to the previous year are primarily due to the cyclical nature of budgetary receipts and expenditures. The larger variances are explained in this summary.

General Fund

Revenues:

5710 Local Property Taxes – In comparison to last year, revenue has increased $2.5 million. This increase is consistent with the property value increase of 5.7%. Collections, as a percent of budget, increased 5.5%. This is primarily because the budget was based on estimated property values as the Chief Appraiser did not have 95% of the values for certification.

5720 Services to Other Districts – Current year revenues reflect no receipts for services. Because of the pandemic, participation in the McLennan County Challenge Academy was minimal and revenues did not cover operating expenditures for the year, as a result, the District did not charge indirect cost to the program.

5730 Tuition and Fees – Current year revenue reflects a decrease of $113,619 or 58.1% from last year. Approximately $102,081 of the decrease is due to the discontinuation of district-run after school programs at Lake Air Montessori and Parkdale. The remaining $11,538 is tuition for ineligible prekindergarten students, consistent with enrollment decreases at this level.

5740 Other Local Revenue – Revenue from other local sources has increased $251,334 over last year. This is due to insurance recoveries, including that for winter storm damages, of $964,127. Offsetting that increase is a decrease in property tax collections for the Tax Increment Fund of $153,588 and $727,827 in investment income.

5810 Per Capita and Foundation School Program Revenue – Near final projections of revenue indicate that State revenue will be short of budgeted estimates by $875,910. The near final estimate is based on an average daily attendance (ADA) adjusted upward to the "hold harmless" ADA calculated by TEA for the District. The difference between the revenue generated from the hold harmless ADA (13,537.681) and the actual ADA (13,188.498) comes to $2,511,257. This loss in funding may be recovered through a reimbursement of general fund expenditures by ESSER II funds. We have currently identified $949,788 in general fund expenditures that have been moved to the ESSER II grant.

5830 Other State Program Revenue – The increase in other state program revenue is primarily due to additional state funding awarded for special education fiscal support of $239,132 offset by a reduction in TRS On-behalf payments of $299,052.

5900 Federal Sources Revenue – Revenues have decreased $321,665 from last year. The decreases are primarily due to a decrease in E-Rate revenue of $501,416 and indirect cost recoveries of $533,787 offset by an increase of $489,266 in revenue generated through Medicaid reimbursements under the Student Health and Related Services (SHARS) program.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

11 Instruction – Instructional expenditures increases $4.4 million over last year. As discussed during budget development, the late start of school for 2020-2021 pushed about ten additional days of instructional salaries into 2020-2021, an estimated impact of $3.3 million.

13 Curriculum and Staff Development – The decrease of $488,171 is primarily due to a decrease in contracted training services in the current year as well as the elimination of a number of instructional specialists this past summer.

21 Instructional Leadership – Expenditures have increase $392,772 over last year. The increase is equally attributable to an increase in payroll and contracted services.

31 Guidance, Counseling and Evaluation Services – Expenditures increase $339,729 for the year. The increase was primarily is diagnostic services in Special Education.

33 Health Services – Expenditures have increased $143,021 over last year. About half the increase is from the late receipt of personal protection and sanitization supplies ordered last fiscal year. The remaining increase results from the addition of a floating LVN, increased extra duty pay for nurses, and the continued increase in specialized supplies.

34 Student Transportation Services – The increase of $727,222 is due to the timing of bus purchases as well as monthly contracted bus service.

41 General Administration – The increase of $396,977 is due to increases in payroll costs. These costs are partially offset by decreases in supplies and materials.

51 Plant Maintenance and Operations – Expenditures have increased $827,055. The increase is primarily in contracted services and maintenance supplies and materials. Much of the additional work is for repair projects resulting from the winter storm and mitigation of the fire damages at G. W. Carver Middle School.

53 Data Processing Services – Expenditures have decreased $1,886,438. Year before last, the district purchased technology hardware and software to facilitate remote learning and completed a number of technology infrastructure projects which increased normal spending patterns for this function.

71 Debt Service – Final payment on the revenue bonds that funding the Waco ISD stadium complex was made in October 2020. Currently, there is no debt service obligation in the general fund.

81 Facilities Acquisition and Construction – The increase of $6,057,877 represents construction design costs related to the replacement of the Paul Tyson Stadium in the amount of $4.5 million, design fees for the Waco High School rebuild of $1.5 million. Additionally, there were some expenditures on the districtwide cooler/freezer project and the purchase of two double portables for Indian Spring Middle School.

95 Juvenile Justice Program – With the current learning environment at secondary, participation in the Challenge Academy has greatly decreased from last year. At August 31, 2020, ending unearned revenue totaled $276,818 which will give us some cushion for 2020-2021. However, the District will be assessed an additional $66,938 to help cover costs for the remainder of the school year.

97 Payments to Tax Increment Fund – Property value increases on properties located in the Tax Increment Reinvestment Zone have resulted in increased payments to the Tax Increment Fund of $254,457.

Food Service Fund

Revenues:

5750 Extracurricular Activities – Revenues generated through adult meals and catering have declined by $158,240 or 45.2% from last year.

5900 Federal Sources Revenue – Federal reimbursements actually increased slightly by year end. The district was made whole for losses experienced during the 2019-2020 school year through emergency stimulus funding of $1,021,453. Revenue losses were mostly offset by accompanying reductions in cost.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

35 Food Services – Expenditures have decreased $1.8 million from last year. While some of the savings is due to lower direct costs such as food and non-food supplies, we continue to have significant employee turnover in the Child Nutrition program and positions remained vacant throughout the year. With lower numbers of students eating in the cafeterias, we were been able to utilize regular staff to cover absences.

Debt Service Fund

Revenues:

5710 Local Property Taxes – Property tax collections at the end of August have increased $328,119 in comparison to last year. The increase in values plus the defeasance of $650,000 of bonded debt allowed the District to decrease the I&S tax rate by 4.2%.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

71 Debt Service – The increase in debt service of $344,989, is due to fees associated with the refunding of bonded debt in early March. Proceeds from the refunding bonds are shown as other resources while the payment to the paying agent is shown as other uses on the statement.

Proprietary Fund – Governmental Activities – Internal Service Fund

The District utilizes an Internal Services Fund to account for its fully-insured group health insurance plan as well as its partially self-insured workers' compensation and unemployment coverages. Internal service funds are utilized to account for the financing of goods or services provided by one organizational unit of the school district to other organizational units. It essentially facilitates the allocation of costs to all funding sources.

Operating revenues and operating expenses have been included in a detail designed to provide relevant information. Revenues from District contributions (assessments to other funds) are distinguished from revenues from employee contributions to health insurance. Expenses detail claims payments, medical and prescription drugs, administrative fees, and stop-loss or excess insurance costs.

As of August 31, 2021, expenditures exceeded revenues by $378,379. The following chart reflects net operations for the various programs accounted for in the fund:

Program	Revenues	Expenditures	Net
Group Health Insurance	$ 13,241,681	$ 13,561,695	$ (322,719)
Unemployment Compensation	69,491	70,668	(1,177)
Workers' Compensation	220,497	274,980	(54,483)
Total	$ 13,531,669	$ 13,910,048	$ (378,379)

Payments on medical claims have increased $666,287 over last year and prescription drug claims have increased $675,150.

Expenditures for unemployment have decreased from last year. Claims shown are for the quarter ended June 30, 2021. Actual benefits charged against the District totaled $272,691 compared to $175,470 in 2019-2020. However, an allocation of the Federal CARES Act funding was distributed to the Texas Workforce Commission and used to offset 50% of those benefits. CARES Act funding applied to those quarters resulted in a credit of $133,449. The District also received a credit for recoveries of $11,390. The District currently has a credit of $23,689 that will be applied to future billings.

Workers' compensation expenditures have increased $11,540 over last year.

Reserves for estimated incurred-but-not-reported (IBNR) claims for the fully self-funded health insurance plan totaled $551,336 for medical claims and $61,753 for prescription drugs at August 31, 2020. Additionally, reserves for the estimated allocated loss adjustment expense (ALAE) for the partially self-funded workers' compensation plan totaled $189,831. Overall, this is an improvement of $74,423 in estimates from the prior year. The unaudited beginning net position at September 1, 2020 is $3,935,906, an increase of $1,209,105 over last year.

Tax Collections

Cumulative value adjustments as of August 31, 2021, have increased the certified taxable values by $2.3 billion bring the adjusted taxable value to $7,161,578,252. Delays in Appraisal Review Board hearings prevented the Chief Appraiser from being able to certify the appraisal roll at the required 95% so a "Certified Estimate" was provided to the taxing entities. The certified estimate of net taxable values for Waco ISD was $7,179,509,020, $7.5 million less than current values.

The number of accounts paid has increased 375 over last year, current year tax collections have increased $2,469,169 while collections on prior years' levies with related penalties, interest, and attorney fees have increased $85,271.

Taxes receivable at August 31, 2021, total $4,215,953.

Waco Independent School District

BALANCE SHEET

GENERAL FUND

As of August 31, 2021

ASSETS		
Cash and Temporary Investments	$	61,833,038
Property Taxes Receivable, Net of Allowance of $1,998,835		1,453,863
Due from Other Governments		228,255
Accrued Interest		17,285
Due from Other Funds		7,869,704
Other Receivables		42,549
Inventories		409,208
Total Assets	$	71,853,902
LIABILITIES		
Accounts Payable	$	5,938,215
Other Current Liabilities		47,544
Payroll Withholdings and Contributions Payable		1,531,449
Accrued Wages Payable		4,932,549
Due to Other Funds		8,364,049
Unearned Revenue		86,367
Total Liabilities	$	20,900,174
DEFERRED INFLOWS OF RESOURCES		
Unavailable Revenues - Property Taxes	$	1,453,863
Total Deferred Inflows of Resources	$	1,453,863
FUND BALANCES		
Nonspendable Fund Balance	$	409,208
Restricted Fund Balance		1,754,077
Committed Fund Balance		15,712,366
Unassigned Fund Balance		31,624,214
Total Fund Balances	$	49,499,865
Total Liabilities and Fund Balances	$	71,853,902

Waco Independent School District

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended August 31, 2021

GENERAL FUND

		Adopted Budget	Amended Budget	(Memo) Monthly Current 8/31/2021	(Memo) Monthly Prior Year 8/31/2020	(Memo) Year-to-Date Current 8/31/2021	(Memo) Year-to-Date Prior Year 8/31/2020	Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget
REVENUES										
LOCAL SOURCES										
5710	Local Property Taxes	$ 63,711,861	63,711,861	271,400	259,961	65,811,899	63,323,248	2,100,038	103.30%	97.85%
5720	Services to Other Districts	87,200	87,200	(75,900)	5,876	-	83,945	(87,200)	0.00%	89.30%
5730	Tuition & Fees	177,000	97,000	-	-	81,914	195,533	(15,086)	84.45%	58.54%
5740	Other Local Revenue	7,551,847	10,005,084	88,828	30,243	6,883,412	6,632,078	(3,121,672)	68.80%	89.96%
5750	Extracurricular Activities	149,000	154,600	34,419	-	257,372	262,604	102,772	166.48%	63.49%
	Total Local Sources	$ 71,676,908	74,055,745	318,748	296,080	73,034,596	70,497,408	(1,021,149)	98.62%	96.67%
STATE SOURCES										
5810	Per Capita & FSP Act	$ 78,983,941	78,987,169	11,411,731	10,296,354	78,111,259	76,037,612	(875,910)	98.89%	90.76%
5820	Other State Program (TEA)	270,000	-	-	2,226	53,319	126,517	53,319	0.00%	0.00%
5830	Other State Program	6,687,522	6,959,398	1,044,612	1,343,257	7,138,870	7,198,790	179,472	102.58%	112.20%
	Total State Sources	$ 85,941,463	85,946,567	12,456,343	11,641,837	85,303,448	83,362,919	(643,119)	99.25%	92.43%
FEDERAL SOURCES										
5900	Federal Sources Revenue	2,913,951	2,913,951	123,689	1,202,082	3,386,522	3,708,187	472,571	116.22%	143.05%
	Total Revenues	$ 160,532,322	162,916,263	12,898,780	13,139,999	161,724,566	157,568,514	(1,191,697)	99.27%	95.09%
EXPENDITURES										
11	Instruction	$ 90,616,958	90,447,419	8,891,443	5,398,847	86,038,736	81,610,773	4,408,683	95.13%	92.18%
12	Instructional Resources & Media	1,128,819	1,220,235	88,358	300,684	919,653	1,075,524	300,582	75.37%	91.40%
13	Curriculum & Staff Development	5,179,532	4,982,598	463,423	651,859	4,083,443	4,571,614	899,155	81.95%	93.28%
21	Instructional Leadership	3,713,874	4,353,361	435,379	376,459	4,065,946	3,673,174	287,415	93.40%	101.95%
23	School Leadership	9,673,018	9,842,192	1,137,706	989,738	9,968,376	9,790,716	(126,184)	101.28%	98.83%
31	Guidance, Counseling & Evaluation	4,929,803	5,017,328	555,000	437,620	4,990,633	4,650,904	26,695	99.47%	91.68%
32	Social Work Services	734,783	941,125	77,504	47,838	809,277	705,541	131,848	85.99%	86.18%
33	Health Services	1,618,001	1,725,245	248,317	238,129	1,555,123	1,412,102	170,122	90.14%	114.92%
34	Student Transportation	3,681,545	4,821,215	120,302	107,316	3,375,332	2,648,110	1,445,883	70.01%	57.66%
36	Extracurricular Activities	4,447,753	4,835,290	684,392	953,519	4,599,995	4,749,894	235,295	95.13%	93.97%
41	General Administration	6,101,158	6,201,342	526,600	461,106	5,675,991	5,279,014	525,351	91.53%	94.94%
51	Plant Maintenance & Operations	16,450,136	22,006,579	2,680,435	3,085,987	18,125,745	17,298,690	3,880,834	82.37%	87.97%
52	Security & Monitoring Services	2,343,952	2,800,447	240,922	382,136	2,485,481	2,411,468	314,966	88.75%	71.11%
53	Data Processing Services	2,987,063	2,987,063	264,851	1,140,452	2,927,904	4,814,342	59,159	98.02%	100.80%
61	Community Services	698,334	718,682	56,538	31,449	643,479	660,359	75,203	89.54%	70.74%
71	Debt Service	-	-	-	-	-	354,513	-	0.00%	99.61%
81	Facilities Acquisition & Construction	-	13,136,290	3,006,735	33,360	6,161,847	103,970	6,974,443	0.00%	0.00%
93	Shared Services Arrangements	378,000	378,000	-	-	330,000	340,000	48,000	87.30%	36.17%
95	Juvenile Justice Program	770,000	770,000	-	135	295,918	646,950	474,082	38.43%	93.22%
97	Payments to Tax Increment Fund	8,805,140	8,805,140	5,240	41,379	7,049,304	6,794,847	1,755,836	80.06%	88.02%
99	Other Intergovernmental Charges	834,400	834,400	-	-	704,473	755,302	129,927	84.43%	86.20%
	Total Expenditures	$ 165,092,269	186,823,951	19,483,145	14,678,013	164,806,657	154,347,807	22,017,294	88.21%	90.69%
	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ (4,559,947)	(23,907,688)	(6,584,365)	(1,538,014)	(3,082,090)	3,220,707	20,825,598		
OTHER FINANCING SOURCES (USES)										
7900	Other Sources	-	-	19,514	-	116,821	42,315	116,821		
8900	Other Uses	(664,000)	(664,000)	(208,885)	-	(215,313)	(748,437)	(448,687)		
	Total Other Financing Source (Uses)	$ (664,000)	(664,000)	(189,371)	-	(98,492)	(706,122)	(331,866)		
	Total Changes in Fund Balances	$ (5,223,947)	(24,571,688)	(6,773,736)	(1,538,014)	(3,180,582)	2,514,585	21,391,106		
Fund Balances, Beginning		50,037,203	50,037,203			52,680,447	49,238,307	2,643,244		
Fund Balances, Ending		$ 44,813,256	25,465,515			49,499,865	51,752,892	24,034,350		

Waco Independent School District

EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT

GENERAL FUND

For the Period Ended August 31, 2021

		Payroll Costs	Purchased & Contracted Services	Supplies & Materials	Other Operating Costs	Debt Services	Capital Outlay	Total Year-to-Date 8/31/2021	(Memo) Total Year-to-Date 8/31/2020
		6100	6200	6300	6400	6500	6600	6000	6000
11	Instruction	$ 79,143,846	3,217,558	3,227,395	318,962	-	130,976	86,038,737	81,610,773
12	Instructional Resources & Media	820,944	39,271	59,270	167	-	-	919,652	1,075,524
13	Curriculum & Staff Development	3,661,349	262,933	88,014	71,147	-	-	4,083,443	4,571,614
21	Instructional Leadership	3,260,282	593,164	129,603	82,896	-	-	4,065,945	3,673,174
23	School Leadership	9,589,647	74,961	205,776	88,996	-	8,995	9,968,375	9,790,716
31	Guidance, Counseling & Evaluation	4,754,808	180,488	49,856	5,481	-	-	4,990,633	4,650,904
32	Social Work Services	666,351	133,731	5,793	3,401	-	-	809,276	705,541
33	Health Services	1,396,364	3,980	154,458	321	-	-	1,555,123	1,412,102
34	Student Transportation	-	2,520,933	164,235	(35,439)	-	725,604	3,375,333	2,648,110
36	Co/Extracurricular Activities	2,811,787	417,567	849,179	434,813	-	86,650	4,599,996	4,749,894
41	General Administration	4,192,846	1,072,294	110,234	300,617	-	-	5,675,991	5,279,014
51	Plant Maintenance & Operations	7,739,758	8,176,104	1,425,240	665,601	-	119,041	18,125,744	17,298,690
52	Security & Monitoring Services	1,579,173	486,074	340,876	7,397	-	71,961	2,485,481	2,411,468
53	Data Processing Services	1,630,491	1,126,004	146,834	15,132	-	9,444	2,927,905	4,814,342
61	Community Services	234,948	337,759	10,644	18,379	-	41,750	643,480	660,359
71	Debt Service	-	-	-	-	-	-	-	354,513
81	Facilities Acquisition & Construction	15,522	-	-	-	-	6,146,326	6,161,848	103,970
93	Shared Services Arrangements	-	-	-	330,000	-	-	330,000	340,000
95	Juvenile Justice Program	-	-	-	295,918	-	-	295,918	646,950
97	Payments to Tax Increment Fund	-	-	-	7,049,304	-	-	7,049,304	6,794,847
99	Other Intergovernmental Charges	-	704,473	-	-	-	-	704,473	755,302
	Total Expenditures & Encumbered Funds	$ 121,498,116	19,347,294	6,967,407	9,653,093	-	7,340,747	164,806,657	154,347,807

Waco Independent School District

BALANCE SHEET

CHILD NUTRITION FUND

As of August 31, 2021

ASSETS		
Cash and Temporary Investments	$	3,729,444
Due from Other Governments		611,138
Accrued Interest		875
Due from Other Funds		619,600
Total Assets	$	4,961,057
LIABILITIES		
Accounts Payable	$	231,582
Accrued Wages Payable		39,946
Unearned Revenue		(5,758)
Total Liabilities	$	265,770
FUND BALANCES		
Restricted Fund Balance	$	4,695,287
Total Fund Balances	$	4,695,287
Total Liabilities and Fund Balances	$	4,961,057

Waco Independent School District

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended August 31, 2021

CHILD NUTRITION FUND

		Adopted Budget	Amended Budget	Monthly (Memo) Current 8/31/2021	Monthly (Memo) Prior Year 8/31/2020	Year-to-Date (Memo) Current 8/31/2021	Year-to-Date (Memo) Prior Year 8/31/2020	Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget
REVENUES										
LOCAL SOURCES										
5740	Other Local Revenue	$ 20,000	24,192	557	1,270	32,853	30,040	8,661	135.80%	181.27%
5750	Extracurricular Activities	252,207	252,207	12,191	1,325	192,112	350,362	(60,095)	76.17%	64.59%
	Total Local Sources	$ 272,207	276,399	12,748	2,595	224,965	380,402	(51,434)	81.39%	68.05%
STATE SOURCES										
5820	Other State Program (TEA)	$ 52,000	52,000	-	-	50,317	51,003	(1,683)	96.76%	101.99%
	Total State Sources	$ 52,000	52,000	-	-	50,317	51,003	(1,683)	96.76%	101.99%
FEDERAL SOURCES										
5900	Federal Sources Revenue	$ 6,681,434	6,990,434	1,305,163	(23,576)	7,603,264	7,558,259	612,830	108.77%	69.78%
	Total Revenues	$ 7,005,641	7,318,833	1,317,911	(20,981)	7,878,546	7,989,664	559,713	107.65%	69.84%
EXPENDITURES										
35	Food Services	$ 8,171,868	9,429,997	430,053	214,265	6,841,444	8,602,921	2,588,553	72.55%	71.09%
	Total Expenditures	$ 8,171,868	9,429,997	430,053	214,265	6,841,444	8,602,921	2,588,553	72.55%	71.09%
	Excess (Deficiency) of Revenues Over (Under) Expenditures	$ (1,166,227)	(2,111,164)	887,858	(235,246)	1,037,102	(613,257)	3,148,266		
OTHER FINANCING SOURCES (USES)										
7900	Other Sources	-	-	-	-	565,252	-	565,252		
8900	Other Uses	-	-	-	-	-	-	-		
	Total Other Financing Sources (Uses)	$ -	-	-	-	565,252	-	565,252		
	Total Changes in Fund Balances	$ (1,166,227)	(2,111,164)	887,858	(235,246)	1,602,354	(613,257)	3,713,518		
Fund Balances, Beginning		2,445,387	3,092,933			3,092,933	3,822,443	-		
Fund Balances, Ending		$ 1,279,160	981,769			4,695,287	3,209,186	3,713,518		

Waco Independent School District

EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT

CHILD NUTRITION FUND

For the Period Ended August 31, 2021

		Payroll Costs	Purchased & Contracted Services	Supplies & Materials	Other Operating Costs	Debt Services	Capital Outlay	Total Year-to-Date 8/31/2021	*(Memo)* Total Year-to-Date 8/31/2020
		6100	6200	6300	6400	6500	6600	6000	6000
35	Food Services	$ 2,703,629	3,153,637	941,349	10,427	-	32,402	6,841,444	8,602,921
	Total Expenditures & Encumbered Funds	$ 2,703,629	3,153,637	941,349	10,427	-	32,402	6,841,444	8,602,921

Waco Independent School District

BALANCE SHEET

DEBT SERVICE FUND

As of August 31, 2021

ASSETS		
Cash and Temporary Investments	$	4,853,823
Property Taxes Receivable, Net of Allowance of $447,960		315,295
Due from Other Funds		23,736
Total Assets	$	5,192,854
LIABILITIES		
Due to Other Governments	$	26,509
Total Liabilities	$	26,509
DEFERRED INFLOWS OF RESOURCES		
Unavailable Revenues - Property Taxes	$	315,295
Total Deferred Inflows of Resources	$	315,295
FUND BALANCES		
Restricted Fund Balance	$	4,851,050
Total Fund Balances	$	4,851,050
Total Liabilities and Fund Balances	$	5,192,854

Waco Independent School District

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended August 31, 2021

DEBT SERVICE FUND

	Adopted Budget	Amended Budget	Monthly Current 8/31/2021	(Memo) Monthly Prior Year 8/31/2020	Year-to-Date Current 8/31/2021	(Memo) Year-to-Date Prior Year 8/31/2020	Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget
REVENUES									
LOCAL SOURCES									
5710 Local Property Taxes	$ 13,923,690	13,923,690	58,477	56,444	14,187,130	13,859,011	263,440	101.89%	97.05%
5740 Other Local Revenue	1,504,979	1,504,979	1,914	13,547	1,169,993	1,310,958	(334,986)	77.74%	100.61%
Total Local Sources	$ 15,428,669	15,428,669	60,391	69,991	15,357,123	15,169,969	(71,546)	99.54%	97.34%
STATE SOURCES									
5820 Other State Program (TEA)	$ -	-	(23,736)	(26,509)	309,286	309,070	309,286	0.00%	0.00%
Total State Sources	$ -	-	(23,736)	(26,509)	309,286	309,070	309,286	0.00%	0.00%
Total Revenues	$ 15,428,669	15,428,669	36,655	43,482	15,666,409	15,479,039	237,740	101.54%	99.33%
EXPENDITURES									
71 Debt Service	$ 13,666,000	14,702,833	10,531,413	8,533,981	14,684,939	14,339,950	17,894	99.88%	100.00%
97 Payments to Tax Increment Fund	1,472,979	1,472,979	1,162	9,042	1,158,034	1,205,398	314,945	78.62%	102.76%
Total Expenditures	$ 15,138,979	16,175,812	10,532,575	8,543,023	15,842,973	15,545,348	332,839	97.94%	100.21%
Excess (Deficiency) of Revenues Over (Under) Expenditures	$ 289,690	(747,143)	(10,495,920)	(8,499,541)	(176,564)	(66,309)	570,579		
OTHER FINANCING SOURCES (USES)									
7900 Other Sources	-	124,160,123	-	-	124,160,122	-	(1)		
8900 Other Uses	-	(123,123,290)	-	-	(123,123,290)	(16)	-		
Total Other Financing Source (Uses)	$ -	1,036,833	-	-	1,036,832	(16)	(1)		
Total Changes in Fund Balances	$ 289,690	289,690	(10,495,920)	(8,499,541)	860,268	(66,325)	570,578		
Fund Balances, Beginning	3,974,721	3,990,782			3,990,782	4,057,107	-		
Fund Balances, Ending	$ 4,264,411	4,280,472			4,851,050	3,990,782	570,578		

Waco Independent School District

Statement of Net Position

Proprietary Fund

As of August 31, 2021

	Governmental Activities Internal Service Fund
Assets	
Current assets:	
Due from other funds	$ 4,755,244
Other receivables	9,361
Prepaid items-health insurance	5,000
Total Assets	$ 4,769,605
Liabilities	
Current liabilities:	
Accounts payable	$ 216,916
Other current liabilities	849,231
Health claims payable	145,931
Total current liabilities	$ 1,212,078
Total liabilities	$ 1,212,078
Net position	
Unrestricted net position	$ 3,557,527
Total net position	$ 4,769,605

Waco Independent School District

Statement of Revenues, Expenses, and Changes in Net Position
Budget and Actual
For the Period Ended August 31, 2021

Proprietary Fund
Governmental Activities - Internal Service Fund

	Budget	Monthly Current 8/31/2021	*(Memo)* Monthly Prior Year 8/31/2020	Year-to-Date Current 8/31/2021	*(Memo)* Year-to-Date Prior Year 8/31/2020	Difference Budget to Current Year-to-Date	CY YTD As % of Budget	PY YTD As % of Budget
Operating revenues:								
Employee contributions:								
Group health	$ 2,948,000	$ 259,493	$ 447,430	$ 3,082,481	$ 3,784,453	$ 134,481	104.56%	127.64%
Assessments to other funds:								
Group health	9,203,000	756,764	773,349	9,278,901	9,216,932	75,901	100.82%	101.61%
Unemployment	54,000	19,181	4,750	69,491	54,455	15,491	128.69%	139.63%
Workers compensation	459,000	20,426	3,820	220,497	459,424	(238,503)	48.04%	117.20%
Prescription drug rebates	632,000	224,616	-	880,299	-	248,299	139.29%	0.00%
Total operating revenues	$ 13,296,000	1,280,480	1,229,349	13,531,669	13,515,264	235,669	101.77%	108.41%
Operating expenses:								
Administrative fees	$ 1,281,700	95,067	111,761	1,438,963	1,253,253	(157,263)	112.27%	105.58%
Claims expense:								
Medical claims	6,781,900	975,626	886,176	7,114,685	6,448,398	(332,785)	104.91%	102.48%
Prescription drug claims	3,215,100	391,006	323,135	3,541,801	2,866,651	(326,701)	110.16%	87.58%
Unemployment	88,200	-	-	70,668	172,087	17,532	80.12%	441.25%
Workers compensation	299,200	-	3,738	165,446	153,906	133,754	55.30%	45.53%
Wellness Program	-	-	-	2,705	-	(2,705)	#DIV/0!	0.00%
Stop-loss insurance	1,629,900	132,935	126,465	1,575,780	1,481,865	54,120	96.68%	110.76%
Total operating expenses	$ 13,296,000	1,594,634	1,451,275	13,910,048	12,376,160	(614,048)	104.62%	99.27%
Change in net position	$ -	(314,154)	(221,926)	(378,379)	1,139,104	(378,379)		
Net position:								
Net position, beginning	$ 3,935,906			3,935,906	2,726,801	-		
Net position, ending	$ 3,935,906			$ 3,557,527	$ 3,865,905	$ (378,379)		

Waco Independent School District

Statement of Cash Flows

For the Period Ended August 31, 2021

	Proprietary Fund
	Governmental Activities
	Internal Service Fund
Cash flows from operating activities:	
Cash received from employee contributions	$ 259,493
Cash received from assessments to other funds	796,371
Cash received from prescription drug rebates	224,616
Cash payments for claims	(1,366,632)
Cash payments for stop loss premiums	(132,935)
Cash payments for professional and contracted services	(95,067)
Net cash provided by operating activities	$ (314,154)
Net increase in cash and cash equivalents	$ (314,154)
Cash and cash equivalents at beginning of year	-
Cash and cash equivalents at end of year	$ (314,154)
Reconciliation of operating income to net cash provided by operating activities:	
Operating income	$ (314,154)
Effects of increases and decreases in current assets and liabilities:	
Increase in due from other funds	(71,635.00)
Decrease in other receivables	26,654.00
Decrease in prepaid items	186,000.00
Decrease in accounts payable	(18,407.00)
Increase in current liabilities	46,311.00
Increase in claims liability	145,231.00
Net cash provided by operating activities	$ -

Waco Independent School District
Business & Financial Services

Sheryl Davis
Chief Finance Officer

P.O. Box 27, Waco, Texas 76703
Phone: 254-755-9440

October 25, 2021

Board of Trustees
Waco Independent School District
Waco, Texas

Following is the quarterly summary of cash and investments held by the school district as of August 31, 2021. As of that date, the District had approximately $10.3 million in on demand deposits at Extraco Bank. Another $27.7 million was deposited in other FDIC insured investments including: $5.9 million in the Texas Term Certificate of Deposit program, $10.0 million in a TFNB Insured Deposit Program, and $11.8 million in a Landing Rock Funds account. The Landing Rock Fund is a liquid investment alternative that combines no risk (100% FDIC insured) with a higher yield than we were achieving through the insured cash shelter account. The District's investments in public funds investment pools totaled $30.4 million.

As of August 31, 2021, the District had accrued interest on investments totaled $31,814.

Total cash and investments for the District as of August 31, 2021, was $74.4 million. This is down $17.2 million from total cash and investments at the end of the last quarter. Approximately $4.8 million of the total cash and investments is restricted for debt service with $2.9 million for Child Nutrition Services.

Also attached is the cash flow projection for the quarter ending August 31, 2021. If you have any questions, please do not hesitate to call.

Sheryl Davis
Chief Finance Officer
Business and Financial Services

Waco Independent School District

CASH AND INVESTMENT REPORT

For the Quarter Ended August 31, 2021

REPORT OF INVESTMENT ACTIVITY

Description	Coupon or Average Rate of Return	Weighted Average Maturity or Maturity Date	Market Value 5/31/2021	Book Value 5/31/2021	Interest Earnings	Purchases & Transfers In	Sales & Transfers Out	Changes in Market Value	Market Value 8/31/2021	Book Value 8/31/2021	Accrued Interest
CASH IN DEPOSITORY (EXTRACO):											
Operating Revenues	0.000%		$ 84,848	$ 84,848	$ -				$ 233,196	$ 233,196	$ -
Accounts Payable	0.000%		4,648,070	4,648,070	-				5,354,001	5,354,001	-
Payroll	0.000%		197,106	197,106	-				750,902	750,902	-
District Activity	0.050%		918,569	918,569	119				972,340	972,340	-
Child Nutrition Services	0.050%		2,631,625	2,631,625	337				2,695,896	2,695,896	-
High Yield Money Market	0.100%		250,492	250,492	63				250,555	250,555	-
Total Cash in Depository (Extraco)			8,730,710	8,730,710	520				10,256,891	10,256,891	-
FDIC INSURED INVESTMENTS:											
Texas Term-Certificate of Deposit Program											
General Fund			7,607,000	7,607,000	71,097	$ 744,000	$ (2,655,000)	$ -	5,696,000	5,696,000	16,328
Child Nutrition Services			248,000	248,000	-	-	-	-	248,000	248,000	130
Landing Rock-FDIC Insured Deposit Program											
General Fund	0.250%		8,576,216	8,576,216	5,405	-	-	-	8,581,622	8,581,622	-
Debt Service Fund	0.250%		3,177,747	3,177,747	2,003	-	-	-	3,179,750	3,179,750	-
TFNB-FDIC Insured Deposit Program	0.500%		7,020,068	7,020,068	8,852	-	-	-	7,028,920	7,028,920	-
TFNB-FDIC Insured Deposit Program	0.300%		3,002,590	3,002,590	2,271	-	-	-	3,004,860	3,004,860	-
Total Other FDIC Insured Investments			29,631,621	29,631,621	89,629	744,000	(2,655,000)	-	27,739,152	27,739,152	16,459
PUBLIC FUNDS INVESTMENT POOLS											
LONE STAR: (S&P Rating = AAAm)											
Corporate Overnight Plus Fund	0.106%	81	1,005,925	1,005,925	232	-	-	-	1,006,157	1,006,157	-
Government Overnight Fund	0.005%	46	3,745,669	3,745,669	48	-	-	-	3,745,718	3,745,718	-
TEXAS CLASS: (S & P AAAm)											
General Fund	0.072%	54	4,892,053	4,892,053	711	-	-	-	4,892,764	4,892,764	-
TEXASDAILY: (S&P Rating = AAAm)											
General Fund	0.040%	42	22,496	22,496	13	3,760,506.26	(3,495,118.04)	-	287,897	287,897	-
Child Nutrition Services	0.040%	42	695	695	0	-	(371)	-	324	324	-
TEXPOOL: (S&P Rating = AAAm)											
General Fund	0.010%	30	27,267,656	27,267,656	815	35,499,860	(44,011,662)	-	18,756,669	18,756,669	-
Debt Service Fund	0.010%	30	11,960,917	11,960,917	401	234,663	(10,532,164)	-	1,663,817	1,663,817	-
Total for Public Funds Investment Pools			48,895,411	48,895,411	2,221	39,495,029	(58,039,314)	-	30,353,346	30,353,346	-
Total Cash and Cash Equivalents			87,257,742	87,257,742	92,369	40,239,029	(60,694,314)	-	68,349,389	68,349,389	16,459
INVESTMENTS by Net Asset Value (NAV)											
Texas Term-Child Nutrition Services	0.160%	8/31/2021	283,404	283,404	335	-	(283,739)	-	-	-	-
Texas Term-General Fund	0.120%	8/3/2021	749,423	749,423	445	-	(749,868)	-	-	-	-
Texas Term-General Fund	0.100%	11/1/2021	796,020	796,020	390	-	-	-	796,411	796,411	158
Texas Term-General Fund	0.100%	11/1/2021	475,000	475,000	236	-	-	-	475,236	475,236	259
Texas Term-General Fund	0.120%	11/24/2021	1,499,842	1,499,842	1,322	-	-	-	1,501,164	1,501,164	915
Texas Term-General Fund	0.080%	12/23/2021	500,000	500,000	261	-	-	-	500,261	500,261	13,778
Texas Term-General Fund	0.070%	2/2/2022	-	-	263	750,000	-	-	750,263	750,263	41
Texas Term-General Fund	0.060%	2/14/2022	-	-	342	1,000,000	-	-	1,000,342	1,000,342	70
Texas Term-General Fund	0.090%	4/1/2022	-	-	656	1,000,000	-	-	1,000,656	1,000,656	135
Total Investments			4,303,689	4,303,689	4,250	2,750,000	(1,033,608)	-	6,024,332	6,024,332	15,356
Total Cash, Cash Equivalents, and Investments			$ 91,561,431	$ 91,561,431	$ 96,619	$ 42,989,029	$ (61,727,922)	$ -	$ 74,373,720	$ 74,373,720	$ 31,814

We believe the data presented for the quarter ended May 31 ,2021 are accurate in all material respects, and are presented in a manner that fairly sets forth the investment standing of the Waco Independent School District.
This report was prepared in compliance with the Waco Independent School District's Investment Policy and the Public Funds Investment Act of the State of Texas.

Waco Independent School District

CASH AND INVESTMENT REPORT

For the Quarter Ended August 31, 2021

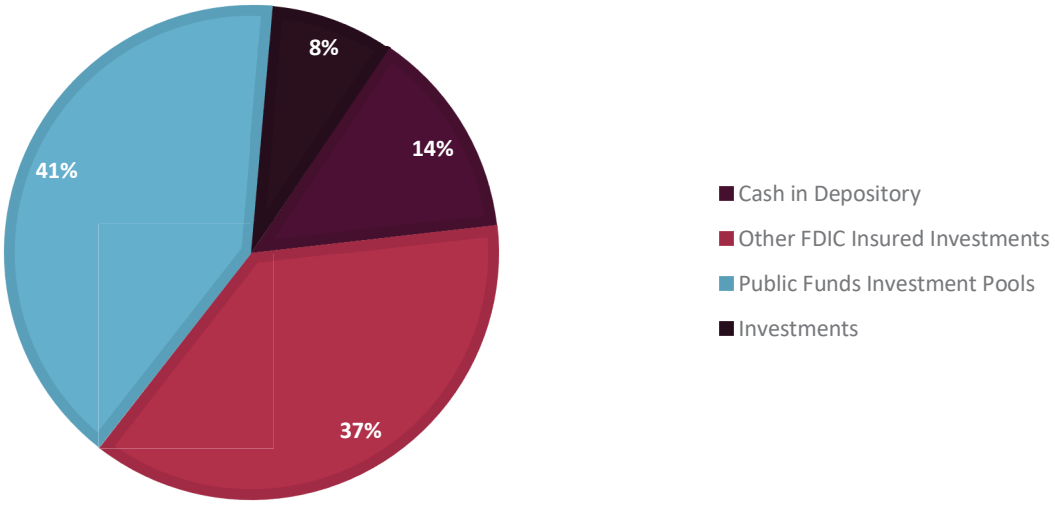
REPORT OF INVESTMENT ACTIVITY

Description	Coupon or Average Rate of Return	Weighted Average Maturity or Maturity Date	Market Value 5/31/2021	Book Value 5/31/2021	Interest Earnings	Purchases & Transfers In	Sales & Transfers Out	Changes in Market Value	Market Value 8/31/2021	Book Value 8/31/2021	Accrued Interest

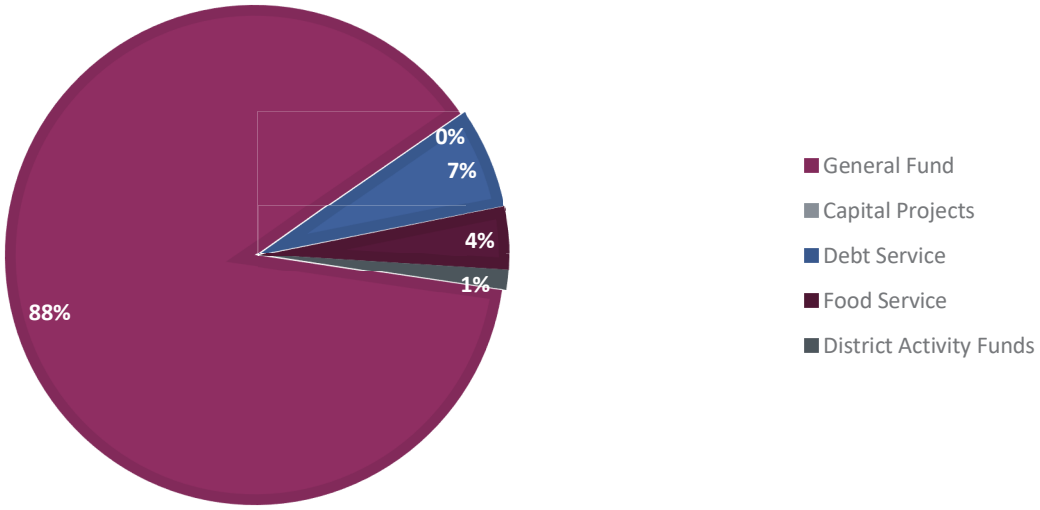
Sheryl Davis — 7/22/2021 (Date)
Chief Financial Officer

Sherry Smith — 7/22/2021 (Date)
Director of Business Services

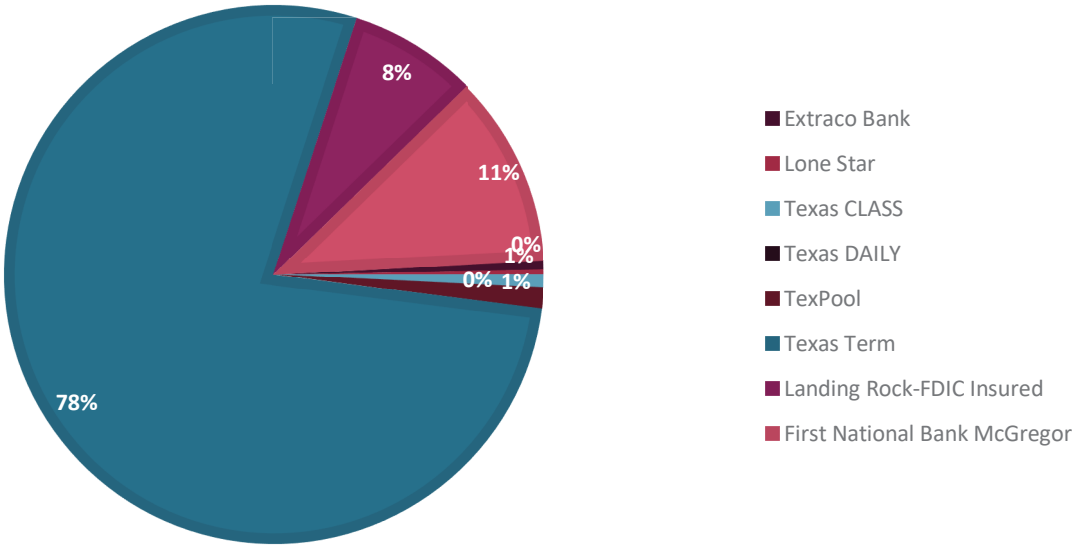
PORTFOLIO COMPOSITION BY INVESTMENT



PORTFOLIO COMPOSITION BY FUND



INTEREST EARNINGS BY ISSUER



Waco Independent School District

CASH FLOW PROJECTIONS

For the Quarter Ended August 31, 2021

	September	October	November
Cash and Cash Equivalents, Beginning Balance	**$ 74,373,720**	***$ 68,451,367***	***$ 69,192,960***
Tax Revenue	*(147,128)*	*1,951,116*	*4,335,069*
Investment Earnings Revenue	*11,954*	*39,552*	*24,492*
Other Local Revenue	*800,472*	*739,504*	*707,377*
State Revenue	*15,305,247*	*12,542,931*	*7,184,944*
Federal Revenue	*660,895*	*1,923,757*	*2,726,274*
Payroll Disbursements	*(6,931,612)*	*(6,933,757)*	*(6,949,464)*
Accounts Payable Disbursements	*(15,622,181)*	*(9,521,509)*	*(6,248,456)*
Cash and Cash Equivalents, Ending Balance	*$ 68,451,367*	*$ 69,192,960*	*$ 70,973,197*

2021 Actual Tax Collections (Net of TIF Pass-through)

	Current Year's Levy	Prior Years' Levy	Penalty & Interest	Total
September, 2019	$ -	$ 292,572	$ 43,977	$ 336,549
October	2,060,338	(127,750)	34,302	1,966,889
November	4,260,185	144,158	(34,227)	4,370,116
December	18,706,401	148,350	36,934	18,891,685
January, 2020	19,138,496	111,218	29,065	19,278,779
February	28,484,081	324,171	169,983	28,978,235
March	2,152,231	521,298	143,698	2,817,226
April	1,065,862	105,592	167,258	1,338,712
May	572,723	61,268	96,030	730,021
June	415,353	26,924	74,655	516,932
July	300,493	76,070	67,445	444,007
August	205,105	58,212	66,559	329,877
Total Collections	$ 77,361,268	$ 1,742,083	$ 895,677	$ 79,999,029

2022 Actual and Projected Tax Collections

	Current Year's Levy	Prior Years' Levy	Penalty & Interest	Total
September, 2020	$ -	$ (179,099)	$ 31,970	$ (147,128)
October	*2,043,814*	*(126,725)*	*34,026*	*1,951,116*
November	*4,226,020*	*143,002*	*(33,953)*	*4,335,069*
December	*18,556,383*	*147,160*	*36,638*	*18,740,181*
January, 2021	*18,985,012*	*110,326*	*28,832*	*19,124,171*
February	*28,255,649*	*321,571*	*168,619*	*28,745,840*
March	*2,134,971*	*517,117*	*142,546*	*2,794,633*
April	*1,057,314*	*104,746*	*165,916*	*1,327,976*
May	*568,130*	*60,776*	*95,260*	*724,166*
June	*412,022*	*26,708*	*74,056*	*512,786*
July	*298,083*	*75,460*	*66,904*	*440,447*
August	*203,460*	*57,746*	*66,025*	*327,231*
Total Collections	$ 76,740,859	$ 1,258,788	$ 876,840	$ 78,876,487

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: **S. Davis / C. Reece**

RE: Adult Meal Pricing Increase Effective November 1, 2021

==========

Background Information:

On October 18, 2021, the Waco ISD received communication from the Texas Department of Agriculture regarding a change in the annual adult breakfast pricing model. In the past, the value of USDA Foods (Commodities) was not required to be included in the per-meal calculation used in pricing adult breakfast.

However, the breakfast pricing update states that if we use any USDA foods (brown box or processing) in the preparation of breakfast, we must include the full USDA foods value (not just the average value for our menu cycle) in the adult meal calculation.

On August 26, 2021, the Board approved a $0.05 increase in adult paid breakfast, taking the breakfast price to $2.35. Based on the update, we re-calculated the adult breakfast pricing to include USDA foods per-meal value of $0.3975. The calculation resulted in a minimum adult breakfast price of $2.75.

The increase will be effective November 1, 2021.

Fiscal Implications:

Revenues from the increase will be utilized in the 2021-2022 Child Nutrition budget.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve an increase in the adult breakfast meal price, effective November 1, 2021, as follows:

Adult and non-student breakfast from $2.35 to $2.75

WACO I.S.D.

Adult Breakfast Meal Pricing for SY 2021-2022

The charge for adult breakfast meal prices is at least the amount of reimbursement received for a free breakfast added to the severe need breakfast reimbursement and added to the per-meal value of USDA-donated foods.

Method 2

Using Free Reimbursement Rate for Breakfast

Add the rate of federal reimbursement for a free student breakfast to the severe need breakfast reimbursement to the per-meal value of USDA-donated commodities.

Federal Reimbursement rate for Free Breakfast	July 1, 2021 - June 30, 2022	$ 1.97
Federal Reimbursement rate for Severe Need Breakfast	July 1, 2021 - June 30, 2022	$ 0.38
USDA Foods Rate	July 1, 2021 - June 30, 2022	$ 0.3975
Total Minimum Adult Breakfast Price		**$ 2.7475**

Note: adult pricing must be at least the amount of reimbursement received for a free breakfast + the amount of reimbursement for a severe need breakfast + the USDA-donated food per meal value.

So, Minimum Adult Breakfast Pricing should be	**$2.75**
Current Waco ISD SY 2021-2022 Adult Breakfast Price	**$2.35**
Recommended Adult Breakfast Price for SY 2021-2022	**$2.75**
Recommended Adult Breakfast Price Increase for SY 2021-2022	**$0.40**

Increase of $0.40

Waco Independent School District

Board of Trustee Meeting Agenda

Date: October 28, 2021 **Contact Person**: Dr. Josie Gutierrez

RE: 2021-2022 Campus Improvement Plans

==========

Background Information:

At the August 26, 2021, Regular meeting, the Board approved the 2021-2022 District Improvement Plan. Since that time, the Superintendent and district level leaders have actively partnered with campus principals to ensure that campus improvement plans are aligned to the District Improvement Plan and meet policy requirements. The plans have been designed to serve as a guide for the work that will be done to improve student achievement.

Campus improvement plans can be accessed through the "extras" link on the BoardBook or at wacoisd.org/2021CIPS.

Fiscal Implications:

Goals, objectives and activities drive the annual budgeting process.

Administrative Recommendations:

Approve campus improvement plans as presented.

Waco Independent School District

Bell's Hill Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Bell's Hill Elementary will ensure a safe environment by educating, supporting, and motivating young minds through innovative and technological learning to foster character and leaders of tomorrow.

Vision

Bell’s Hill Elementary is a place where we prepare lifelong learners to achieve academic excellence and to rise above adversity while building a strong community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bell's Hill Elementary is a neighborhood school located within Waco ISD. For the 2020-2021 school year, there were 729 students.

- 96% of our students are economically disadvantaged.
- 47% of our students are female and 53% are male.
- 93% of our students are Hispanic, 3% are African American, and 3% are White.
- 74% of our students are considered at-risk because they are struggling academically or behaviorally, are identified as LEP, have been retained, or are homeless.
- 47% of our students are LEP learners.
- 11% of our students are receiving special education services, including functional academics, PPCD, and speech.
- 5% of our students are classified as gifted and talented.
- 6% of our students are identified dyslexic.
- 17% are served through RtI programs.
- Our mobility rate is 10.2%, which is below the state average of 16%.
- Our yearly attendance rate is 93.4%.

We anticipate our student population being similar for the 2021-2022 school year.

Due to COVID-19, some of our students were remote learners. During the first 6-weeks 63% of students were in-person, and we ended the school year with 92% being in-person. While the majority of our remote learners engaged regularly and completed all assigned tasks, some teachers had difficulty getting some students to be highly engaged. Students learning in-person had interruptions with in-person learning due to personal and/or class quarantines.

All of our teachers are certified to teach in their areas of instruction by SBEC. Teachers receive feedback through the use of T-TESS observations and walk-throughs. Conferences are held with teachers and administration to discuss data and make plans for growth. Teachers attend professional development to improve and gain new and innovative teaching ideas.

We are a ConnectED and an Apple Distinguished School. We are an open enrollment and neighborhood school. Bell’s Hill Elementary, which educates pre-kindergarten through fifth grade students, was built in the 1920’s, with additions in 1954 and 1988. The school was completely rebuilt in 2012.

Captain Joseph D. Bell dug an artesian well in 1889 on the site and created “Geyser City.” The Bell Water Company operated for years and evolved into a mineral water health

spa until the artesian wells went dry. A Texas historical marker was placed on the site in January 1999.

Demographics Strengths

Due to being a neighborhood school, most of our students come from similar backgrounds. Our mobility rate is low compared to the WISD average. Many of our students complete all of their elementary education at Bell's Hill. In some cases, we are now seeing the second and third generation of families attending Bell's Hill.

Our student population is predominantly Hispanic. 50% of students are identified as LEP, so most of our teachers are ESL or bilingual certified. This allows for targeted instruction for our LEP population in addition to utilizing best practices and strategies for all student learners.

Teachers attend professional development to improve their instructional techniques. Campus administration works with district content specialists to provide tailored content-specific training based on the needs of teachers and students.

Struggling teachers are provided with support by administration, instructional specialists, and other teachers. These teachers are also asked to attend professional development in their area(s) of weakness and curriculum support meetings provided by district content specialists. Identified teachers attend data meetings with the principal and assistant principal after each TCA (Taught Curriculum Assessment) to discuss student performance and to discuss strategies for targeted intervention.

Grade-level teams support one another through weekly common planning and idea sharing. Instructional specialists provide planning support during these meetings.

There are multiple support services provided to meet student needs (i.e. SIT teachers, literacy aides, behavioral supports, etc.). We are continuing to identify students with dyslexia and provide them the support services they need. Our goal is to identify students in primary grades (K-2) so they do not struggle through elementary school.

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LEP students are not meeting exit criteria before leaving Bell's Hill to go to middle school. **Root Cause:** Teachers need continued professional development on best instructional practices, strategies and materials to implement for targeted instruction.

Problem Statement 2 (Prioritized): Students are working below grade level, thus not meeting current expectations and becoming prepared for the next grade. **Root Cause:** Students need intense vocabulary instruction and structured experiences to make real-world connections to their learning.

Problem Statement 3 (Prioritized): Average daily attendance is below 97% for the school year. **Root Cause:** The campus needs to stress the importance of regular attendance in school to parents and students with excessive absences and tardies.

Student Learning

Student Learning Summary

STAAR Data

2021.2022

	Math			Reading			Writing/Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd grade	50	14.4	3.8	55.7	24	7.69			
4th grade	39.6	21.7	10.3	45.2	18.8	5.6	38.3	12.15	0.93
5th grade	79.8	60.6	36.36	80.6	50	27.5	70	33	10

Ren360 Data

Below is the Renaissance 360 data for reading and math. It shows the number of students who fall under each percentile.

Math				
	Below 25th Percentile	25th to 49th	50th to 74th	75th & Above
1st BOY	18	31	41	18
1st MOY	13	30	32	25
1st EOY	24	31	35	27
2nd BOY	35	20	25	19
2nd MOY	34	28	21	17
2nd EOY	41	18	20	11
3rd BOY	20	32	26	22
3rd MOY	17	15	38	29
3rd EOY	25	20	29	28
4th BOY	32	24	30	14
4th MOY	36	25	21	18
4th EOY	39	22	19	29
5th BOY	25	20	31	25
5th MOY	17	20	29	33
5th EOY	15	19	29	36
	Below 25th Percentile	25th to 49th	50th to 74th	75th & Above
1st BOY	34	28	15	23
1st MOY	34	28	20	18

Math				
1st EOY	34	14	14	30
2nd BOY	36	25	24	15
2nd MOY	41	25	14	13
2nd EOY	44	18	20	7
3rd BOY	41	29	21	8
3rd MOY	45	24	21	12
3rd EOY	40	29	24	11
4th BOY	54	24	16	6
4th MOY	57	22	18	7
4th EOY	58	23	21	7
5th BOY	43	38	14	6
5th MOY	32	40	19	8
5th EOY	32	35	28	6

Student Learning Strengths

Our teachers work to meet the needs of their students by differentiating instruction through small groups, in-school tutoring, and before/after school tutoring. We use SIT teachers to help work with struggling students on skills that have not been mastered. Teachers work collaboratively with their team.

Our campus has a variety of resources available, including instructional aides, RESET, book club volunteers, SIT teachers, etc., to help ensure academic success for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English language (EL) students consistently perform lower than the campus as a whole in all areas of STAAR testing. **Root Cause:** Campus needs to provide additional strategies, resources, and supports to teachers who are teaching EL students and monitor the performance of this student population on common assessments.

Problem Statement 2 (Prioritized): Students who are performing well are not receiving enrichment unless they are identified GT. **Root Cause:** Campus needs to focus on providing enrichment to all student populations rather than GT students only.

School Processes & Programs

School Processes & Programs Summary

For the 2021-2022 school year, we are planning to have 49 teachers on campus. 38 of these teachers will be classroom teachers in pre-k through 5th grade. Our professional staff retention rate between the 2020-2021 and 2021-2022 school year is 88%.

Teachers are recruited through the WISD Teacher Job Fair, the Baylor PDS intern program, and the WISD Grow-Your-Own program. First year teachers are assigned a mentor teacher, typically within their grade-level team. The mentor works closely with the novice teacher in lesson planning and instructional practices. Teachers that have experience but are new to our campus are assigned a "go-to" teacher on their grade level to help them become familiar with campus practices.

Teachers follow the district scope and sequence in their lesson planning to ensure student learning is aligned to state standards and instructional needs are met. Teachers use district and campus-provided curriculum, resources, and materials for teaching required content. Grade levels meet to discuss instructional needs and upcoming content to promote continuity and mastery of TEKS. Common planning and assessments were used for the 2020-2021 school year to help monitor student and classroom achievement. Students are assessed using common assessments, TCAs, Ren360 and BAS. This data is used to help drive instruction and intervention.

Students receive needed interventions through small groups and/or one-on-one instruction by either the classroom teacher or pull-out support. The SAT committee meets every six weeks to look at the progression of identified RtI students and any other students who need to be monitored.

Staff work together to meet the needs of every student. Teachers have the same or similar expectations for their classes, which promotes students' success and preparation for the next grade level. Because of continuity between classes, students understand expectations and strive to meet these expectations.

Seven teachers are part of the Campus Decision Making Committee and one teacher is our representative for the Quality District Advisory Committee.

A variety of instructional technology is available to teachers and students. Because of the ConnectEd grant through Apple, Bell's Hill is a one-to-one campus for iPad devices. Each classroom is equipped with an Apple TV, a projector and a document camera. Additionally, there are four computer labs available on campus. Teachers are provided a MacBook Air, iPad mini, and access to a printer. Other instructional staff are provided with an iPad mini. With this technology, teachers and staff members are able to provide engaging and real-world experiences while students are able to show their learning in new and innovative ways in all content areas. Bell's Hill was named an Apple Distinguished School by Apple for the school years 2018-2021. We are currently reapplying for the title.

School Processes & Programs Strengths

We recruit teachers who are certified to teach their assigned grade level/content area. For the 2021-2022 school year, our retention rate is 88% due to teachers relocating to other places or retiring.

Teachers participate in grade level meetings with instructional specialists to ensure all TEKS are being taught based on the current scope and sequence. PLCs are used to disaggregate data and make needed adjustments to instruction. This data is used to identify students in need of assistance and target areas of reteach. If students are having difficulty, teachers reteach the students through whole group, small group, and individualized instruction. We strive to identify struggling students so that interventions are provided to close the gap in learning and guide the SAT team to the appropriate recommendation of needed services. The SAT committee meets with teachers individually to discuss each student who is or has been struggling academically and/or behaviorally. SIT teachers provide additional instruction to RtI-tiered students. Teachers work towards the same goal of increasing rigor to fully prepare students for the next grade level.

Teachers' schedules are set based on district requirements for reading and mathematics instructional time.

100% of teachers have completed the requirements to be Apple Teachers. This helps to improve implementation of the use of Apple devices in the classroom. Additionally, teachers are offered the opportunity to further their professional development by completing other online trainings provided by Apple for ConnectEd campuses. Our students and teachers enjoy using technology to enhance learning and engagement. The Technology TEKS are being implemented and students are utilizing 21st-century learning skills.

Literacy aides provide assistance in pre-kindergarten and kindergarten classrooms. Literacy aides provide support to the classroom teacher and students during whole group and small group instruction. SIT paras will provide support in reading and math.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers lack adequate training for district and campus programs and initiatives. **Root Cause:** Teachers need in-depth training and support to implement new initiatives and understand campus and district expectations.

Problem Statement 2 (Prioritized): There is a lack of rigor in questioning and student products. **Root Cause:** Teachers need additional training and planning to implement strategies used for higher-order thinking.

Problem Statement 3: Classroom instruction and activities do not always align to TEKS specificity and rigor. **Root Cause:** Lesson plans lack rigor, authentic engagement, depth and are completed for compliance.

Perceptions

Perceptions Summary

According to student and staff surveys, both students and staff view relationships and our overall campus climate to be positive and a safe place.

Counselors provide bi-monthly guidance lessons that promote good citizenship, character development, and anti-bullying behaviors. Additionally, our third graders participate in an anti-bullying program presented by Angel Paws.

We also have two behavior paraprofessionals who work with students to overcome inappropriate behaviors through utilizing behavior interventions and implementing Safe & Civil Schools. We currently have four students identified through RtI for behavior.

Bell's Hill has high family and community involvement as a result of its status as a neighborhood school. Education is a high priority for the majority of families whose children attend Bell's Hill.

Conferences are offered to all parents in the fall and spring semesters each year. In previous years, parents were able to come to school and see what their students have been learning and their progress in school. Teachers are available to meet with any parents who have additional questions or concerns via Zoom, Seesaw or over the telephone due to COVID-19.

A wide range of activities is provided throughout the year beginning with Meet the Teacher/Open House in August and an annual Enchilada Dinner in September. The Enchilada Dinner is a 30-plus year tradition. Each grade level participates in a fine arts event on a designated night during the year. We also have a Health Fair which is a night dedicated to providing information on healthy lifestyles. Due to the global pandemic, our parent involvement activities will be cancelled or moved to a virtual format.

Adopt-a-School partners from several groups in the community are actively involved with our campus and provide support to students through weekly reading opportunities.

Perceptions Strengths

Bell's Hill has established high expectations for student achievement and students work hard to meet those expectations. Behavior management systems are in place to keep students in the classroom learning.

Bell's Hill has an average of more than 60% parent involvement in programs held after school. The campus creates a yearly Parent Involvement calendar to provide opportunities for each grade level to have at least one event for parents to attend.

All notes sent home from the office are in both English and Spanish. Spanish-speaking staff members are available to provide translation during parent-teacher conferences, meetings, and/or night events.

Parents and community members are invited to attend Campus Decision Making Committee meetings. An end-of-the-year survey is done to ensure parents have an opportunity to provide input.

Attached to the campus is the Bell's Hill Community Clinic which provides health care to the families in our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some parents feel positive communication between the classroom teacher/school and themselves could improve. **Root Cause:** Parent conferences need to be held throughout the year to share student progress (both academically and behaviorally) and results from common assessments. The campus needs to utilize multiple sources of communication to reach a greater number of parents.

Priority Problem Statements

Problem Statement 1: LEP students are not meeting exit criteria before leaving Bell's Hill to go to middle school.

Root Cause 1: Teachers need continued professional development on best instructional practices, strategies and materials to implement for targeted instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are working below grade level, thus not meeting current expectations and becoming prepared for the next grade.

Root Cause 2: Students need intense vocabulary instruction and structured experiences to make real-world connections to their learning.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Average daily attendance is below 97% for the school year.

Root Cause 3: The campus needs to stress the importance of regular attendance in school to parents and students with excessive absences and tardies.

Problem Statement 3 Areas: Demographics

Problem Statement 4: English language (EL) students consistently perform lower than the campus as a whole in all areas of STAAR testing.

Root Cause 4: Campus needs to provide additional strategies, resources, and supports to teachers who are teaching EL students and monitor the performance of this student population on common assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students who are performing well are not receiving enrichment unless they are identified GT.

Root Cause 5: Campus needs to focus on providing enrichment to all student populations rather than GT students only.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teachers lack adequate training for district and campus programs and initiatives.

Root Cause 6: Teachers need in-depth training and support to implement new initiatives and understand campus and district expectations.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a lack of rigor in questioning and student products.

Root Cause 7: Teachers need additional training and planning to implement strategies used for higher-order thinking.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Some parents feel positive communication between the classroom teacher/school and themselves could improve.

Root Cause 8: Parent conferences need to be held throughout the year to share student progress (both academically and behaviorally) and results from common assessments. The

campus needs to utilize multiple sources of communication to reach a greater number of parents.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Section 504 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase student achievement.

Performance Objective 1: Increase student achievement to 75% growth for all student groups in reading and math.

Evaluation Data Sources: Ren360, TxKea, Circle, TCAs, Interim Assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement Data-Driven Instruction (DDI) to review student achievement data and identify areas of instruction that need additional focus through reteach plans. Ensure instructional specialists are available to assist with data-driven instructional planning, in-class instructional support and professional development for teachers. **Strategy's Expected Result/Impact:** Creation of processes around DDI will be used in data meetings; meeting notes with identified TEKS that provide most leverage will be used to focus reteach plans **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct a deep data dive and analysis of unit and benchmark assessment data with teacher teams, discussing the percentage of students at "Approaches," "Meets," and "Masters" performance levels and the number of points or loss of points for individual students in regards to growth. **Strategy's Expected Result/Impact:** Intervention plans developed and implemented based on data; expected or accelerated growth on STAAR; growth goals based on 2021 STAAR for 4th and 5th grade **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Classroom Teachers **Title I Schoolwide Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate with teachers to improve TIER 1 instruction and develop strategies to facilitate increased student achievement, enabling students who previously earned "Approaches" or "Meets" to push toward "Masters". **Strategy's Expected Result/Impact:** An increase in "Masters" level scores on STAAR Reading and Mathematics assessments and on district TCAs **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Instructional Specialists will work with teachers to identify and help meet the needs of at-risk students in all subject areas, integrate technology as appropriate, and provide instructional support to teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students identified as at-risk will show academic progress; teachers will have instructional support **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Instructional Specialist (3) - Title 1 - $212,830, Subs for 1/2 day planning - State Compensatory Education - $8,000				

Strategy 5 Details	Reviews			
Strategy 5: Develop and implement an annual Principal's Scholars ceremony to recognize Duke Tip Qualifiers and high-performing students in 4th and 5th grade based on previous STAAR data.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students achieving "Masters" level on STAAR **Staff Responsible for Monitoring:** Principal, Counselors **Title I Schoolwide Elements:** 2.5 **Funding Sources:** Snacks for ceremony - Title 1 - $500				

Strategy 6 Details	Reviews			
Strategy 6: Implement Lucy Calkins and Patterns of Power writing program(s) for all grade levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student ability to write fluently; increased ratings on TELPAS Writing; increased number of students meeting EL exit criteria **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
Strategy 7: Include more special education students in instruction in the general education classroom with support from inclusion teachers and paraprofessionals.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the percentage of special education students passing reading and math STAAR to at least 40% **Staff Responsible for Monitoring:** Special Ed Inclusion Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
Strategy 8: Provide tutoring and targeted interventions to students at all grade levels to increase performance on state and district assessments.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will show one year of growth on Ren360 **Staff Responsible for Monitoring:** Instructional Specialists, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** After-School Tutoring Transportation - American Rescue Plan (ARP/ESSER III) - $10,882, After-School Tutoring - American Rescue Plan (ARP/ESSER III) - $29,662				

Strategy 9 Details	Reviews			
Strategy 9: Extend and enhance lessons for identified GT students by grouping them in cluster classrooms. Non-identified students who qualify later in the year will be provided time within the day to work with other identified students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase number of "Masters" on the STAAR to at least 75% **Staff Responsible for Monitoring:** GT Pull-Out Teacher, Cluster Teachers **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 10 Details	Reviews			
Strategy 10: Purchase materials to provide supplemental instruction, including, but not limited to, classroom supplies and STAAR Master, Mentoring Minds, Achieve3000, Math Prodigy, etc.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased performance on state and district assessments **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Achieve3000 (grades 3-5) - American Rescue Plan (ARP/ESSER III) - $15,680, Classroom Supplies and Resources - State Compensatory Education - $53,557, Classroom Supplies and Resources - Title 1 - $48,150, Classroom rugs - American Rescue Plan (ARP/ESSER III) - $10,000, Telescopes for Astronomy/STEAM Night - Title 1 - $5,000				

Strategy 11 Details	Reviews			
Strategy 11: Assign a science teacher to teach all grade levels in the science lab, prioritizing support for students identified as at-risk or EL.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Science test scores will increase to 50% of students achieving "meets" performance level; increased hands-on learning experiences related to the content **Staff Responsible for Monitoring:** Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** SIT Teacher - Science - State Compensatory Education - $65,685				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Celebrate and recognize achievement in Accelerated Reader (AR) to motivate students to read. **Strategy's Expected Result/Impact:** Students will be excited to read books on their independent reading levels **Staff Responsible for Monitoring:** Classroom Teachers, AR Committee **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Implement the use of a campus-based math fact fluency program utilizing Imagine Math Facts and Math Fact Tournaments. **Strategy's Expected Result/Impact:** Increased mastery and automaticity of basic math facts **Staff Responsible for Monitoring:** Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Build student background knowledge and provide engaging real world experiences through field trips that enable students to make connections to classroom learning. **Strategy's Expected Result/Impact:** Students will be able to make inferences in the text and relate content to life experiences **Staff Responsible for Monitoring:** Principal **Funding Sources:** Field Trips Expenses - Title 1 - $20,000				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Increase student achievement.

Performance Objective 2: Implement a clear Response to Intervention (RtI) plan to support increased student achievement.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure progress of students who previously failed STAAR assessment(s) is tracked and create a system of intervention for students. **Strategy's Expected Result/Impact:** Creation of comprehensive RtI plan including defined research-based, targeted interventions that will be utilized to support increased student achievement and growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide two certified Student Intervention Teachers (SIT) to assist with Tier 3 reading/language arts and math instruction. Provide one certified Student Intervention Teachers (SIT) to assist with Tier 3 reading/language arts and math instruction for Prek-2nd grade. **Strategy's Expected Result/Impact:** At-risk students will show growth in reading and math scores **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** SIT Teachers - Reading and Math (2) - State Compensatory Education - $148,670				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Meet with classroom teachers to progress monitor student achievement and response to multi-tiered support for students. **Strategy's Expected Result/Impact:** Students who are not showing progress will be moved TIERs **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use small group pull-out to regroup EL and at-risk students needing more assistance with vocabulary and learning of concepts in areas of reading/language arts, math, and science. Purchase furniture to assist in the implementation of small group instruction. **Strategy's Expected Result/Impact:** At least 60% of EL students will achieve "approaches" on reading, math and science **Staff Responsible for Monitoring:** Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Bookshelves for leveled readers - American Rescue Plan (ARP/ESSER III) - $2,500, Small group tables - American Rescue Plan (ARP/ESSER III) - $4,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use Branching Minds to identify, tier, write , and progress monitor individualized student learning plans for reading, math, writing, and behavior. **Strategy's Expected Result/Impact:** Individually-developed intervention learning plans, increased student achievement **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Purchase bookshelves for classroom libraries to encourage independent reading and to enhance classroom libraries and instruction. **Strategy's Expected Result/Impact:** Students will have access to a classroom library to increase independent reading levels **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Funding Sources:** Classroom Bookshelves - American Rescue Plan (ARP/ESSER III) - $28,087				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement.

Performance Objective 3: Use technology to support teaching and learning initiatives.

Evaluation Data Sources: Student Achievement Data, Surveys

Strategy 1 Details	Reviews			
Strategy 1: Use online interim assessments to guide instructional plans for improving STAAR results.	Formative			Summative
Strategy's Expected Result/Impact: Percent of students meeting "approaches" will be at the following in reading, math and science: 1st interim - 60%, 2nd interim - 70%	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists				

Strategy 2 Details	Reviews			
Strategy 2: Review class and individual student data from Ren360 to make informed data-driven decisions, including, but not limited to, identification of instructional deficits, identification of instructional focus areas, establishment of student groups based upon areas of need, and determination of student progress toward meeting end-of-year goals.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 80% of students will be "on-watch" or "at/above grade level" for each Ren360 administration **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Provide students with resources such as visual aids, technology applications/computers/iPads, graphic organizers, flexible seating, STEAM Lab work stations, 3D printer and anchor charts to complement the district curriculum program and to increase performance on state and district assessments throughout all grade levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will have access to a variety of instructional opportunities to help them master content **Staff Responsible for Monitoring:** Instructional Specialists, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Classroom Resources and Materials - Technology - State Compensatory Education - $32,391				

Strategy 4 Details	Reviews			
Strategy 4: Use MyOn to provide students with access to non-fiction text on their independent reading level.	Formative			Summative
Strategy's Expected Result/Impact: Students' independent reading levels will increase by one grade level	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide ClassKick as a classroom resource for teachers to engage students in interactive lessons and use real-time formative assessment to check for understanding. **Strategy's Expected Result/Impact:** Students will engage in blended learning and will receive immediate feedback from teachers through the ClassKick platform **Staff Responsible for Monitoring:** Instructional Specialist of Technology **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** ClassKick application - State Compensatory Education - $6,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Send a group of teachers and administrators to the annual TCEA Convention on one-day passes to see and experience the latest trends in blended learning. **Strategy's Expected Result/Impact:** Teachers will implement and share the strategies learned from the convention, more blended learning will be observed in instruction **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** TCEA Registration and Conference - State Compensatory Education - $6,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Implement a behavior intervention program and support systems at Bell's Hill to ensure equity and student success.

Evaluation Data Sources: Student Discipline Records, Climate Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and implement a Positive Behavior Support and Intervention plan using the Tiered Fidelity Inventory (TFI). **Strategy's Expected Result/Impact:** Bell's Hill will have an up-to-date action plan tied directly to the TFI **Staff Responsible for Monitoring:** Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement PBIS campus-wide, utilizing Safe and Civil Schools training, and continue Conscious Discipline PreK-2. **Strategy's Expected Result/Impact:** Number of referrals will decrease by 10% **Staff Responsible for Monitoring:** Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enforce the district policy to address any threats of bullying. **Strategy's Expected Result/Impact:** Students and parents will feel safe reporting bullying concerns to campus administration or by utilizing the Stop-It platform; bullying investigations will be completed according to district guidelines **Staff Responsible for Monitoring:** Assistant Principals, Counselors **Title I Schoolwide Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Explore and create strategies and activities that incorporate student voice while increasing depth of student knowledge and skills regarding diversity, inclusion, and anti-bias based on the Design Thinking process. **Strategy's Expected Result/Impact:** Opportunities to empower students to seek solutions and encourage positive behaviors **Staff Responsible for Monitoring:** Principal, Counselors				

Strategy 5 Details	Reviews			
Strategy 5: Use behavior paraprofessionals to implement social stories and behavior supports to students in the RESET classroom.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Branching Minds, Connections, Behavior Plans and classroom documentation will reflect an overall improvement in student behavior **Staff Responsible for Monitoring:** Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** 2 Behavior Paraprofessionals - State Compensatory Education - $58,952				

Strategy 6 Details	Reviews			
Strategy 6: Explore PBIS and Social-Emotional Learning strategies designed to strengthen relationships with students.	Formative			Summative
Strategy's Expected Result/Impact: Students will feel empowered to use voice and choice **Staff Responsible for Monitoring:** Assistant Principals, Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Model social-emotional health (SEH) practices at professional development sessions for staff.	Formative			Summative
Strategy's Expected Result/Impact: Teachers and staff members will develop deeper understanding of signature SEH practices and how to use them with other professionals and for students **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide appropriate information to students about suicide prevention, conflict resolution, bullying, drug use, and violence prevention through speakers and activities.	Formative			Summative
Strategy's Expected Result/Impact: Students will be able to discuss what they learned at presentations; GREAT program participation **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Provide training to staff on identification of student mental health needs with partners such as Providence Ascension or Baylor Scott and White.	Formative			Summative
Strategy's Expected Result/Impact: Consistent research-based protocol to identify students in immediate danger of harming self and/or others **Staff Responsible for Monitoring:** Counselors	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training, coaching, consultation, and technology tools. **Strategy's Expected Result/Impact:** All students in need of behavior supports will have an active plan in the RTI/MTSS System; evidence will include accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring, and teacher/staff notes **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, SAIL Teacher, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Ensure campus administrators are trained on the implementation of threat assessment teams and implement a team to identify students who pose potential threats and mitigate risks to campus safety while assisting the student. **Strategy's Expected Result/Impact:** Identified students will be provided with needed assistance using the Texas School Safety Center as a resource **Staff Responsible for Monitoring:** Counselors				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Provide a coherent system of supports for behavior within a multi-tiered instructional system which develops teacher capacity and provides instruction to students to improve behavior. **Strategy's Expected Result/Impact:** Culture of support for students and increased knowledge and skills in effective strategies for redirecting student misbehavior **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 2.6				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Implement Emergent Tree's Solid Roots program to address TIER III behavioral and social-emotional needs of students in the Social Adaptive and Interpersonal Learning (SAIL) classroom. **Strategy's Expected Result/Impact:** Support teachers and paraprofessionals in the implementation of Solid Roots to decrease inappropriate student behaviors **Staff Responsible for Monitoring:** Principals, Assistant Principals, SAIL Teacher **Title I Schoolwide Elements:** 2.6				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Implement strategies learned in CASEL training to further meet the social and emotional needs of students. **Strategy's Expected Result/Impact:** Empower students to seek solutions and encourage positive behaviors **Staff Responsible for Monitoring:** Assistant Principals, Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

Performance Objective 1: Implement strategies to support teachers and staff.

Evaluation Data Sources: Bell's Hill Campus Roster, Teacher Satisfaction Survey

Strategy 1 Details	Reviews			
Strategy 1: First year teachers will be assigned a mentor through Waco ISD mentor program.	Formative			Summative
Strategy's Expected Result/Impact: First year teachers are supported in such a way that they return to teach at Bell's Hill Elementary **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers new to the campus will be assigned a buddy to help familiarize them with campus procedures.	Formative			Summative
Strategy's Expected Result/Impact: New teachers will have a successful year and will remain at Bell's Hill Elementary **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Explore 2-3 issues identified by teachers through the use of the Design Thinking framework to prototype solutions.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will be involved in solving campus-based problems **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide a meet-and-greet for teachers new to Bell's Hill that will help them become acclimated to the campus.	Formative			Summative
Strategy's Expected Result/Impact: New teachers will have a successful year and will remain at Bell's Hill Elementary **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Analyze current teacher appreciation activities for effectiveness.	Formative			Summative
Strategy's Expected Result/Impact: Recommendations for effective and cost-efficient teacher appreciation activities or gestures **Staff Responsible for Monitoring:** Principal, Counselors, School Climate Committee	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Conduct periodic surveys to gather teacher input on procedures and practices and a final end-of-year survey of overall satisfaction and suggestions for change. **Strategy's Expected Result/Impact:** Teachers will have a voice in procedures and practices throughout the campus **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Attend NAPDS (National Association for Professional Development Schools) annual conference to facilitate new relationships and to learn more about components needed to enhance the focus on science, technology, and mathematics. **Strategy's Expected Result/Impact:** Maintain or increase the number of teachers willing to have interns and teaching associates and help them learn and apply innovative skills **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** NAPDS Conference - Title 1 - $5,000				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

Performance Objective 2: Develop and implement a professional development plan to support increased student achievement and teacher growth.

Evaluation Data Sources: T-TESS Results, Professional Development Plan, Sign-In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will attend professional development on Action Coaching to increase the effectiveness of observation and feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Observation & feedback schedules and coaching scripts using the "See it, Name it, Do it" coaching protocols to increase effectiveness of feedback given to teachers **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
Strategy 2: Implement year two of a three-year literacy plan to deepen teacher knowledge and skills in effective literacy instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will implement the Comprehensive Literacy plan and students will show a one-year growth in reading **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **Title I Schoolwide Elements:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Ensure 100% of K-3 teachers and campus leadership have completed or are currently participating in the Reading Academies prior to the start of the 2021.2022 school year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers and administrators have increased knowledge and skills in the science of reading instruction to teach students to read **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Implement professional development around lesson planning, processes and protocols.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Create aligned lesson plans that include precise objectives, aligned formative checks, and reteach plans to support effective Tier I instruction **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4 **Funding Sources:** Teacher Planning Day - 1/2 day subs - State Compensatory Education - $7,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development schedule for ESL certification training sessions hosted by the district for teachers needing ESL certification. **Strategy's Expected Result/Impact:** All classroom teachers will be ESL certified **Staff Responsible for Monitoring:** Principal, LPAC Chair **Title I Schoolwide Elements:** 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement the Teacher Incentive Allotment (TIA) project plan to support the effective implementation of T-TESS. **Strategy's Expected Result/Impact:** Congruence between student growth and teacher performance **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 2.5				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Build the capacity of all employees to support campus goals.

Performance Objective 1: Develop Bell's Hill Elementary's faculty and staff capacity to serve student needs while working as a team to advance the goals of the campus.

Evaluation Data Sources: Student Achievement Data, A-F Ratings, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Participate in training to understand the A-F Accountability System and set campus goals for improvement.	Formative			Summative
Strategy's Expected Result/Impact: Clear understanding of accountability system with identified focus areas to improve and areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **Title I Schoolwide Elements:** 2.4	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct training for teachers on the A-F rating system and share goals set during the administrator training.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will understand the components of the accountability system and know the goals of the campus to improve overall rating **Staff Responsible for Monitoring:** Principal, Assistant Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus leaders attend training and implement strategies learned about the Action Coaching processes.	Formative			Summative
Strategy's Expected Result/Impact: Increased observation and feedback resulting in improved Tier I instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Plan and implement professional development focused on Data-Driven Instruction.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will utilize know and show charts to create content-aligned lesson plans **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Campus leaders attend the University of Texas's School of Design and Creative Technologies Thinking Institute.	Formative			Summative
Strategy's Expected Result/Impact: Leaders use framework for developing creative solutions to existing problems **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Ensure campus administration and all K-3 teachers have completed or are currently participating in state reading academies as required by the state legislature, prior to the start of the 2021-2022 school year. **Strategy's Expected Result/Impact:** Teachers will develop a deeper understanding of the knowledge and skills on the science of reading instruction **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Conduct training on understanding the TELPAS testing system and instructional strategies teachers can use to familiarize students with TELPAS test taking strategies. **Strategy's Expected Result/Impact:** Use of data to develop interventions for applicable students, identify strategies to support successful TELPAS testing **Staff Responsible for Monitoring:** Principal, LPAC Chair, Classroom Teachers **Title I Schoolwide Elements:** 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Use Observation Room and Green Lab for teachers to observe effective instructional strategies for all content areas being used by other teachers with a focus on technology integration. **Strategy's Expected Result/Impact:** Observing teachers will incorporate strategies observed in their own classrooms to improve instruction and student achievement **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide training and support so that 100% of classroom teachers will be ESL or bilingual certified. **Strategy's Expected Result/Impact:** Students identified EL will receive needed linguistic supports in the classroom to improve their English language acquisition as measured on TELPAS **Staff Responsible for Monitoring:** Principal, LPAC Chair **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 1: Increase average daily attendance for the Bell's Hill student population to 97% and focus attention on the importance of completing high school.

Evaluation Data Sources: ADA Reports, Banners in Building, Photos

Strategy 1 Details	Reviews			
Strategy 1: Communicate and celebrate each student's graduation year through the use of hallway banners.	Formative			Summative
Strategy's Expected Result/Impact: Develop common language and excitement about graduation **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Utilize district PCL to make home visits to students who have 3 or more unexcused absences.	Formative			Summative
Strategy's Expected Result/Impact: Student average daily attendance will improve to 97% **Staff Responsible for Monitoring:** PCL, PEIMS Clerk **Title I Schoolwide Elements:** 2.4, 2.6, 3.2	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement attendance monitoring and intervention strategies to include personalized plans for students with excessive absences.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance to 97% and have individual plans in place for students with excessive absences **Staff Responsible for Monitoring:** Assistant Principal, PCL **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Recognize classes with an average of 97% attendance weekly, at the end of each 6 weeks and throughout the school year and individual students with perfect attendance through the use of certificates, books and other instructional rewards to emphasize the importance of staying in school and not dropping out.	Formative			Summative
Strategy's Expected Result/Impact: Student attendance will improve to 97% **Staff Responsible for Monitoring:** Principal, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** Attendance Rewards (Apple Pencils, educational board games, pencils) - American Rescue Plan (ARP/ESSER III) - $23,700	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide career education to assist students in developing knowledge and skills necessary for a broad range of career opportunities. **Strategy's Expected Result/Impact:** After attending Career Day activities, students will have more knowledge about opportunities for their careers **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.5, 3.1, 3.2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Work with UHS staff to schedule a date and time for current graduates who attended Bell's Hill in elementary school come to campus to walk the halls in their cap and gown. **Strategy's Expected Result/Impact:** Students will see what a graduate looks like and be excited to see what they have to look forward to as a graduate **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Photograph each Kindergarten student at the end of the year in a cap and gown with a board showing their high school graduation year. **Strategy's Expected Result/Impact:** Students will know their high school graduation year **Staff Responsible for Monitoring:** Principal, Counselors, Kindergarten Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Host a college event in which teachers and staff wear shirts from their alma matter. Activities will be planned throughout the week to spotlight different colleges, specifically those around the Waco area. **Strategy's Expected Result/Impact:** Students will become aware of colleges available to them that are close to home; students will set a goal to attend college **Staff Responsible for Monitoring:** Principal, Counselors				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Send 5th grade students to CCMS for a tour of the building and to learn about middle school. **Strategy's Expected Result/Impact:** Students will be excited about middle school **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Engage families and community members to support campus goals.

Performance Objective 1: Provide opportunities for parent and family engagement at Bell's Hill Elementary.

Evaluation Data Sources: Sign-In Sheets, Parent Involvement Calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and communicate newsletters and campus activities calendar with opportunities for family engagement. **Strategy's Expected Result/Impact:** Monthly family engagement opportunities **Staff Responsible for Monitoring:** Principals, Assistant Principals **Title I Schoolwide Elements:** 3.1, 3.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct family or parent involvement activities (in-person and/or virtual) to include parents in their child's education that will result in higher academic achievement and attendance for the child. Include: Title I Parent Compact Review, Title I Parent Involvement Policy/Plan, Enchilada Dinner, Thanksgiving lunch, parent conferences, student-led conferences, grade level programs, Health Fair, and end-of-year celebrations. Purchase supplies for notes/fliers announcing and inviting parents to parent meetings and student achievement celebrations, for printing monthly campus newsletters, for refreshments for parents attending, and to provide a translator at meetings and/or for parent contact. Update sound system in cafeteria. **Strategy's Expected Result/Impact:** 60% of students and their families will attend school events; encourage parents to be more involved in school events **Staff Responsible for Monitoring:** Principal, Parent Involvement Committee **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** Translator and Supplies - Title I Parent Involvement - $2,915				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Host parent involvement meetings throughout the year to discuss strategies to support student attendance and behavior. **Strategy's Expected Result/Impact:** Parents will provide input and ideas to support student attendance and behavior **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 3.2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use SeeSaw to implement student-driven digital portfolios in the classroom and as a digital avenue to communicate student learning with parents. **Strategy's Expected Result/Impact:** Parents will be able to use the application to see their child's digital portfolio of learning experiences **Staff Responsible for Monitoring:** Instructional Specialist of Technology, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 3.2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Engage community members in Career Day activities to provide students with information about their career and the education needed for their career. **Strategy's Expected Result/Impact:** After attending Career Day activities, students will have more knowledge about opportunities for their careers **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.5, 3.1, 3.2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Bell's Hill will host a Health Fair for students and their families. **Strategy's Expected Result/Impact:** Families will know/learn about various resources in the community **Staff Responsible for Monitoring:** School Nurse, Parent Involvement Committee **Title I Schoolwide Elements:** 3.1, 3.2				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Bell's Hill Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Bell's Hill Elementary

Name	Position	FTE
Alice Petrich	SIT	1
Deborah Degraff	SIT-Science	1
Ebony Watson	Behavior Aide	1
Kathleen Eubanks	SIT	1
Madison Lozano	Behavior Aide	1

Title I Personnel

Name	Position	Program	FTE
Angelique Maldonado	Instructional Specialist	Title I	1
Kayla Thurmond	Instructional Specialist	Title I	1
Vicky Reeves	Instructional Specialist	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Subs for 1/2 day planning		$8,000.00
1	1	10	Classroom Supplies and Resources		$53,557.00
1	1	11	SIT Teacher - Science		$65,685.00
1	2	2	SIT Teachers - Reading and Math (2)		$148,670.00
1	3	3	Classroom Resources and Materials - Technology		$32,391.00
1	3	5	ClassKick application		$6,000.00
1	3	6	TCEA Registration and Conference		$6,000.00
2	1	5	2 Behavior Paraprofessionals		$58,952.00
3	2	4	Teacher Planning Day - 1/2 day subs		$7,500.00
				Sub-Total	$386,755.00
				Budgeted Fund Source Amount	$386,755.00
				+/- Difference	$0.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Specialist (3)		$212,830.00
1	1	5	Snacks for ceremony		$500.00
1	1	10	Classroom Supplies and Resources		$48,150.00
1	1	10	Telescopes for Astronomy/STEAM Night		$5,000.00
1	1	14	Field Trips Expenses		$20,000.00
3	1	7	NAPDS Conference		$5,000.00
				Sub-Total	$291,480.00
				Budgeted Fund Source Amount	$291,480.00
				+/- Difference	$0.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2	Translator and Supplies		$2,915.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$2,915.00
				Budgeted Fund Source Amount	$2,915.00
				+/- Difference	$0.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	After-School Tutoring Transportation		$10,882.00
1	1	8	After-School Tutoring		$29,662.00
1	1	10	Achieve3000 (grades 3-5)		$15,680.00
1	1	10	Classroom rugs		$10,000.00
1	2	4	Bookshelves for leveled readers		$2,500.00
1	2	4	Small group tables		$4,000.00
1	2	6	Classroom Bookshelves		$28,087.00
5	1	4	Attendance Rewards (Apple Pencils, educational board games, pencils)		$23,700.00
				Sub-Total	$124,511.00
				Budgeted Fund Source Amount	$124,511.00
				+/- Difference	$0.00
				Grand Total	$805,661.00

Addendums

Waco Independent School District

Brazos High School

2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

There were a total of 150 students enrolled for the 2020-2021 school year, which is a 26% decline from 2019-2020 with 203 students. Of our population, 44.33% are African American, 49.75% are Hispanic, 4.43% are Caucasian, and 0.99% are labeled other. These numbers are fairly consistent with the previous year, despite the decline due to the Covid-19 closure.

One hundred percent of our students qualify for Title 1 services with 99% At-Risk (last year-96%), 96% Economically Disadvantaged (last year-92%), 17% English Language Learners (last year-20%), and 6% Special Education (last year-same).

Our total teacher count is 8: 2 SPED, 2 ELAR, 1 Science, 1 Math, 1 Social Studies, and 1 Suplemental Instruction teacher. Amongst our teachers, 75% are Caucasian, 12.5 are Hispanic, and 12.5% are African American.

Brazos High School continues to suffer from a relatively elevated dropout rate as well as housing the district's highest truancy population. To combat this campus deficit, our Dropout Prevention Team utlizes the School Improvement grant to combat the issue.

4th Year FEDERAL graduation rate: 16.2%, increase of 2.5% from 2019-20

4th Year STATE graduation rate: 67%, increase of 16.7% from 2019-20

5th Year STATE graduation rate: 47.9%, increase of 2% from 2019-20

6th Year STATE graduation rate: 45.8%, increase of 14.2% from 2019-20

Demographics Strengths

Our student population is ethnically diverse and our staff overall is aligned to their diversity. Brazos teachers and staff have a heart for our students and build lasting relationships. Our teachers operate daily with a restorative mindset that requires them to be transparent and accessible to our students' socio-emotional needs in order to remove barriers to academic success. Our students continue to compete academically with their peers at both UHS and WHS. By June 2021, Brazos High School graduated 75 students in the midst of a pandemic; however, that is an increase of 29 students from the previous year/date. We anticipate even more graduates for the summer cohort of 2021.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Cumulative weekly attendance rate consistently falls at least 20% below state standard of 90%. **Root Cause:** Maintaining consistent monitoring and truancy response plans to reduce the barriers that negatively impact student attendance.

Problem Statement 2: Approximately 25% of students fail to complete courses within the 4 week timeline. **Root Cause:** Tiered levels of support are needed to respond to the various needs (i.e., time management, interventions) of struggling learners.

Problem Statement 3: Staff need to remain culturally aware and culturally relevant of our student clientele. **Root Cause:** Barriers exist due to fluid teacher rosters of incoming students on a rotational basis.

Problem Statement 4: We need to continuously establish and maintain strong, positive relationships with our diverse student clientele. **Root Cause:** Barriers exist due to opportunities in relationship building that need to be established and sustained with all student clientele. The challenges persist due to new enrollments, diverse student needs, and socio-emotional wellness concerns.

Student Learning

Student Learning Summary

For ENG I, 72 students tested Fall 2019 with 57% at Approaches and Meets and 27 students tested Spring 2021 with 22% reaching Approaches or Meets Grade Level, which was a decrease of 35%. **Lake Waco Academy Data vs Currernt Brazos Students. LWA population is not comparable to Brazos High population.*

(English I - 13 students tested Fall 2020 - 31% reaching Approaches & Meets) ***Total = 9% decrease in '20-'21 school year.***

For ENG II, 59 students tested Fall 2019 with 20% at Approaches and Meets and 38 students testing Spring 2021 with 47% reaching Approaches or Meets Grade Level, which was a 27% increase.

(English II - 19 students tested Fall 2020 with 47% reaching Approaches & Meets) ***Total = No change in '20-'21 school year.***

For ALG I, 41 students tested Fall 2019 with 75% at Approaches and Meets and 14 students testing Spring 2021 with 21% reaching Approaches or Meets Grade Level, which was a 54% decrease. **Lake Waco Academy Data vs Currernt Brazos Students. LWA population is not comparable to Brazos High population.*

(Algebra I - 6 students tested Fall 2020 with a 16% reaching Approaches & Meets) ***Total = 5% increase in '20-'21 school year.***

For Biology, 21 students tested Fall 2019 with 24% at Approaches and Meets and 20 students tested Spring 2021 with 25% reaching Approaches or Meets Grade Level, which was a 1% increase. **Lake Waco Academy Data vs Currernt Brazos Students. LWA population is not comparable to Brazos High population.*

(Biology - 7 students tested Fall 2020 with a 29% reaching Approaches & Meets) ***Total = 4% decrease in '20-'21 school year.***

For U.S. History, 26 students tested Fall 2019 with 65% at Approaches and Meets and 41 students tested Spring 2021 with 81% reaching Approaches or Meets Grade Level, which was an increase 16%.

(US History - 19 students tested Fall 2020 with 63% reaching Approaches & Meets) ***Total = 18% increase in '20-'21 school year.***

IGC Data: 19/20 students passed Spring 2021 IGC Projects with 23/25 completed and passed portfolios, which is a **92%** passing rate.

2020-2021 TSI Reading Passing Rate: 0%

2020-2021 TSI Writing Passing Rate: 0%

2020-2021 TSI Essay Passing Rate: 0%

Data used in this section was the latest data before Covid-19 and then most recent data

Student Learning Strengths

Brazos High School's biggest increase from Fall 2019-Spring 2021 in EOC passing rates was in English II (27% increase) and US History (16% increase). This was due to incorporating small-group instruction (SGI) for EOC subjects. Teachers were required to create lesson plans that target specific student needs. In addition to RTI in small-group instruction, teachers created a Google Classroom specifically aligned to the content TEKS. Students were provided the Google Classroom for intervention and also for IGC portfolios, in which we had a 92% success rate. In addition, every Tuesday through Thursday, qualifying students are engaged in TSI reading intervention with the goal of students qualifying for EOC ELAR proficiency achieving college entrance requirements. Assessments are given monthly to evaluate and monitor student progress. As a result, the overall number of students receiving supplemental EOC credit increased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Ineffective teaching practices to target student engagement are evident in classrooms. **Root Cause:** Need for more innovative instructional strategies in the various content areas.

Problem Statement 2: More students are transferring from in-district high schools needing to pass 3 or more EOC exams. **Root Cause:** Ineffective and inconsistent RTI processes from intercepting high schools.

Problem Statement 3: Students have tested on average, 5 times per EOC test which results in them becoming discouraged due to repeated results. **Root Cause:** Teachers need professional development and implement support to use data to plan, teach, monitor, and respond to students' needs.

School Processes & Programs

School Processes & Programs Summary

Brazos High School's main focus is to reduce the dropout rate and to increase the graduation rate of 4 year, 5 year, and 6 year graduates. For the 2020-21 SY, a total of 1187 credit slips were written, which calculated to 593.5 credits earned by students. This was an increase of 10% from the previous year, in which the pandemic did not affect the results. We work towards meeting student needs aside from credit deficiency to EOC small group instruction, differentiated instruction through our computer based curriculum, and any additional assistance from our instructional aide that work directly with students in the lab setting. Programming requirements were changed for the 2020-21 school year. Students now have to qualify for half-day programming (8:30am-12:30pm) by having at least 15 credits. All others must attend full-day programming (8:30am-3:30pm) due to not having 15 credits. Students can opt to move up to half day programming once they have reached that mark or they can stay on the full-day track to cover more ground. We have approximately 85-90% of our students that are working remotely due to the pandemic school programming option. Our teachers diligently monitored/tracking progress and consistently documented via live and collaborative Google spreadsheet.

School Processes & Programs Strengths

An instructional aide for the math and science lab classrooms added to consistent course completion rates along with reducing learning gaps. Teachers have incorporated Google classroom as part of their SGI instruction on a weekly basis. This innovative method has enhanced efficiency and productivity for both teachers and students. The collaboration that the application creates, empowers students to be an active participant in the learning process no matter what their academic level is. Teachers have implemented multiple online supplements to assist students with lesson comprehension, STAAR prep, and intervention activities due to student absenteeism.

Teachers are assigned updated Dell flipback laptops that allow them the ability to be more mobile/efficient along with providing a platform to incorporate innovative blended learning strategies. Our teachers take initiative to be creative as possible with their technology usage in order to be more accessible to their students. Schoolwide PBIS expectations are hung throughout the hallways, offices, and cafeteria along with unified classroom expectations posted in each classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to maximize instructional time through implementation of PLC practices that utilize collaboration to address learner deficits in order to increase credit attainment. **Root Cause:** Need of efficient, innovative ways to hold students accountable to a 3-4 week course completion standard.

Problem Statement 2: Many students lack goals and transition plans after high school. **Root Cause:** Lack of exposure to college and career exploration activities.

Problem Statement 3: There is a continued need for the implementation of post-secondary goal setting that results in career, college, and military readiness. **Root Cause:** Student priorities need to be re-adjusted to align to an accelerated setting where graduation is imminent.

Perceptions

Perceptions Summary

For the 2020-21 SY, Brazos High School has 6 general education teachers, 2 SPED teachers(Inclusion and Functional Academics), Restorative Discipline Coordinator, Dropout Prevention Specialist, 2 Instructional Aides, and 2 Childcare staff(1 Director and 1 Aide). We are a "restorative campus" which means that teachers/staff work collaboratively to reduce the "traditional punitive mindset" when approaching student misbehavior by exploring restorative strategies to maintain productive relationships with students. Our staff are trained to participate in community building circles and receive behavior response coaching according to specific student behavior infractions from our RDC(Restorative Discipline Coordinator). Students that are tackling obstacles with maintaining satisfactory attendance and have increased absences, receive coaching and counseling from our DPS(Dropout Prevention Specialist) to lessen the overall truancy rate that is aligned to the dropout rate and graduation rate. We assigned 1 instructional aide to supplement instruction as well as support students with additional 1 on 1 assistance in the math and science labs. Due to growing numbers of truant students, we assigned our other instructional aide to support the DPS(Dropout Prevention Specialist) by incorporating truancy prevention measures to reduce barriers that may prevent our students from attending school consistently.

Brazos High School strives to build strong relationships with our families and surrounding community. As part of the 2020-2021 registration process, students were required to attend orientation to answer any questions and review school expectations. Each student met with the counselor and principal to discuss where they stood academically and a graduation plan moving forward that outlined the courses students and state tesing needed in order to graduate.

Due to the effects of COVID-19 on school progamming, our Adopt A School partner, Extraco Banks hasn't been able to have direct access to our students like they consistently did for the 2020-2021 school year. They graciously made a donation to the school to assist with student incentives for those students staying the course with completing credits and graduating.

Perceptions Strengths

Brazos High School continues to maintain highly qualified and experienced teachers. Staff are committed to the students they serve. Weekly PLC’s are held consistently at the conclusion of the school day for each of the 4 content areas. This process has helped teachers efficiently plan curriculum and assessment needs along with collaborating on equitable student needs. Our teachers and staff strive to contact parents of minor students as well as our adult students with information regarding student achievement and socio-emotional needs. Consistent parent/guardian communication occurs through email, social media outlets, as well as tangible information regarding school activities and district updates are provided in both English and Spanish. Parent/Guardian contact is vital to our students' success, therefore we have created a variety of avenues that keep commincation lines open. These avenues consist of phone calls, texts, emails, Edmentum messages, and home visits. Teachers are fully equipped through district and campus level professional development on technology-based learning to accommodate the growing demands. Teachers have been trained on a variety of online instructional-based programs to aid and supplement (when applicable) overall student learning to meet their academic needs in multi-faceted ways. For the 2020-21 SY, teachers provided virtual STAAR tutorials through Google Classroom for students that were in need of passing one or more of the EOCs per their graduation requirements. These tutorials were facilitated face to face as well as remotely to accommodate all students.

Brazos High School implemented an Male Mentor program for the 2020-21 SY that targets our most at-risk popluation of African American and Latino males who struggle with school progress (attendance and academics). Our outreach team consists of the RDC (Restorative Discipline Coordinator) and SPED Inclusion Teacher that each have a caseload of approximately 15 students they make contact with weekly in order to build mental stamina to fill gaps where they fall short.

We also implemented a Dropout Prevention/Community Outreach Program called "Knight Walkers" that consists of our Dropout Prevention Specialist, Instructional Aide, and PEIMS Specialist who venture out into the community to serve both students and parents in a variety of ways through home visits, life planning, and/or providing resources needed for enrollment and to maximize the learning experience. Our Knight Walkers are always on standby and do weekly check-ins to ensure that students' needs are being met. Brazos High School values student attendance and creates goals for students to encourage them to be consistent in school. Through the Drop-out Prevention Program, we have a created an attendance incentive system called, "The Knights' Korner Store." This store is catered to students who meet the weekly campus attendance goal by attending 4 out of 5 days. If students maintain and reach their attendance goal, they will earn a non-perishable grocery or essential need item.

Brazos High School teachers understand the hardships and variances of schedules that our adult students face on a daily basis which affects consistent academic progress. Therefore, they have allowed students to reach them outside of school hours when needed, and in turn, they chose to attend to their requests as needed. Building relatiosnhips and strenthing communcation is a major strength that our teachers and staff have.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of consistent parental and community involvement. **Root Cause:** Need to explore creative ways to elicit parental and community involvement.

Problem Statement 2: Continuous need of intentional use of Restorative Practices and SEL strategies to address behavioral and emotional student needs. **Root Cause:** Absence of Restorative Practices and SEL philosophies being practiced on the high school level across the district.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

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
- Student failure and/or retention rates

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

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

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers and staff with more than 5 years of experience and decrease the turnover rate.

Performance Objective 1: Implement innovative solutions and strategies for teacher and staff recruitment, induction, and retention.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher Feedback, Professional Development Records, Walk-Through Evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use curricular resources and C&I Department to design, implement, and monitor targeted instruction based on the specific needs of students. **Strategy's Expected Result/Impact:** Data resources will be facilitated and utilized during weekly PLC meetings with teachers **Staff Responsible for Monitoring:** Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** **Funding Sources:** - Title 1, - State Compensatory Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate with teachers to create individual professional development plans using data from observations and feedback. In addition, utilize PD literature and PD for leaders on campus to support the instructional achievement. **Strategy's Expected Result/Impact:** Proficient and above T-TESS evaluations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - State Compensatory Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Push in support from instructional aides, tutors, and other school staff to help supplement the online curriculum, increase credit attainment, and/or and improve truancy measures. **Strategy's Expected Result/Impact:** Increase credits earned per grading period **Staff Responsible for Monitoring:** Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Instructional Aides - Title 1, - American Rescue Plan (ARP/ESSER III)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide monthly professional development for novice and developing teachers to increase instructional capacity. **Strategy's Expected Result/Impact:** Increased knowledge of teacher expectations **Staff Responsible for Monitoring:** Principal, New Teacher(s), Mentor Teacher(s) **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Celebrate staff appreciation through annual events. (e.g., Principals' Week, Assistant Principals' Week, Teacher Appreciation Week, Counselor Appreciation Week, Para Pro Day, and Custodians' Day) **Strategy's Expected Result/Impact:** Staff survey reflects increased levels of employee satisfaction **Staff Responsible for Monitoring:** Principal, Campus Secretary **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Develop and implement plans, systems, and processes to support improved campus A-F rating, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for all students.

Performance Objective 1: Brazos High School will increase Domain 1 performance by at least 5 points for the 2021-2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Fall 2021 and Spring 2022 EOC Data, Graduation Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Data Driven Instruction (DDI) and Action Coaching district initiatives to create a foundation for data based decision making through weekly PLCs. **Strategy's Expected Result/Impact:** Increased teacher knowledge of standard based decision making through lesson planning **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize the following instructional strategies and school procedures to provide targeted intervention for at-risk students as well as supporting the unique needs of school operations such as: *Data Driven Instruction PD training *Action Coaching PD training *Integrated technology activities *Embedded small group instruction sessions (in and out of lab setting) for EOC intervention *Maintain a consistent supply of instructional materials that support our teachers and daily operations of the school *Discard of confidential student records **Strategy's Expected Result/Impact:** Weekly EOC small group instruction within the lab setting and organized sessions to increase overall campus rating by at least 5% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Office and school supplies - State Compensatory Education, Instructional materials - American Rescue Plan (ARP/ESSER III)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use the following intervention methods and strategies to increase the amount of exited students from TELPAS: *Campus based PD from district Bilingual Dept. *ESL certified teachers *Bilingual staff member(s) *District approved classroom interventions **Strategy's Expected Result/Impact:** Increase exit numbers **Staff Responsible for Monitoring:** Assistant Principal, TELPAS Coordinator, LPAC Chair, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of innovative End of Course small group instruction via Google Classroom to support the growing needs of student EOC intervention. **Strategy's Expected Result/Impact:** Lesson plan implementation, station rotation learning **Staff Responsible for Monitoring:** Assistant Principal, Science and Math Teacher **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Meet monthly with the Director of Accountability to cross-check leaver codes student-by-student with qualifying factors. **Strategy's Expected Result/Impact:** PEIMS coding per student is 100% accurate **Staff Responsible for Monitoring:** Principal , Assistant Principal, Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide intervention outside of school hours for IGC portfolios of students that qualify per HB 999 and other qualifying criteria. **Strategy's Expected Result/Impact:** Increased student completion of IGC portfolios that have 3 or more **Staff Responsible for Monitoring:** Assistant Principal and teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Classroom labs and instructional supplies - American Rescue Plan (ARP/ESSER III)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Develop and implement plans, systems, and processes to support improved campus A-F rating, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for all students.

Performance Objective 2: Brazos High School's student attendance rates will increase by 5 % from the cumulative rate of 73 % in the 2018-2019 school year.

Evaluation Data Sources: PEIMS Weekly Attendance Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Celebrate students who reach goals set for attendance and credits earned according to district expectation. Events include: -Cookout "Lunch with Latch" for Acceleration students (every grading period) -Attendance Thermostat Competition Pizza Party for BHS students (every 3 weeks) -Positive Calls by teachers, and staff -Weekly PA shout-outs -Graduate PA announcements **Strategy's Expected Result/Impact:** Review of attendance and credit report every grading period to identify areas of need and growth and to increase attendance by 5% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, PEIMS Clerk, Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Coordinate campus and external efforts to support the specific needs of students. **Strategy's Expected Result/Impact:** Review of all applications and determine success rate of students enrolled based on recovered credit from attendance, credit earned, graduation rate, grade transition by accessing all records of participation and completion **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, PEIMS Clerk, Communities in Schools **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Schedule transition parent meetings for students' parents/family to re-orient students with available resources and revise graduation plans as needed. **Strategy's Expected Result/Impact:** Increase attendance and lower retention rates of returning pregnancy home bound students **Staff Responsible for Monitoring:** Principal, Counselor, CEHI Teacher, Zoned HS Social Workers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students will maintain their Game Plan binder with teacher of record by printing/monitoring daily progress on Edmentum curriculum, student copy of credits earned, weekly attendance log, goal-setting, note taking guides, and graduation plan. **Strategy's Expected Result/Impact:** Maintenance of Game Plan binder on a weekly basis by teachers, more students completing coursework in allotted time **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Classroom supplies - State Compensatory Education				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Incentivize students on a weekly basis who attend school at least 3 days a week by providing "quality of life" items from our Knights' Korner Store as a supplement to the Dropout Prevention Program. **Strategy's Expected Result/Impact:** Review of attendance and credit report every grading period to identify barriers in order to increase attendance by 5% **Staff Responsible for Monitoring:** Dropout Prevention Specialist **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Non-perishable grocery items, hygiene items - State Compensatory Education				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Create asynchronous strategies for students to recover attendance time from credits not awarded due to attendance. **Strategy's Expected Result/Impact:** Increased attendance appeals **Staff Responsible for Monitoring:** Counselor, Inclusion teacher **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Develop and implement plans, systems, and processes to support improved campus A-F rating, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for all students.

Performance Objective 3: Develop and implement processes and procedures to meet student needs.

Evaluation Data Sources: TFI Inventory, Student Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide students with learning tools such as computer apps for class usage and SAT/ACT/TSI/ASVAB preparation. **Strategy's Expected Result/Impact:** Increase participation and passing rates by 10% **Staff Responsible for Monitoring:** Counselor, TSI Prep Teacher, Advanced Academics Dept. **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Computer applications and technology tools - State Compensatory Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Schedule routine meetings with campus and district leaders to monitor student performance for students receiving special education services. **Strategy's Expected Result/Impact:** Improve academic achievement for SPED students by at least 5% **Staff Responsible for Monitoring:** Assistant Principal, SPED Inclusion Teachers, All Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to support teachers through effective restorative practices by providing 1 on 1 intervention to both teachers and students. **Strategy's Expected Result/Impact:** Decrease in weekly behavior incident reporting, decrease in ISS/OSS placement **Staff Responsible for Monitoring:** Assistant Principal, Restorative Discipline Coordinator, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **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, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement RTI (Response to Intervention) process with fidelity through the Branching Minds database which identifies and tracks struggling students (academically/behaviorally), collects teacher observations, logs parent communication, tracks student assessment history, and monitors individual student progress and student interventions. **Strategy's Expected Result/Impact:** Active monitoring between campus administration and RTI coordinator **Staff Responsible for Monitoring:** Assistant Principal, RTI Coordinator, Teachers, Restorative Discipline Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Schedule meetings with campus and district RTI/504 Coordinator to monitor and respond to intervention data. **Strategy's Expected Result/Impact:** Active monitoring between campus administration and RTI coordinator **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus RTI Coordinator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Meet monthly with the Director of Accountability to evaluate student cohort progress (2018, 2019, 2020) along with transcript to audit individual student needs. **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Director of Accountability **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Leadership team meets regularly with the Director of Accountability to create and maintain a Google cohort tracking spreadsheet that was warranted by the dropout and leaver report. **Strategy's Expected Result/Impact:** Reduced dropout coding across cohorts 2018, 2019, and 2020; Increased graduation/continuers coding per cohorts 2018, 2019, and 2020 **Staff Responsible for Monitoring:** Director of Accountability, Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide mid-day transportation for half-day students to improve truancy rate. **Strategy's Expected Result/Impact:** Increased number of half-day students riding mid-day transportation **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** District transportation - American Rescue Plan (ARP/ESSER III)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Monitor and celebrate student credit accrual.

Evaluation Data Sources: Edmentum curriculum reporting, decrease student incident reports, credits earned display boards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Student success will be celebrated each week by displaying credits earned per student and PA graduation broadcasts. **Strategy's Expected Result/Impact:** Bulletin board displays and PA announcements **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - State Compensatory Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create and maintain a monthly newsletter highlighting student successes. **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Principal, Campus Secretary **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide all students with goal setting opportunities/resources and strategies to decrease negative behavior that impedes student success (absences, suspensions, etc). **Strategy's Expected Result/Impact:** Decrease incident reporting as well as increase in positive truancy prevention measures **Staff Responsible for Monitoring:** Restorative Discipline Facilitator, Dropout Prevention Specialist **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Incorporate restorative and truancy initiatives to support student social-emotional needs as well as reduce school barriers.

Evaluation Data Sources: Attendance Records, Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Coordinate weekly student community building circles to foster positive relationships and create safe classrooms. **Strategy's Expected Result/Impact:** Decrease in student suspensions and DAEP placements **Staff Responsible for Monitoring:** Restorative Discipline Facilitator **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Coordinate monthly staff community building circles to foster positive relationships and maintain cohesiveness amongst all parties. **Strategy's Expected Result/Impact:** Increased staff morale **Staff Responsible for Monitoring:** Restorative Discipline Facilitator **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Incorporate district-wide PBIS initiative through campus based procedures in order to strengthen the overall school culture. **Strategy's Expected Result/Impact:** TFI Inventory **Staff Responsible for Monitoring:** PBIS Leadership Team **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Campus culture signage and materials - State Compensatory Education				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 3: Implement truancy prevention measures and provide support to at-risk students in danger of dropping out.

Evaluation Data Sources: PEIMS Leaver Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the Dropout Prevention Specialist to conduct home visits when needed in order to establish a positive connection between home and school. **Strategy's Expected Result/Impact:** Decrease in dropout rate by 10% **Staff Responsible for Monitoring:** Restorative Discipline Facilitator, Dropout Prevention Specialist **Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize our Dropout Prevention Specialist to track student attendance and implement truancy prevention measures in order to improve overall attendance and graduation rates. **Strategy's Expected Result/Impact:** Increase attendance rate of truant/detached students, TAPR Report **Staff Responsible for Monitoring:** Dropout Prevention Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** **Funding Sources:** Student incentives and extra duty hours - State Compensatory Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create a Knights' Korner Store that will be maintained and managed by the Dropout Prevention Specialist that awards students with non-perishable grocery item for meeting each week they meet their attendance goal. **Strategy's Expected Result/Impact:** Increase attendance rate percentage and reduce barriers to school such as hunger, hygiene, etc. **Staff Responsible for Monitoring:** Drop Out Prevention Team, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Perishable grocery items, hygiene, household goods products, etc - State Compensatory Education				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Partner with Texas Workforce to provide our students opportunities for internships and/or job placement. **Strategy's Expected Result/Impact:** Increase attendance rate percentage and reduce barriers to school such as hunger, hygiene, etc. **Staff Responsible for Monitoring:** Dropout Prevention Specialist, Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Pilot "Knight Academy" to be held Monday-Thursday from 5:30pm-8:00pm to flexibly accommodate more working adult students. **Strategy's Expected Result/Impact:** Weekly attendance of students **Staff Responsible for Monitoring:** Principal, assistant principal, and counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Classroom lab usage - American Rescue Plan (ARP/ESSER III)				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide mid-day transportation for half-day track students to lessen the barrier of transportation needs. **Strategy's Expected Result/Impact:** Lessen truancy rate for half-day students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dropout Prevention Specialist, and Campus Secretary **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Bus transportation - American Rescue Plan (ARP/ESSER III) - $11,250.20				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 4: Ensure all facilities are safe and advance the learning of every student.

Evaluation Data Sources: Campus Admin Observation, District Risk Management Feedback, TFI Inventory

Strategy 1 Details	Reviews			
Strategy 1: Ensure ID badges are in place by Fall 2021 as part of required student dress code.	Formative			Summative
Strategy's Expected Result/Impact: District provided equipment to create ID badges and campus administrator observations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Restorative Discipline Coordinator, Campus Secretary **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure campus Emergency Operations Plan is in compliance with district and State of Texas Legislative requirements.	Formative			Summative
Strategy's Expected Result/Impact: Compliance per district standard through monthly email communication **Staff Responsible for Monitoring:** Assistant Principal, District Risk Management **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Improve annual campus ratings of school-wide PBIS procedures.	Formative			Summative
Strategy's Expected Result/Impact: Increase ratings on the TFI Inventory **Staff Responsible for Monitoring:** PBIS Leadership Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 1: Incorporate efficient technology measures to encourage positive connections and enhance the learning experience among students and families.

Evaluation Data Sources: Survey data will indicate a strong response

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Promote monthly communication to parents about important dates and school news through a variety of media platforms such as Facebook, school website, emails, and School-Messenger call-outs. **Strategy's Expected Result/Impact:** Increase parental involvement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Webmaster **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement authentic blended learning activities on weekly lesson plans twice a week for STAAR End of Course Small Group Instruction sessions (SGI). **Strategy's Expected Result/Impact:** Student proficiency with technology applications and increased EOC student performance **Staff Responsible for Monitoring:** Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Classroom materials - Title 1, - State Compensatory Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use materials to supplement administrative needs, online learning management system, and small group instruction with InSpire calculators, iPads, laptops, STAAR intervention materials, print materials, and technology applications for students. **Strategy's Expected Result/Impact:** Staff feedback on resources provided **Staff Responsible for Monitoring:** Campus Secretary, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Technology materials, classroom supplies, print materials - State Compensatory Education				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Streamline campus communication via bi-weekly newsletter to keep staff updated on pertinent information. **Strategy's Expected Result/Impact:** Improved campus culture **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Work with parents, community members, and business partners to build a solid network of support.

Evaluation Data Sources: Increase ratings on campus climate survey

Strategy 1 Details	Reviews			
Strategy 1: Brazos Childcare will work closely with EOAC and CCS to build a partnership that provides wrap-around services for students with children upon program completion.	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance and retention rates of students who are parenting **Staff Responsible for Monitoring:** Childcare Director, Childcare Aide **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use Student Services Department and/or Community in Schools (CIS) wraparound services to support at-risk student needs.	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance rates **Staff Responsible for Monitoring:** Counselor, CIS Staff **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use the Dropout Prevention Specialist to conduct home and work visits when needed in order to establish a positive partnership between school, work, and home.	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance rate **Staff Responsible for Monitoring:** Restorative Discipline Facilitator, Dropout Prevention Specialist **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Maintain a productive relationship with Adopt-a-School partner Extraco Banks.	Formative			Summative
Strategy's Expected Result/Impact: Increase number of times the school connects with the partner to build a strong partnership (e.g., emails, engagement activities, etc.) **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct parent meetings to address any concerns about student progress/achievement in order to bridge the gap between home and school. **Strategy's Expected Result/Impact:** Increase parent participation **Staff Responsible for Monitoring:** Counselor, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Ensure that Brazos Childcare complies with state regulations by providing supplies that support the development of infant and toddler needs. **Strategy's Expected Result/Impact:** State compliance of childcare regulations **Staff Responsible for Monitoring:** Childcare Director, Childcare Aide **Title I Schoolwide Elements:** 2.6 **Funding Sources:** Daycare furniture and supplies - State Compensatory Education				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Create business cards for school staff that are members of the "Knight Walkers Community Outreach" committee (Asst. Principal, Dropout Prevention Specialist, Restorative Discipline Facilitator, Counselor, SPED Inclusion, and PEIMS Specialist) in order to provide direct access and face to face communication with students and families. **Strategy's Expected Result/Impact:** Family communication log in Branching Minds **Staff Responsible for Monitoring:** Principal , Assistant Principal **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Business cards - State Compensatory Education				

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

Goal 5: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 2: Develop and implement post-secondary initiatives to position graduates for success after high school.

Evaluation Data Sources: Graduation Plans, Graduate Exit Surveys, FAFSA completions

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in fall and spring field trips to colleges or universities to expose students to higher education opportunities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student participation sheets **Staff Responsible for Monitoring:** Counselor, Campus Secretary **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Buses - State Compensatory Education				

Strategy 2 Details	Reviews			
Strategy 2: Coordinate with the Executive Director responsible for College, Career, and Military Readiness to increase the number of students graduating with coherent CTE sequences.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase CCMR rate **Staff Responsible for Monitoring:** Counselor, Director of CCMR **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: FAFSA nights will be held each semester to guide students and parents through the college enrollment process.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student enrollment into higher education programs **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 4 Details	Reviews			
Strategy 4: Provide targeted intervention learning tools that adequately prepare students for ASVAB, SAT/ACT, and/or TSI.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase passing rate on college entrance exams **Staff Responsible for Monitoring:** Counselor, TSI Prep Teacher **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** Intervention materials - Title 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct exit interviews with graduates to explore "life after high school" along with collecting data about ways to improve BHS programming from the mindset of a student. **Strategy's Expected Result/Impact:** Knights Graduate Exit Google Form **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Brazos High School

Total SCE Funds:
Total FTEs Funded by SCE: 13
Brief Description of SCE Services and/or Programs

Personnel for Brazos High School

Name	Position	FTE
Christopher Wilson	Restorative Facilitator	1
Daphanie Latchison	Principal	1
Deedra Torres	English-HS	1
Jesse Villarreal	SIT-HS	1
Jessica Castillo	Assistant Principal	1
John Pedrotti	Science-HS	1
Kelsey Allison	Math-HS	1
Kevin Rogers	Instructional Aide	1
Kimberly Nwaeze	Dropout Specialist	1
LaKeena Fowler	Secretary	1
Shelly Cason	SIT-ELAR/SS	1
Starlet Bohannon	Counselor	1
Zoletta Robinson	PEIMS	1

Title I Personnel

Name	Position	Program	FTE
Lisandra Jero	Aide- instructional	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
2	1	2	Office and school supplies		$0.00
2	2	4	Classroom supplies		$0.00
2	2	5	Non-perishable grocery items, hygiene items		$0.00
2	3	1	Computer applications and technology tools		$0.00
3	1	1			$0.00
3	2	3	Campus culture signage and materials		$0.00
3	3	2	Student incentives and extra duty hours		$0.00
3	3	3	Perishable grocery items, hygiene, household goods products, etc		$0.00
4	1	2			$0.00
4	1	3	Technology materials, classroom supplies, print materials		$0.00
5	1	6	Daycare furniture and supplies		$0.00
5	1	7	Business cards		$0.00
5	2	1	Buses		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$54,867.00
				+/- Difference	$54,867.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	Instructional Aides		$0.00
4	1	2	Classroom materials		$0.00
5	2	4	Intervention materials		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$43,450.00
				+/- Difference	$43,450.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$435.00
				+/- Difference	$435.00

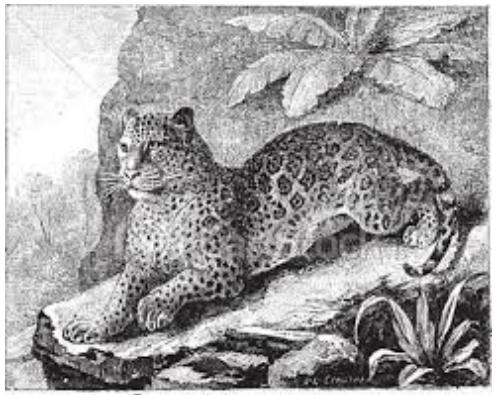
American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
2	1	2	Instructional materials		$0.00
2	1	6	Classroom labs and instructional supplies		$0.00
2	3	8	District transportation		$0.00
3	3	5	Classroom lab usage		$0.00
3	3	6	Bus transportation		$11,250.20
5	1	5			$0.00
5	2	3			$0.00
				Sub-Total	$11,250.20
				Budgeted Fund Source Amount	$34,939.00
				+/- Difference	$23,688.80
				Grand Total	$11,250.20

Addendums

Waco Independent School District

Cedar Ridge Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

At Cedar Ridge Elementary, we will prepare, encourage, inspire and educate ALL students while providing a safe and nurturing environment.

Vision

We at Cedar Ridge are committed to develop, educate, and inspire lifelong learners to maximize their ability to become educated and responsible citizens that are college or career ready.

Core Beliefs

At Cedar Ridge, we believe that all students deserve a top-notch education and that all decisions we make should work towards that goal.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Ridge Elementary is a neighborhood school with an average enrollment of 520-550 children. Approximately 62% of the population is Hispanic, 30% are African American, and 6% are White. Some of the children are multi-racial. There has been a steady increase of Hispanic students in the last ten years. Economically disadvantaged population is 96%. Approximately 38% of students are Limited English Proficient. Approximately 5% are identified as Gifted and Talented students and 13% are identified as eligible for Special Education services. Ninety-six percent of the enrolled students meet one or more of the State indicators for being at risk of failure. The majority of students identified as at risk have failed a State or District assessment, are Limited English Proficient, or have repeated a grade. Mobility rate is high. Attendance is a consistent struggle, averaging 95% this year. Average class size is 20 students. There are more white teachers than African American and Hispanic teachers. Cedar Ridge Elementary is a campus with high percentage of low socioeconomic status, thus, the State Compensatory Education funds are utilized in the same manner as Title I funds to enhance the educational program.

All teachers and instructional paraprofessionals are highly qualified. For the past several years, talented and effective personnel have been recruited from the pool of student interns assigned to Cedar Ridge through the Tarleton University Teacher Certification program. This has proven to be a best practice for recruiting. New teachers are assigned a mentor for the first full year and work closely with a team of experienced teachers at their grade level. Professional development is aligned to district initiatives and is delivered on Staff Development days, during the school day, or after school depending on need. Relevant professional development is available for all personnel depending on individual need. Implementation of professional learning is monitored using walkthrough data. All teachers are evaluated each year using the T-TESS model. Teachers with strong instructional practices mentor other teachers and/or model effective teaching practices. Teachers work and plan in teams and share ideas regularly. All teachers are focused on improving student performance.

Demographics Strengths

Cedar Ridge is a neighborhood school and serves many students from the surrounding area. The campus has many initiatives in place to help with raising attendance including giving away prizes for yearly perfect attendance. Our staff includes teachers and many paraprofessionals (literacy, behavioral, and special education). The addition of these paraprofessional staff members created an increase of bilingual staff members and a staff which is more ethnically representative of our student body. Students who need English language support are all enrolled in classes with a Bilingual trained or ESL certified teacher.

To support our staff, the district mentor program provides a mentor for each new teacher. There are also curriculum support days, Reading Academies, and off-campus training. Cedar Ridge utilizes two campus-based Instructional Specialists to monitor instruction, coach teachers, and ensure curriculum fidelity. Due to AVID being offered digitally, fewer staff members will attend this summer, but we will still have a campus day of AVID training to continue the momentum of strategies. As the staff has gone to the basic trainings at AVID, training this summer will be more diverse and teachers will be leading Professional Development back on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance has been stagnant and lower than the 97% goal for several years. **Root Cause:** The campus lacks a clear, effective system in which to communicate with and involve parents in school.

Student Learning

Student Learning Summary

Due to COVID, all face to face students took the STAAR test, but a few remote students did not. For the 2020-2021 school year, the fifth graders outperformed the third and fourth graders on STAAR testing. 57% of fifth graders passed reading (only 4 percent lower than 2019), 59% passed math (10 percent lower than 2019) and 44% passed science (the biggest loss at 30 percent lower). In fourth grade, 34% passed reading and 31% passed math. For third grade, 37% passed reading and 33% passed math. The third and fourth grade students had a more drastic drop in STAAR scores from 2019, but this was also their first time taking a STAAR test due to COVID in Spring of 2020. Scores indicate that female students are outperforming male students in all subjects and grade levels. They also show that the special programs population has slightly improved over the last three years.

Student Learning Strengths

As a campus, we collect data from many sources such as STAR Renaissance, district-based assessments, BAS, STAAR, and teacher observations and assessments. This data is then used to group students for small-group instruction, intervention, and tutoring. The campus utilizes tutors as well as CIS to provide interventions. All interventions are matched to individual student need. Teachers implement and monitor the RtI process for their students and work in a team with the Instructional Specialists and counselor to ensure all students receive the assistance they need. A certified teacher and two highly-qualified aides provide support for students who qualify for Special Education services. In the 2021-2022 school year, we plan to increase support staff with the addition of specialized Math and ELAR Supplemental Instruction Teachers and paras. These extra staff will provide small group instruction and targeted intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is inconsistent use of rigorous, on-grade level materials in all grades to increase student achievement. **Root Cause:** Teachers need more skill and practice at breaking down TEKs and using data to inform instruction.

School Processes & Programs

School Processes & Programs Summary

Cedar Ridge has worked hard to put systems in place to better student achievement and maintain a safe and civil school. For curriculum, Cedar Ridge uses district-created pacing guides to align curriculum and instruction. Discussions during planning meetings and grade level meetings indicate that teachers are implementing the district's curriculum. The STAR Renaissance, teacher-made tests, and District Based Assessments are all being used to evaluate student progress toward the goal. Assessment results are used to plan instruction, intervention, and acceleration. Teachers meet regularly to discuss student progress, identify at risk students, and design and implement plans to address the learning needs of all students. Teachers use multiple sources of data such as the STAR Renaissance to identify students in Tiers I, II, and III. We are working towards using lexiles and quantiles to track their learning data. Progress of Tier II and III students is generally reviewed every three weeks. Teachers keep a data notebook and collect and review data at grade level meetings.

Teachers perceive that schedules ensure all subjects are taught and student learning time is protected while off-task activities and interruptions are held to a minimum. Teachers feel comfortable voicing opinions about scheduling that disrupts instruction. Teachers feel a tremendous sense of urgency to protect student learning and time on task. The minimum instruction time for each subject is regulated by district guidelines. Students use other specified times for independent work, intervention, and/or acceleration. Some work is completed by the student outside of the school day, either with the teacher or a parent. Campus and District goals are linked in the Campus Improvement Plan. Teacher teams and grade levels meet regularly to review data and plan instruction. The focus of all planning is to improve student performance. Overall, the majority of students are proud of Cedar Ridge and like to come to school. Several parents have told us this year that they trust the staff to do what is best for their child. Parents of former students have expressed how much they miss Cedar Ridge. Visitors often comment about the calm, peaceful feeling they get when they walk in the front door.

Technology use increased tremendously this year, originally out of necessity. As of this spring, all students in 3rd-5th grade have a laptop checked out to them to use at school and all students PK-2nd have an iPad checked out to them. The expectation for use of technology in the classroom is that technology be integrated into instruction daily. This is evidenced through walkthrough data and lesson plans. Technology is used to support instruction and learning through programs and projects such as Freckle, MyOn, HMH, Stemscopes, teacher and student made PowerPoint presentations, and research. Technology is available to both students and teachers and is supported on campus by the Instructional Specialists with assistance from the District Technology Department upon request. Data shows that technology use is evident.

School Processes & Programs Strengths

The district content specialists create assessments that are aligned with the pacing guides. Teachers utilize the pacing guides for lesson material as well as level of rigor. Teachers recieve additional training in Gifted and Talented and/or ESL if they serve identified students. Data notebooks are kept by each teacher to track their students' progress. The Instructional Specialists provide resources, assist with data disaggregation, and coach to ensure high rigor in every classroom.

Teacher teams meet regularly to review data and plan instruction. The focus of all planning is to improve student performance. School administration (Principal, Assistant Principal, and Instructional Specialists) participate and conduct planning during the PLC meetings. Teachers generally feel comfortable sharing suggestions and comments during their PLC time. Technology is being used daily and integrated into instruction in the classroom as evidenced by walkthrough data and lesson planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The majority of students are below grade-level in reading. **Root Cause:** Gaps exist in student learning from the lack of consistent rigorous on-level instruction.

Perceptions

Perceptions Summary

When surveyed, the students and staff stated that they feel safe and happy at school. Positive Behavior Interventions and Support strategies are making a change in common areas. Students can earn Jaguar Bucks for following procedures and then spend these "bucks" at our PBIS store. The students anxiously await their turn to shop at the store every other week. Discipline has gone down in general this year due to remote learning and increased structures in place for COVID protocols. Many of the students receiving disciplinary consequences repeat misbehaviors. The repeated offenses are being disrespectful or defiant, failing to follow rules, or fighting. Most teachers agree that students should be in class in order to learn and that removal from instruction has a negative impact on student achievement. Analysis of discipline data shows that discipline issues are equitable across student populations, but that the number of students receiving discipline removal days increases as the students get older (fifth grade has more than PreK). Students receive more education in ISS than OSS, so a focus has been made on keeping them in school. Effective plans are in place to promote the safety of all students. We conducted the required number of safety drills this year in a timely manner. Our school counselor teaches character education lessons throughout the year and prepares special lessons on stranger danger, bully prevention, and safety at home. Good grades, attendance, and good behavior are valued, recognized, and reinforced regularly.

Family engagement has continued to be a focus this year. The parent survey indicates that parents generally feel welcome at Cedar Ridge. They believe that teachers and staff are caring and do a good job overall. Last year, parents were not permitted on campus due to COVID protocols. That plans to change for the 21-22 school year. In general, parents are encouraged to participate in school events throughout the year including STAAR Night, Open House, Meet the Teacher, Thanksgiving Lunch, Seasonal Music performances in December, Title I Parent Meetings, and student-led conferences. Events are scheduled during and after school hours to accommodate working parents, single parents, and parents without transportation. A school lunch menu goes home each month with students. The menu shares healthy nutritional information, recipes, and daily menus. We use informational fliers, School Messenger, Facebook, school website, the Remind app, and the school marquee to share information with parents about school and events. All school information goes home in both English and Spanish. Many classroom teachers use a daily take home folder to inform parents about classroom events. Parents are invited to participate in school decision-making processes. Most parents do not participate in site-based planning. Parents do respond to surveys and phone calls some of the time. The Master Gardeners, Kids Hope, and St. Alban's Episcopal Church have been strong community partners this year even through the pandemic.

Perceptions Strengths

The campus is a safe and orderly place for students to learn. Most teachers are focused on keeping students in class and maximizing learning opportunities. Students are able to recite the campus and classroom expectations. Teachers consistently evaluate the classroom expectations and adjust accordingly. The RESET classroom is utilizing the PASS model, which has allowed us to work more intensely on behavior modification for some of the students demonstrating more difficult behaviors. The campus behavior staff has helped keep students in class more so than receiving punitive consequences. The number of placements at alternative school has decreased dramatically.

Most parents genuinely care about the school and participate in school activities when they are able. For the most part, parents feel comfortable bringing concerns to the principal. A campus Facebook page is also utilized to provide updates. It contains pictures and information about many activities happening at Cedar Ridge. Implementation of the Remind app has increased as a campus-wide tool which many teachers and parents have said greatly increased parental contact.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At times, disruptive behavior is getting in the way of teaching and learning. **Root Cause:** There is inconsistent use of classroom routines

and procedures along with behavior tiered identification and supports across the campus.

Priority Problem Statements

Problem Statement 1: Average daily attendance has been stagnant and lower than the 97% goal for several years.
Root Cause 1: The campus lacks a clear, effective system in which to communicate with and involve parents in school.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is inconsistent use of rigorous, on-grade level materials in all grades to increase student achievement.
Root Cause 2: Teachers need more skill and practice at breaking down TEKs and using data to inform instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: The majority of students are below grade-level in reading.
Root Cause 3: Gaps exist in student learning from the lack of consistent rigorous on-level instruction.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: At times, disruptive behavior is getting in the way of teaching and learning.
Root Cause 4: There is inconsistent use of classroom routines and procedures along with behavior tiered identification and supports across the campus.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate to 10%.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement.

Targeted or ESF High Priority

Evaluation Data Sources: formative walkthrough observations, Session Survey Results, T-TESS Results, STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Plan and implement professional development around lesson planning, processes, and protocols to ensure teachers have an understanding of effective lesson planning. **Strategy's Expected Result/Impact:** Creation of aligned lesson plans that include precise learning objectives, aligned formative assessments, and reteach plans to support effective Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure 100% of K-3 teachers and school leaders complete the Reading Academies prior to the start of the 2022-2023 school year, as outlined in HB 3 by the 86th Texas Legislature. **Strategy's Expected Result/Impact:** Teachers and principals will have increased knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Employ 2 instructional specialists to assist teachers with planning and data disaggregation and provide coaching. **Strategy's Expected Result/Impact:** Increased student achievement, differentiated instruction based on student data and coaching **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** - Title 1, - State Compensatory Education				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct grade level PLCs, data meetings, and staff meetings to provide professional development, coaching, and data disaggregation. Use protocol based on ESF learning. **Strategy's Expected Result/Impact:** There will be an increase in teacher effectiveness as evidenced in PLC notes, lesson plans incorporating strategies learned **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide support to general education teachers who serve students in Special Education so they are better equipped to differentiate instruction. **Strategy's Expected Result/Impact:** Students receiving Special Education services will show an increase of a year's academic growth due to being in the regular classroom as much as possible **Staff Responsible for Monitoring:** Instructional Team, Special Education Department **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase the number of teachers obtaining ESL certification so that 90% of English classes use ESL practices. **Strategy's Expected Result/Impact:** ESL certified teachers will create more opportunities for learning for ELL students **Staff Responsible for Monitoring:** Instructional Team, LPAC Chair **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				



No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is inconsistent use of rigorous, on-grade level materials in all grades to increase student achievement. **Root Cause**: Teachers need more skill and practice at breaking down TEKs and using data to inform instruction.
School Processes & Programs
Problem Statement 1: The majority of students are below grade-level in reading. **Root Cause**: Gaps exist in student learning from the lack of consistent rigorous on-level instruction.

Goal 1: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate to 10%.

Performance Objective 2: Partner with Tarleton State University as a Professional Development School.

Evaluation Data Sources: Active Partnership with Tartleton State University, Recruitment of Clinical Teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with Tarleton State University to provide PD to teachers and Tarleton students on research-based best practices. **Strategy's Expected Result/Impact:** Increase in teacher efficacy and lesson plans showing newly learned best practices **Staff Responsible for Monitoring:** Instructional Team, PDS Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Build relationships with the Tarleton State University clinical teachers and recruit them to start employment after graduation. **Strategy's Expected Result/Impact:** Retention of clinical teachers **Staff Responsible for Monitoring:** Principal, PDS Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate to 10%.

Performance Objective 3: Implement innovative solutions and strategies for teacher recruitment, induction, and retention.

Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited

Strategy 1 Details	Reviews			
Strategy 1: Analyze current teacher appreciation activities for effectiveness.	Formative			Summative
Strategy's Expected Result/Impact: Recommendations for effective and cost-efficient teacher appreciation activities **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Assign first year teachers a mentor through the WISD mentor program and teachers new to campus a buddy.	Formative			Summative
Strategy's Expected Result/Impact: Increased capacity of new teachers as evidenced in walkthroughs and observation notes **Staff Responsible for Monitoring:** Instructional Team, New Teacher Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Celebrate staff by conducting Staff Appreciation week, providing lunch, cake, and other treats to show appreciation.	Formative			Summative
Strategy's Expected Result/Impact: Improved staff morale **Staff Responsible for Monitoring:** Instructional Team **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Send out a weekly newsletter to staff with upcoming events and information.	Formative			Summative
Strategy's Expected Result/Impact: Weekly newsletters, informed staff **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Purchase updated technology for teachers to use for instructional activities. **Strategy's Expected Result/Impact:** Technology inventory log, lesson plans showing effective inclusion of technology **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** - Title 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase teacher voice and distributive leadership by selecting teacher leaders from each grade level and/or subject area where appropriate. **Strategy's Expected Result/Impact:** Increase in quality communication between Instructional Team and staff, teacher input provided for decisions made on the campus **Staff Responsible for Monitoring:** Instructional Team **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: Decrease the number of ISS, OSS, and DAEP placements by five percent.

Targeted or ESF High Priority

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Implement Conscious Discipline and PBIS (CHAMPS) school-wide as classroom management tools.	Formative			Summative
Strategy's Expected Result/Impact: Lesson plans and walkthroughs will show CD and PBIS strategies in use **Staff Responsible for Monitoring:** Instructional Team, Counselors, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Perceptions 1	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use a behavior aide to reinforce Tier 1 and 2 behavior intervention plans so students increase time in class.	Formative			Summative
Strategy's Expected Result/Impact: Daily logs will show student interactions and students spending more time in class **Staff Responsible for Monitoring:** Administrative Team, Counselors **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1 **Funding Sources:** - State Compensatory Education	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide anti-bullying curriculum to all students.	Formative			Summative
Strategy's Expected Result/Impact: Through counseling and guidance lessons, there will be a decrease in the number of bullying incidents **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Positive Behavior Implementation and Supports for all students including Jaguar Bucks and the PBIS store. **Strategy's Expected Result/Impact:** Hallway observations will show an increase in following campus procedures **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Identify and provide services to students who are at risk due to social and emotional factors. **Strategy's Expected Result/Impact:** Reduction in behavior referrals, decreased failure rate **Staff Responsible for Monitoring:** Counselor, Instructional Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Develop a graphic organizer to depict the campus behavior intervention structure and program. The graphic includes the differences between minor and major offenses and possible ways to handle them. **Strategy's Expected Result/Impact:** Reduction in ISS placements due to stronger Tier 1 plans **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Assess and improve campus Positive Behavior Support and Intervention using the Tiered Fidelity Inventory (TFI). **Strategy's Expected Result/Impact:** Campus will have an up-to-date action plan tied directly to the TFI **Staff Responsible for Monitoring:** Leadership Team, Counselors **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: At times, disruptive behavior is getting in the way of teaching and learning. **Root Cause**: There is inconsistent use of classroom routines and procedures along with behavior tiered identification and supports across the campus.

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: Increase the average daily attendance rate to a minimum of 97%.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance Rate Data

Strategy 1 Details	Reviews			
Strategy 1: Recognize students with perfect attendance each grading period with an incentive.	Formative			Summative
Strategy's Expected Result/Impact: Average daily attendance will increase to 97% **Staff Responsible for Monitoring:** Administrative Team, Counselors, PEIMS Clerk, PCL **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use PCL to make home visits to students with excessive absences.	Formative			Summative
Strategy's Expected Result/Impact: Average daily attendance will increase and a log of home visits will be maintained **Staff Responsible for Monitoring:** Administrative Team, PCL **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Recognize Superstar students with monthly celebration.	Formative			Summative
Strategy's Expected Result/Impact: Student attendance and students' ability to follow expectations will increase **Staff Responsible for Monitoring:** Counselor, Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide information to students about suicide prevention, conflict resolution, and drug and violence prevention.	Formative			Summative
Strategy's Expected Result/Impact: Guidance lesson plans will show these topics covered as well as the GREAT program notes and pictures **Staff Responsible for Monitoring:** Counselor, Administrative Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Evaluate attendance monitoring and intervention strategies to include personalized plans for students with excessive absences. **Strategy's Expected Result/Impact:** Increased student attendance, individual plans in place for students with excessive absences **Staff Responsible for Monitoring:** Leadership Team, Counselors, PCL, PEIMS Specialist **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance has been stagnant and lower than the 97% goal for several years. **Root Cause**: The campus lacks a clear, effective system in which to communicate with and involve parents in school.

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 3: Provide monthly family engagement opportunities and increase the number of family members attending by 25%. Continue providing virtual activities and resources for parents unable to attend in person.

Targeted or ESF High Priority

Evaluation Data Sources: Agendas, Sign-in Sheets From Family Engagement Opportunities, Attendance Tracking Form

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Plan monthly special events such as Meet the Teacher, Parent Orientation Night, holiday music celebrations, and book fairs. **Strategy's Expected Result/Impact:** Family member attendance will increase 25% at campus events **Staff Responsible for Monitoring:** Administrative Team, Parent Involvement Coordinator **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use school messenger, the Waco ISD website, Facebook, newsletters, flyers, take-home folders, planners and Remind to communicate from school to home. **Strategy's Expected Result/Impact:** Better communication and relationships between home and school **Staff Responsible for Monitoring:** Administrative Team, Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** - Title I Parent Involvement				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct spring student-led conferences to discuss student progress and success. **Strategy's Expected Result/Impact:** An increase of 25% of parents attending student-led conferences as compared to 2019 **Staff Responsible for Monitoring:** Instructional Team, Parent Involvement Coordinator **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use a parent center to provide information concerning community services, support parent learning, and bridge the school-home gap. Parent Center will include computers and a printer available for use. **Strategy's Expected Result/Impact:** Parent usage of the computer center will increase by 25% **Staff Responsible for Monitoring:** Administrative Team, Office Clerk **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools				



No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance has been stagnant and lower than the 97% goal for several years. **Root Cause**: The campus lacks a clear, effective system in which to communicate with and involve parents in school.

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 4: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: Training Sign-in Sheets, Professional Development Calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure student identification badges are being worn and a process is in place for creation, replacement, and management of badges. **Strategy's Expected Result/Impact:** Campus personnel can identify strangers to campus, student names identified to enhance school safety **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure administrators are trained on the implementation of threat assessment teams using the Texas School Safety Center as a resource. **Strategy's Expected Result/Impact:** Implement threat assessment teams with fidelity **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training to staff on identification of student mental health needs with partners such as Providence Ascension or Baylor Scott and White. **Strategy's Expected Result/Impact:** Consistent research-based protocol to identify students in immediate danger of harming self or others **Staff Responsible for Monitoring:** Leadership Team, Counselor **Title I Schoolwide Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Create a "Stop the Bleed" team to attend training and be prepared in the event of an emergency. **Strategy's Expected Result/Impact:** Staff trained to respond in the case of an emergency event requiring the use of tourniquets and other techniques to stop bleeding **Staff Responsible for Monitoring:** Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Become a "No Place for Hate" designated campus. **Strategy's Expected Result/Impact:** Students will understand respect for one another and bullying will be reduced **Staff Responsible for Monitoring:** Counselors, Leadership Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Develop and implement plans, systems, and processes to support improved campus A-F rating (from C to B) and ensure academic success for all students.

Performance Objective 1: 80% of students will show at least one year's growth in reading and math. 90% of 3rd graders will be reading on grade level by the end of 2021-2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores, Renaissance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted intervention using research-based materials such as Mentoring Minds, Countdown to STAAR, and Measuring Up. **Strategy's Expected Result/Impact:** Students will have access to quality materials to enrich the curriculum **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Title 1 - $15,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct after-school tutorials for students needing additional assistance based on teachers' data analysis. **Strategy's Expected Result/Impact:** Students will participate in targeted after-school tutoring to increase their knowledge and comprehension on TEKS aligned assignments **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Title 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilizing the DDI format, teachers will review student achievement data and identify areas of instruction that need additional focus. **Strategy's Expected Result/Impact:** List of identified TEKs that provide the most leverage; reteach plans that address student gaps **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: Administer interim assessments, STAR Renaissance, and/or benchmarks to identify areas of focus for interventions.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student Lexile/Quantile levels as shown on student growth tracker **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
Strategy 5: Use common assessment data to determine instructional adjustments and targeted interventions for students in need of additional support.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student Lexile/Quantile levels as shown on student growth tracker **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Conduct a four-hour Saturday planning day allowing teachers in grades 3-5 to utilize DDI meeting information from released tests to develop and plan reteach lessons.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Detailed reteach plans and Tier 1 instructional lesson plans incorporating DDI information **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** - Title 1 - $1,500				

Strategy 7 Details	Reviews			
Strategy 7: Employ three Supplemental Instruction Teachers and two Instructional Paraprofessionals to provide structured embedded tutoring and interventions to students to address their instructional gaps.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student Lexile/Quantile levels as shown on student growth tracker **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Extend and enhance lessons for identified GT and high-achieving students by grouping them into clustered classrooms with GT trained teachers. Students will also participate in the GT project fair. **Strategy's Expected Result/Impact:** Increase in the number of students achieving masters on STAAR tests **Staff Responsible for Monitoring:** Instructional Team, GT Teacher **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Ensure accurate identification of students with dyslexia through training and work with dyslexia teacher. Ensure those who qualify for dyslexia services receive them appropriately. **Strategy's Expected Result/Impact:** Students served with dyslexia will demonstrate growth in reading and math **Staff Responsible for Monitoring:** Leadership team, Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is inconsistent use of rigorous, on-grade level materials in all grades to increase student achievement. **Root Cause**: Teachers need more skill and practice at breaking down TEKs and using data to inform instruction.

School Processes & Programs
Problem Statement 1: The majority of students are below grade-level in reading. **Root Cause**: Gaps exist in student learning from the lack of consistent rigorous on-level instruction.

Goal 3: Develop and implement plans, systems, and processes to support improved campus A-F rating (from C to B) and ensure academic success for all students.

Performance Objective 2: Decrease the number of students needing tier 3 intervention in reading and math by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Tier Reports

Strategy 1 Details	Reviews			
Strategy 1: Use tutors, volunteers, and HQ paraprofessionals to provide small group tutoring.	Formative			Summative
Strategy's Expected Result/Impact: Students will receive targeted small group tutoring based on individual need (as identified from teachers' data analysis) **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - State Compensatory Education	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use programs such as Freckle, MyOn, and STAR Renaissance with fidelity to increase reading skills.	Formative			Summative
Strategy's Expected Result/Impact: Students will gain skills and confidence and Lexile growth will be seen on STAR Renaissance testing **Staff Responsible for Monitoring:** Instructional Team, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase new computers and/or iPads and other technology to run intervention programs and software.	Formative			Summative
Strategy's Expected Result/Impact: Students are able to utilize technology to enhance their learning and use intervention programs successfully **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title 1	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide print-rich classroom environments including the use of visuals, graphic organizers, and word walls.	Formative			Summative
Strategy's Expected Result/Impact: Students will access curriculum throughout their classrooms **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** - Title 1	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize the MTSS manual and implement a system of interventions for struggling students. **Strategy's Expected Result/Impact:** Increase in student Lexile/Quantile levels as shown on student growth tracker **Staff Responsible for Monitoring:** Leadership Team, MTSS Coordinators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Develop and implement plans, systems, and processes to support improved campus A-F rating (from C to B) and ensure academic success for all students.

Performance Objective 3: Meet TEA requirements for a school labeled Targeted Improvement.

Targeted or ESF High Priority

Evaluation Data Sources: A-F Rating, Federal Accountability Indicator

Strategy 1 Details	Reviews			
Strategy 1: Implement Data-Driven Instruction to systematically inform response to data and reteach plans.	Formative			Summative
Strategy's Expected Result/Impact: Creation of systems and processes around DDI will be used in data meetings and cycles for follow up coaching **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Complete all activities as planned in the Targeted Improvement Plan.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is inconsistent use of rigorous, on-grade level materials in all grades to increase student achievement. **Root Cause**: Teachers need more skill and practice at breaking down TEKs and using data to inform instruction.

Goal 3: Develop and implement plans, systems, and processes to support improved campus A-F rating (from C to B) and ensure academic success for all students.

Performance Objective 4: Increase knowledge and skills of administrators, teachers, and professional staff in understanding the A-F accountability system.

Evaluation Data Sources: Increased Student Achievement on STAAR and Domain Indicators

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training for teachers about accountability system (A-F), the TAPR data and identify goals for 2021-2022. **Strategy's Expected Result/Impact:** Campus staff will have clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct training on understanding the TELPAS testing system and how to interpret data reported on the TAPR for federal accountability standards. **Strategy's Expected Result/Impact:** Use of data to develop interventions for applicable students, identify strategies to support successful TELPAS testing **Staff Responsible for Monitoring:** TELPAS Coordinator **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase support for students having previously earned "Approaches" or "Meets" to push towards "Masters" through collaboration with teachers to develop strategies that will facilitate increased student achievement. **Strategy's Expected Result/Impact:** An increase of "masters" level scores on STAAR English and Math assessments **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
Strategy 4: Work with Director of Accountability Systems and Data Analysis to deepen knowledge of A-F Accountability measures and develop a plan to increase achievement.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: A-F accountability measures reported through PEIMS departments will be reflective of accurate student information and achievement **Staff Responsible for Monitoring:** Leadership Team, Director of Accountability Systems & Data Analysis **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
Strategy 5: Conduct review of data to identify instructional leverage points and verify all A-F accountability coding is accurate.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student data coded and mined for A-F accountability will be an accurate account of student data and achievement **Staff Responsible for Monitoring:** Instructional Team, PEIMS specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 6 Details	Reviews			
Strategy 6: Facilitate focused instructional planning based on campus needs using Eduphoria and Lead4Ward resources.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement as a result of data review and intervention **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 7 Details	Reviews			
Strategy 7: Create a data wall where the progress of each student (3rd-5th grade) is tracked and projections can be made utilizing real-time data.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will have a clear understanding of progress measure and where each student needs to score to reach the next rating **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 8 Details	Reviews			
Strategy 8: Ensure proper coding of economically disadvantaged students and those covered under the McKinney-Vento act in PEIMS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Accurate coding of students				

Staff Responsible for Monitoring: Leadership Team, PEIMS Specialist
Title I Schoolwide Elements: 2.6

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Coordinate the instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 1: Maintain AVID Elementary Certified status and build a Graduation Culture.

Targeted or ESF High Priority

Evaluation Data Sources: AVID Certification, AVID Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure staff are adequately trained to implement and sustain the AVID program by attending the AVID Summer Institute. Empower teacher leaders to present professional development on strategies learned and assist in furthering implementation. **Strategy's Expected Result/Impact:** Teachers will receive instruction on research-based strategies at the AVID Summer Institute and will implement the strategies in their classrooms **Staff Responsible for Monitoring:** Instructional Team, AVID Coordinator **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title 1, - State Compensatory Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase necessary student supplies such as binders, planners, and materials to implement AVID methodology. **Strategy's Expected Result/Impact:** Students will utilize binders and planners to organize themselves and their work **Staff Responsible for Monitoring:** Instructional Team, AVID Coordinator **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Celebrate a college/ university and career each week, displaying a pennant and sharing facts during morning assemblies. **Strategy's Expected Result/Impact:** Students will be exposed to different colleges and careers during morning assemblies **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 4 Details	Reviews			
Strategy 4: Design and purchase a CRE AVID shirt for all teachers to promote the college-going environment.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will wear the new shirt to promote unity and encourage the campus focus **Staff Responsible for Monitoring:** Instructional Team **Funding Sources:** - Title 1 - $2,000	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Build a culture of graduation by focusing on student graduation year instead of grade (i.e., Class of 2034 instead of kindergarten).	Formative			Summative
Strategy's Expected Result/Impact: Strengthen culture of support and routines through clear expectations **Staff Responsible for Monitoring:** AVID Coordinator **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Engage families with student goal-setting, implementing support, and responding to feedback related to student performance and attendance.	Formative			Summative
Strategy's Expected Result/Impact: Parent support results in increased student achievement and decreased dropout rate **Staff Responsible for Monitoring:** AVID Coordinator **Title I Schoolwide Elements:** 3.2	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Plan and implement webinars and/or field trips with state and private universities to promote awareness of college admission and opportunities.	Formative			Summative
Strategy's Expected Result/Impact: Increased student awareness regarding college admission and opportunities available **Staff Responsible for Monitoring:** AVID Coordinator **Title I Schoolwide Elements:** 2.5	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Conduct an AVID Retreat in August where teachers will learn AVID Best Practices and Campus expectations for AVID implementation.	Formative			Summative
Strategy's Expected Result/Impact: AVID implemented with fidelity, increased use of AVID strategies to	Nov	Jan	Mar	June

support student achievement **Staff Responsible for Monitoring:** AVID Coordinator **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - Title 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Coordinate the instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 2: Implement a clear Response to Intervention (RtI) plan using the MTSS manual to decrease number of students receiving Tier 3 and Tier 2 levels of support.

Evaluation Data Sources: STAAR Data, Tier Breakdown Lists

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Branching Minds to identify, tier, write individualized learning plans, and progress monitor students for reading, math, writing, and behavior. **Strategy's Expected Result/Impact:** Increased student achievement; reduction in number of Tier 3 students **Staff Responsible for Monitoring:** RtI Coordinator, Instructional Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Review class and individual student data from STAR Renaissance Assessments to make informed decisions, including, but not limited to, identification of instructional deficits, identification of instructional focus areas, establishment of student groups based upon areas of need, and determination of student progress toward meeting end-of-year goals. **Strategy's Expected Result/Impact:** Increased student achievement; reduction in number of Tier 3 students **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure students who previously failed a STAAR assessment receive interventions during the school year and/or through an extended year opportunity. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Purchase headphones and wireless mice for student use during intervention programs. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Instructional Team **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - State Compensatory Education				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Coordinate the instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 3: Develop and implement a plan to improve library services on campus.

Evaluation Data Sources: Number of Library Books, Student Achievement Data in Reading, Record of Utilization of Library

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Learning Lab 1 (former library) for MakerSpace implementation . Start the process by building a "culture of creating" via YouTube and in-person book reading and tasks. Further implementation will include students creating within the MakerSpace. **Strategy's Expected Result/Impact:** Students utilizing the library for innovative projects that will increase student achievement **Staff Responsible for Monitoring:** Instructional Team, Librarian **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain systems for tracking books and reading within the classroom libraries. **Strategy's Expected Result/Impact:** Increased number of books in classroom libraries; effective use of literature to support increased student achievement **Staff Responsible for Monitoring:** Instructional Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 5: Build campus efficacy based on Effective Schools' Essential Actions and self-assessment tool.

Performance Objective 1: Campus instructional leaders act with intention by focusing on their roles and responsibilities.

Targeted or ESF High Priority

Evaluation Data Sources: Progress made towards campus goals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize a focused Instructional Team Meeting Agenda every week to ensure campus goals are met. **Strategy's Expected Result/Impact:** Campus goals are met through focused work of the Instructional Team **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Leadership Team Members use agendas and tracking tools for their instructional responsibilities which the principal will then use to provide coaching and feedback. **Strategy's Expected Result/Impact:** Campus goals are met through focused work of the Instructional Team **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Build campus efficacy based on Effective Schools' Essential Actions and self-assessment tool.

Performance Objective 2: Campus Instructional Leaders will analyze relevant assessment data and utilize it to inform instruction. The Leadership Team will use the ESF Framework to develop needed systems and processes.

Targeted or ESF High Priority

Evaluation Data Sources: Data Meeting Agendas, Progress Monitoring Tools, Assessment Calendar, Reteach Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Team will develop a coaching calendar based on data. **Strategy's Expected Result/Impact:** Instructional team will utilize relevant data and coach teachers based on the data to increase teacher efficacy **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional specialists will lead grade-level teams in corrective instruction action planning (unpacking the standards, identifying gaps, planning the reteach, practicing the reteach, follow through). This process will also ensure lesson plans are aligned to the scope and sequence. **Strategy's Expected Result/Impact:** Teachers will analyze relevant data to inform instruction **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop a teacher team meeting agenda and protocol that follows a planning structure. Teacher teams will utilize it every week to plan rigorous instruction. **Strategy's Expected Result/Impact:** Aligned lessons that are rigorous and based on data **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Cedar Ridge Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Cedar Ridge Elementary School

Name	Position	FTE
Antonia Columbus	SIT Aide	1
Cheryl Dillard	Teacher Resident	1
Cynthia Lugo Guevara	InstructionalAide	1
Justin Scott	SIT	1
Kimberly Huffman	SIT	1

Title I Personnel

Name	Position	Program	FTE
Corrine Newton	Instructional Aide	Title I	1
Jennifer Zane	Instructional Specialist	Title I	1
Lauren Reasor	Instructional Specialist	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
2	1	2			$0.00
3	2	1			$0.00
4	1	1			$0.00
4	2	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$225,493.00
				+/- Difference	$225,493.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	3	5			$0.00
3	1	1			$15,000.00
3	1	2			$0.00
3	1	6			$1,500.00
3	2	3			$0.00
3	2	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	4			$2,000.00
4	1	8			$0.00
				Sub-Total	$18,500.00
				Budgeted Fund Source Amount	$205,800.00
				+/- Difference	$187,300.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,058.00
				+/- Difference	$2,058.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$87,911.00
				+/- Difference	$87,911.00
				Grand Total	$18,500.00

Addendums

Group : 1

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **Demographics**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: 02-11-2019

Sign In:

Vicky Rivera Olvera
Derinda Nichols
Kristine Klassen
Linda Lerez

Questions:

- Why aren't students who are 504 on the Special Services list?
- How often do we test for Special Services?

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **Student Achievement**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: 2-11-19

Sign In:

J. Scott Grecia Chavira Shari Boardman
Karmichael Antonia Columbus Mary Hott

Questions:

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **School Culture and Climate**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: _____

Sign In:

Hollie Gober

Questions:

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **Staff Quality, Recruitment, and Retention**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: 2/11/19

Sign In:

Alicia DeLeon Kate Spicer

Kristy L. Noll

Yolanda C. Andrews

Kita Jackson

Questions:

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **Curriculum, Instruction, and Assessment**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: 2/11/19

Sign In:

Kathy Howard de la Peña
Karen Colorado
Jennifer Price (Tarleton) Tara Cuevas
Stephanie Flores

Questions:

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **Family and Community Involvement**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: 2-11-19

Sign In:

M -Rogers Timmothy Lancaster

Lauren Reasor Sara Curtiss

Jennifer Cootsware

Caroline Bentt

Questions:

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **School Context and Organization**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: 2/11/19

Sign In:

Angela Rau	Tu Menjivar	
Kendall Wilson	C Mettles	
Patricia White		
L. Vasquez		

Questions:

2115 Meridian Ave., Waco, TX 76708
Phone: 254-756-1241 Fax: 254-750-3531

Campus Needs Assessment Agenda and Sign In

Group: **Technology**

Agenda:

- Look over the questions and data source/information
- Discuss the questions as a group
- Have one recorder write down a summary of discussion points on provided paper
- Record any questions you have on the bottom of this paper

Date(s) Met: 2/11/2019

Sign In:

Colby Burton Myriam Roberson

Esperanza Garza

Natalie Llano

Amie Ladd

Questions:

Demographics

1. What is the breakdown by ethnicity, gender, or other category?

Total Hispanic: 61.76% Female: 255

Total Black / AAmerican: 29.96% Male: 289

Total White: 6.07%

Total Student body: 544 Students

* More male, hispanic population

2. What is the number of students in each special program? Are any groups under or over represented?

GT Students: 29 Students

LEP: 190 students

SES: 53 Students

Total LEP Students: 190

3. Who are our at-risk students? What is their at-risk category?

Total economic Disadvantage Students: 511 / 544

Free lunch: 459

Reduce lunch: 52

Every student ~~who~~ gets Free lunch will get CRE more funding.

Student Achievement

1. What do STAAR scores show when disaggregated by ethnicity, gender, socioeconomic status, special programs, etc?

- Scores indicate that female students are outperforming males in all subjects and grade levels.
- The hispanic population is performing steadily from a range of 40% - 60% passing rate while whites and African Americans are ranging anywhere from 25% - 60% passing rate.
- The special program population is slightly improving in the three year data sample.

2. Which students are making progress?

3rd Special program population (reading)
3rd grade Hispanic
5th grade Hispanic (Math) & females
4th grade Hispanic (Math) / 5th Science male & female

3. Where are we enjoying success as a campus?

See #2

4. What interventions and action plans have been put into place to help students?

Intervention w/ tutors
Saturday camps
Tarleton
After school tutoring

School Culture

1. What does the data reflect regarding student behavior, discipline, etc?

It's the same students that are repeatedly misbehaving and causing most of the discipline referrals and alternative placings. Their needs are not being met and therefor the consequences are not helping to deter the behavior. A lot of the students that have received ISS come from the same family.

2. To what degree do students and staff feel physically safe?

Procedures are set in place for teachers to quickly evacuate and protect students when the need arises. The feeling of safety depends from class to class and even day to day depending on which students are present or even what mood the student is in. Most teachers do feel safe. However, the windows have been sealed shut so if a fire was to occur that would be an issue.

3. What does the data indicate regarding classroom management and organization? How does this compare with student achievement?

Data shows improvement can be made; some teachers get stuck with several "spicy" kids lets spread the love. Reorganization needs to be made with classrooms especially when testing.
Behavior directly impacts student achievement. When students are in ISS/DAEP they're not learning and when they're in class they are disrupting teaching and learning of their peers.

Staff Quality

1. How is staff supported? What are the strengths and weaknesses of staff support?

We have support from aids, and upper grade tutors, behavior support. We also have great community supporters and community in schools. First year teachers get mentors & everyone individually is very supportive, teachers and admin. As far as weaknesses go, we feel short staffed in BASE and PASS. Reading coaches for different grade levels are also a huge support.

2. How are we using data to determine professional development for staff?

Once data is disaggregated then professional development is scheduled / planned accordingly.

3. What types of professional development has staff attended? What impact has it had on performance? What is the follow up?

- Emotional Poverty (Ruby Payne)
- Map Growth Assessment
- Smarty Ants
- iStation
- Written Expression
- Lead Forward
- TELPAS
- Conscious Discipline
- Safe Schools
- Achieve 3000
- AVID
- Literacy Aid training

These PD's help us to meet individual student needs, bring new strategies into the classroom, strengthen our kids' academic achievement. We receive follow up with AVID in the form of yearly training & we implement strategies.

Curriculum, Instruction, and Assessment

1. How is data used to inform curriculum, instruction, and assessment decisions?

- Does not inform curriculum - that is set in the TEKS / Scope + Sequence
- Use the data to decide how / what to teach / reteach
- Kindergarten has district assessments can affect reteach / retest
- Data does impact small group instructional decisions

2. What evidence supports the implementation of high impact/high yield additional interventions for students who need additional help?

- Common assessment scores
- small groups
- DBA's
- intervention
- intervention pull-out

3. What more could be done to align curriculum, instruction, and assessment?

- more user-friendly pacing guides
- teacher in-put on pacing guides
- Roll out all instructional materials at the beginning of the year and don't add new materials at random points in the year
- Eliminate discrepancies - all departments need to be on the same page regarding what expectations look like

Parent Involvement

1. What evidence exists that parents are involved in meaningful activities that support students' learning?

Parent Involvement Night Sign In Sheets
Storybook Parade
Student Led Conferences
Teacher-Parent Conferences
Meet the Teacher
ARD meeting involvement
Thanksgiving Lunch. Building relationships

2. How are parents involved in school decisions?

Cedar Ridge Elementary School Parent Alliance (CRESPA) meetings-

ARD + 504 meetings

teacher-parent conferences

3. What are some strengths and weaknesses of our parent involvement program?

Weaknesses- lack of participation by parents in planning activities

Strength- strong participation when students perform, REMIND

Suggestion-
Give books away @ Parent Involvement Nights or every time a parent comes!

2/11/19

School Context and Organization

1. How is adequate time devoted to subjects in which students perform poorly?

Small group intervention with teachers and tutors. 4th grade has a tutor for 50 minutes Mon-Thurs for in class support during ELAR Block. After school tutorials and Saturday school will be offered.

2. Are there opportunities for teachers, parents, support staff, and students to be heard and to be part of solutions to identified problems?

- CRESPA - once a month (Parents)
- Conferences (Parents) (students, teachers)
- Remind, email (Parents)
- ARD's, 504 meetings (Parents, teachers)
- Faculty meetings/ PLC's (Parents, teachers)

Technology

1. What technology do we have?

Desktops, Ipads, Laptops, Projectors
Document Cameras, mobi

2. What is the technology proficiency for staff and students?

Our students and staff are moderately proficient but given all the resources but there we can do much more.

To be able to use the technology we already have, we need good quality headphones with cord protectors.

3. In which content areas are we using technology and how? What is the effect?

- Music - instructional Videos, Go Noodle
- Math/ELAR - Istatation, Achieve, Mobi
- Art - project with the document camera
- Science/Social Studies - ~~Achieve~~ Stem Scopes
- Computer lab
- PE - Go Noodle and warm ups.
- ~~Assembly~~ - Gonoodle, power point

Need updated computers or faster/reformatted computers.

Waco Independent School District

Cesar Chavez Middle School

2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cesar Chavez Middle School is one of four middle schools serving students 6th grade through 8th grade in Waco Independent School District, located in central Texas. In the fall semester of the 2020-21 school year, Cesar Chavez Middle Schools total enrollment was 918 students. Enrollment numbers have remained steady over the last three school years, with all three grade levels being relatively equal in numbers. Our students enroll at Cesar Chavez Middle School from several feeder elementary campuses including: Bells Hills Elementary, South Waco Elementary, Kendrick Elementary, and Alta Vista Elementary.

	2018-2019	2019-2020	2020-2021
Enrollment	920 (6th-309, 7th-319, 8th-292)	930 (6th-321, 7th-312, 8th-297)	918
Male	469 (51%)	486 (52%)	466 (51%)
Female	451 (49%)	444 (48%)	452 (49%)
Hispanic	660 (72%)	627 (67%)	656 (71%)
Black	202 (22%)	198 (21%)	204 (22%)
White	42 (5%)	47 (5%)	40 (4%)
At-Risk	672 (73%)	704 (76%)	793 (86%)
ESL/LEP	240 (26%)	219 (24%)	274 (30%)
SPED	130 (14%)	106 (11%)	136 (15%)
Econ. Disad.	865 (94%)	885 (95%)	900 (98%)
Total Staff	89	88	
Teachers	57	59	
Aides	18	17	
IS	3	3	3
Counselors	2	2	2
AP	3	3	3
Para	6	7	
Dean	1	1	1

Demographics Strengths

CCMS's strengths are diversity and inclusivity. Our students' backgrounds and strong cultural experiences add to the richness of our campus culture. Our campus leaders and staff are committed to partnering with families and the community to support our students' overall well-being.

Cesar Chavez enrollment has seen a recent change in population breakdowns over the past three school years. Currently, 98% of the student population qualifies for free or reduced lunch, which has increased by 4% from three years ago. However, continued staff development needs to be available for staff to concentrate on serving students of an economically disadvantaged or at-risk demographic. Our Special Education population has increased to 15% into our current 2020-2021 school year. The ESL and LEP student population has increased by 4% in the past two years. Therefore, the slight increase in our SPED population, as well as our ESL/LEP population, could contribute to a 13% increase in our At-Risk population for the past three school years. Students identified within these demographics participate in the ESL/LEP or SPED inclusion classes. These ESL/LEP courses are taught by ESL certified teachers.

During the 2020-2021 school year, we have had to adjust our instruction and learning to assist with these demographics. We started the year with a higher percentage of virtual or online students due to COVID-19. Many of these students decided to return to in-person instruction the second semester. We continue to monitor and adjust instruction based upon the needs of our current students and their request to attend school in-person or virtually.

Problem Statements Identifying Demographics Needs

Problem Statement 1: English learners are not making adequate progress. **Root Cause:** Lack of systems to effectively support language acquisition for English Learners.

Problem Statement 2: Reading levels of most students average a year or more below grade level. **Root Cause:** Ineffective reading instruction and interventions.

Student Learning

Student Learning Summary

Students scored below the district and state averages in Math and English Language Arts/Reading on STAAR State of Texas Assessment of Academic Readiness. Student Achievement increased while School Progress and Closing the Gaps decreased from last school year. Student Achievement shows how much students know and are able to do at the end of the school year. School Progress shows how students perform over time and how that growth compares to similar schools. The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Learning Strengths

There were areas of growth to celebrate. Overall, the number of students who scored “Meets” and “Masters” increased from the 2018-2019 school year as well as improvement in the Student Achievement domain. English Learners scoring “Meets” increased in Math, Science, and Social Studies. Students receiving special education services in grades 6th and 8th scores increased over 20% in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Sub pops scored lower than state average on assessments for math and ELAR but still show progress from previous years. **Root Cause:** Ineffective Tier 1 instruction lacks alignment and rigor.

Problem Statement 2: The majority of students identified Gifted and Talented and PreAP did not score at the "Master" level on Math and English Language Arts on STAAR. **Root Cause:** Instructional planning and delivery lacks appropriate rigor, depth and complexity.

School Processes & Programs

School Processes & Programs Summary

1. Relationships are key at CCMS. Our goal is establish processes and procedures to deepen relationships and increase student achievement. Partnering with Baylor University's renowned School of Education, CCMS serves as one of two PDS middle schools for future educators. This mutually beneficial partnership helps expose students to mentors and future educators who are eager to serve the Waco community.

   AVID (Advancement Via Individual Determination) is a highlight of CCMS. The AVID framework serves as a guide to emphasize writing, inquiry, collaboration, organization, and reading (WICOR). AVID helps students prepare for college, career, and military readiness. AVID was designed for our 7th and 8th grade in years past but now we have incorparated our 6th graders into AVID. With the inclusion of 6th grade we now serve 140 students daily.

School Processes & Programs Strengths

CCMS has highly energetic teachers who are willing and wanting to have a unified plan. There are over 13 community partners that help support the students and staff at CCMS. A primary focus of CCMS is to develp leadership capacity to ensure consistent processes and procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of tiered support for teachers. **Root Cause:** There is a lack of clarity related to expectations, roles, and responsibilities.

Problem Statement 2: Teachers are overwhelmed managing student discipline and instructional workload. **Root Cause:** Lack of intentional focus, high leverage practices, and implementation support for teachers

Problem Statement 3: Inadequate access to technology and training. **Root Cause:** Resources not appropriately allocated at district and campus level.

Perceptions

Perceptions Summary

Perceptions Summary

The definition of perseverance and fearlessness is the foundation that Cesar Chavez is built upon. The level of effort and commitment to excellence is grounded in the core beliefs of the community we serve. Our vision is to hold all educators to high expectations for all students to be able to achieve success.

CCMS's core beliefs for success are:

Prepared

Respectful

Involved

Determined

Excited to Learn

These beliefs serve as the standard of high expectations for our school community, which includes students, staff, parents, and community members.Continuous improvement serves as the cornerstone of teaching and learning. With the goal of increasing student achievement, we value multiple perspectives and partnerships.

Perceptions Strengths

Teacher and Staff Feedback

Based on the most recent school survey, over 75% of teachers would recommend the school to other teachers. Staff perceived that 90% of school initiatives support the school's motto. Ninety percent of staff perceive the campus principal as an effective manager who keeps the needs of students at the forefront. As CCMS seeks to retain teachers, staff satisfaction may be an indicator that campus reform initiatives are positively impacting campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent engagement that improves student achievement is misaligned. **Root Cause:** Ineffective communication and outreach initiatives to engage parents in meaningful ways to improve student achievement.

Problem Statement 2: The campus leadership team is unsure how community partnerships influence student achievement, attendance, and school culture. **Root Cause:** Lack of

coordination and monitoring of community partners' efforts and their effect on school outcomes.

Problem Statement 3: Students with consistent major behavioral incidents frequently disrupt the learning environment. **Root Cause:** There is a lack of effective multi-tiered support for staff and students.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 1: The percentage of students who score at the "Meets" level will increase in Reading from 24% to 44% and Math from 15% to 46% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores, District Based Assessments, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Revise the master schedule to allow vertical planning time for core content teams in Professional Learning Communities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensure lesson alignment and professional development support through teacher modeling, data analysis, and lesson plan development **Staff Responsible for Monitoring:** Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Provide one planning day for each core area prior to the beginning of each six week period.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard **Staff Responsible for Monitoring:** Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** **Funding Sources:** Professional Development - Title 1 - $30,000				

Strategy 3 Details	Reviews			
Strategy 3: Students will have one-on-one data meetings with all core teachers following unit and district assessments.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will reflect and monitor their own progress and collaborate with the teacher on a plan for improvement **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Implement data analysis meetings with core teachers within a week following unit and district assessments.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will identify conceptual and procedural student misunderstandings to develop a specific reteach plan and coaching support will be provided during and after the data meeting **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Conduct teacher led one-on-one data meetings with grade level principal following district assessments.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will reflect and monitor their own progress and collaborate with the grade level principal to create a plan. **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Analyze walkthrough and observation teacher data to create targeted professional development plans and prioritize teacher needs.	Formative			Summative
Strategy's Expected Result/Impact: Identify action steps and create specific professional development plans for individual teachers and teams **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide opportunities for teacher leaders to participate in learning walks to improve a problem of practice.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will collaborate with a peer and IS to discuss the demonstration lesson and reflect on practice **Staff Responsible for Monitoring:** Dean, Instructional Specialists **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Conduct leadership calibration walks monthly to guide feedback to teachers. **Strategy's Expected Result/Impact:** Evaluate the implementation of lesson plans to identify patterns and trends to guide professional learning plans and aligned feedback **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Create job-embedded professional development sessions that address gaps identified from multiple data points. **Strategy's Expected Result/Impact:** Consistent expectations and more effective practices will be evident to address campus-wide problems of practice **Staff Responsible for Monitoring:** Assistant Principals, Dean, Executive Director of Curriculum and PD, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 2: Increase academic success of English Learners in grades 6-8 who score at the "Meets" level on STAAR from 11% to 40% in Math and 12% to 37% in Reading.

Targeted or ESF High Priority

Evaluation Data Sources: District and Campus Assessments, STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a collaborative meeting schedule with the Waco ISD Bilingual department to determine best instructional practices, provide professional development, monitor implementation of practices, and adjust instructional plans. **Strategy's Expected Result/Impact:** Process or framework with clearly identified steps; visual progress monitoring graphics; instructional plans **Staff Responsible for Monitoring:** Executive Director of Professional Development, Dean, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Audit professional development records to determine which teachers and leaders are trained in Sheltered Instruction Observation Protocol (SIOP) or other language acquisition. **Strategy's Expected Result/Impact:** Identify staff training needs and implement SIOP training or other language acquisition training **Staff Responsible for Monitoring:** Executive Director of Professional Development, Dean, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Emphasize academic vocabulary development and create anchor charts/visuals during Tier 1 Instruction. **Strategy's Expected Result/Impact:** Students will have access to instructional content support through the use of anchor charts and academic vocabulary through speaking and writing **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, ESL Aide(s) **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 4 Details	Reviews			
Strategy 4: Audit records to determine which teachers are ESL certified.	Formative			Summative
Strategy's Expected Result/Impact: Create a professional development plan and partner with C& I to determine next steps to ensure teachers are ESL certified	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Dean, Executive Director of Curriculum and Professional Development, Principal, Human Resources				
Title I Schoolwide Elements: 2.4, 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 5 Details	Reviews			
Strategy 5: Provide extended learning opportunities such as a English Learner Language Acquisition (ELLA) class for students who are at a beginning or intermediate level of proficiency according to TELPAS.	Formative			Summative
Strategy's Expected Result/Impact: Increase language proficiency evidenced by TELPAS performance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Dean, Principal				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 6 Details	Reviews			
Strategy 6: Provide professional development opportunities to target language proficiency and address speaking, listening, reading, and writing for EL students.	Formative			Summative
Strategy's Expected Result/Impact: Increase instructional knowledge and skills related to language acquisition	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Bilingual Department, Dean, Executive Director of Curriculum and Professional Development, Instructional Specialists, Principal				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum				

Strategy 7 Details	Reviews			
Strategy 7: Provide an English Learner paraprofessional to work with beginning and intermediate English learners within science, social studies and math classes.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement and language proficiency	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Dean				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Select resources as appropriate to supplement Tier 1, Tier 2, and Tier 3 instruction to better support EL learners. **Strategy's Expected Result/Impact:** Differentiated materials for varying lexile levels and math proficiency **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, ESL aide **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

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

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 3: Increase academic success of special education students in grades 6-8 who score at the "Meets" level on STAAR from 4% to 23% in Math and 3% to 19% in Reading.

Targeted or ESF High Priority

Evaluation Data Sources: District Based Assessment, Checkpoints, Class Grades, Let's Go Learn

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase differentiated instruction based on the conceptual and procedural student misunderstandings as evidenced by student work. **Strategy's Expected Result/Impact:** Evidence of differentiation specific to student needs in the lesson and in instructional deliveries **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, SPED team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use Teachers Encyclopedia of Behavior Management from Safe and Civil schools to create action plans as needed. **Strategy's Expected Result/Impact:** Reduce the number of disciplinary referrals assigned to students receiving special education services **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, SPED Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Explore models of co-teach with general ed and sped teachers/paraprofessionals to determine most effective approach for co-teaching. **Strategy's Expected Result/Impact:** Routine tailored instructional delivery methods will meet the unique needs of students receiving special education services within the classroom **Staff Responsible for Monitoring:** Dean **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide professional development on best strategies for differentiating instruction for special education students. **Strategy's Expected Result/Impact:** Increase student performance for students receiving special education services **Staff Responsible for Monitoring:** Dean, Executive Director of Curriculum and Professional Development, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title 1 - $247,998				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment that advances the learning for every student.

Performance Objective 1: Ensure all facilities are safe and advance learning for every student.

Evaluation Data Sources: Parent Surveys, Parental Involvement Participation Rates

Strategy 1 Details	Reviews			
Strategy 1: Create a plan that outlines the roles and responsibilities of the threat assessment team.	Formative			Summative
Strategy's Expected Result/Impact: Communicated plan that mitigates threats to student safety **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Identify strategies to evaluate the levels of threat risk and the appropriate response strategies.	Formative			Summative
Strategy's Expected Result/Impact: Communicated plan to ensure a safe environment **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - State Compensatory Education - $361,964	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure campus Emergency Operations Plan is in compliance with the district and state of Texas legislative requirements.	Formative			Summative
Strategy's Expected Result/Impact: Campus EOP is in compliance with district and state requirements **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure identification badges are in place.	Formative			Summative
Strategy's Expected Result/Impact: Campus personnel can easily identify outside visitors to the campus and enhance school safety **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Improve ratings on School-Wide PBIS Tiered Fidelity Inventory. **Strategy's Expected Result/Impact:** Improved fidelity of Tier 1 universal SWPBIS feature **Staff Responsible for Monitoring:** Foundations Team (Behavior Specialist, Assistant Principals, Counselor, Attendance Clerk, 3 Teachers), Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Communicate Student Code of Conduct to parents and students through pre-recorded videos shared through social media and email. **Strategy's Expected Result/Impact:** Improved awareness of Student Code of Conduct **Staff Responsible for Monitoring:** Foundations Team, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Create a safe and supportive environment that advances the learning for every student.

Performance Objective 2: Coordinate community/business partnerships to benefit students, teachers, and community.

Evaluation Data Sources: Parent Surveys, Parental Involvement Participation Rates

Strategy 1 Details	Reviews			
Strategy 1: Establish expectations for student mentorship with partners in education.	Formative			Summative
Strategy's Expected Result/Impact: Target specific skill development to support student learning **Staff Responsible for Monitoring:** Behaviors Specialist, Counselor, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create a graphic of community programs and services provided for students.	Formative			Summative
Strategy's Expected Result/Impact: Graphic that showcases community programs and services **Staff Responsible for Monitoring:** Behaviors Specialist, Counselor, Principal **Title I Schoolwide Elements:** 2.5, 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Evaluate strengths and opportunities of community partnerships.	Formative			Summative
Strategy's Expected Result/Impact: Identify strategies to strengthen partnerships to enhance student performance **Staff Responsible for Monitoring:** Assistant Principals, Dean, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Calendar 6-week progress monitor checks of Behavior RTI cases to evaluate the coordination of services and student performance to determine if adjustments are needed.	Formative			Summative
Strategy's Expected Result/Impact: Reduce the number of students requiring Tier 2 and Tier 3 interventions **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Behavior Specialist, Dean **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Partner with Emergent Tree to implement behavioral tiering system that provide students with targeted inventions based on needs. **Strategy's Expected Result/Impact:** Student behavioral choices improve based on behavior records. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Behavioral Support Team **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 3: Attract, identify, develop, support, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience (68% with less than 5 years experience as reported in 2019 TAPR Report).

Performance Objective 1: Implement effective practices for recruiting, developing, and retaining highly qualified personnel.

Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Reviews			
Strategy 1: Attend local job fairs and Baylor mock interview session to recruit highly qualified teachers.	Formative			Summative
Strategy's Expected Result/Impact: Meet and set up interviews to recruit new highly qualified teachers in an effort to counteract and ultimately decrease teacher attrition (February-June) **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **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 - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Deliberately partner new teachers with mentors most appropriate to their unique needs.	Formative			Summative
Strategy's Expected Result/Impact: Build collegiality with new personnel and assist in acclimating first-year teachers to campus processes (August) **Staff Responsible for Monitoring:** Dean, Instructional Specialists **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Establish an onsite New Teacher Academy to provide intentional support and learning opportunities based on specific needs, patterns, and trends	Formative			Summative
Strategy's Expected Result/Impact: Increase the number of teachers returning after first year **Staff Responsible for Monitoring:** Instructional Specialists, Dean, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct "Stay Interviews" to evaluate overall job satisfaction and solicit feedback.	Formative			Summative
Strategy's Expected Result/Impact: Identify strategies to retain staff and remove barriers **Staff Responsible for Monitoring:** Assistant Principals, Dean, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop informal and formal leadership capacity. **Strategy's Expected Result/Impact:** Clear mission, vision, and goals; clear roles and responsibilities; greater efficiency for teams; increased teacher engagement and satisfaction **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase frequency of observation and feedback cycles for novice staff. **Strategy's Expected Result/Impact:** Clear feedback, job-embedded professional development, and follow up plans **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Each staff member will serve on a minimum of one committee of their choosing that will allow them to utilize their strengths and interests. A member of the leadership team will chair committees. Attendance, minutes, and next steps will be recorded. Information from these meetings will be shared in Instructional Leadership Team meetings. **Strategy's Expected Result/Impact:** Increase in staff input and team skills development; improve campus culture. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Recognize and appreciate staff for attendance, campus participation/involvement, leadership practices, collaboration, and student academic success. **Strategy's Expected Result/Impact:** Increase staff morale and staff engagement **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Ensure student growth by providing enrichment opportunities that engages and inspires all students.

Performance Objective 1: The percentage of students meeting or exceeding expected growth will increase in reading from 59% to 66% and in math 63% to 71%.

Evaluation Data Sources: STAAR, DBA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Core teachers develop reteach plans based on conceptual misunderstandings and monitor progress using formative assessments. **Strategy's Expected Result/Impact:** 80% of students will meet or exceed growth goals **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, Core Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor enrichment plan implementation and progress through six weeks meetings and observation and feedback coaching sessions. **Strategy's Expected Result/Impact:** Effective implementation of enrichment plans and an increase in student growth **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use multiple data sources to identify students in need of enrichment and/or adjust existing interventions plans. **Strategy's Expected Result/Impact:** Increase expected growth percentage of students in meets and mastery level **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, Core Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Evaluate the number of AVID students who demonstrate college readiness by scoring at "Masters" level on assessments and STAAR. **Strategy's Expected Result/Impact:** Increased performance of students identified college and/or career ready **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Target specific students for acceleration to "Meets" and "Masters" based on student data. **Strategy's Expected Result/Impact:** Increase number of students who score "Meets" and Masters" on STAAR **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal, Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Ensure student growth by providing enrichment opportunities that engages and inspires all students.

Performance Objective 2: Increase student growth through intervention opportunities that engages and inspires all students.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Review TELPAS data to identify ESL students in need of interventions and provide interventions through 'WIN time' to students who are not progressing in at least one of the four TELPAS components.	Formative			Summative
Strategy's Expected Result/Impact: Increase overall TELPAS points in Domain III **Staff Responsible for Monitoring:** Dean **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Utilize math labs to support tier 3 students who have previously failed the math STAAR test.	Formative			Summative
Strategy's Expected Result/Impact: Increase expected percentage of students in approaches and growth in mathematics **Staff Responsible for Monitoring:** Dean, Math IS **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use reading labs to support tier 3 students who have previously failed the reading STAAR test.	Formative			Summative
Strategy's Expected Result/Impact: Increase expected percentage of students in approaches and growth in reading **Staff Responsible for Monitoring:** Dean, Reading IS **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase resources, as needed, to support the reinforcement of priority TEKS within Tier 2 & Tier 3 instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Use of the resources both in classroom and tutoring sessions, during reading/math intervention small groups, and instructional aide pull outs which result in improved DBA and STAAR scores in reading and math **Staff Responsible for Monitoring:** Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Instructional Resources - American Rescue Plan (ARP/ESSER III) - 282.6399 - $43,103, Calculators - State Compensatory Education - $44,600				

Strategy 5 Details	Reviews			
Strategy 5: Purchase technology resources, such as devices, projectors, speakers, or headphones, for the classroom to increase student engagement and improve online learning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Use of the resources both in classroom and tutoring sessions, during reading/math intervention small groups, and instructional aide pull outs which result in improved DBA and STAAR scores in reading and math **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Provide intervention and acceleration tutorials outside of the normal school hours (after school and Saturdays).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase expected percentage of students' growth in math and reading as measured by performance assessments. **Staff Responsible for Monitoring:** Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Extra Duty Pay for teachers - American Rescue Plan (ARP/ESSER III) - 282.6118 - $25,000, Extra Duty Pay for paraprofessionals - American Rescue Plan (ARP/ESSER III) - 282.6121 - $13,309				

Strategy 7 Details	Reviews			
Strategy 7: Provide transportation for after school tutorials and Saturday School.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase number of students attending tutorials and Saturday School **Staff Responsible for Monitoring:** Dean, Principal, Secretary **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Transportation - American Rescue Plan (ARP/ESSER III) - 282.6494 - $13,955				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Hire a librarian to serve as teacher, materials expert, and curriculum advisor. Involve the library media center in the instructional programs of the school. **Strategy's Expected Result/Impact:** Increase understanding and utilization of printed and media materials **Staff Responsible for Monitoring:** Dean, Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Engage, inform, and build trust with students, staff, parents and community.

Performance Objective 1: We will implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, and parents.

Targeted or ESF High Priority

Evaluation Data Sources: Communication Documents, Parent Engagement Data

Strategy 1 Details	Reviews			
Strategy 1: Promote parent resource center located in reception area.	Formative			Summative
Strategy's Expected Result/Impact: Increase usage of parent resource center **Staff Responsible for Monitoring:** Principal, Receptionist **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide Spanish translators and Deaf Ed interpreters for parents at school events.	Formative			Summative
Strategy's Expected Result/Impact: Improve parent communication through access of information **Staff Responsible for Monitoring:** Assistant Principals, Dean, Principal **Title I Schoolwide Elements:** 2.6, 3.1 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure all communication regarding parent involvement opportunities is in English and Spanish.	Formative			Summative
Strategy's Expected Result/Impact: Diverse representation at school events **Staff Responsible for Monitoring:** Assistant Principals, Dean, Principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use Blackboard to communicate with parents through voice, text, and email in English and Spanish.	Formative			Summative
Strategy's Expected Result/Impact: Increase parent awareness of events at CCMS **Staff Responsible for Monitoring:** Assistant Principals, Dean, Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Host an eighth grade parent night in preparation for high school transition.	Formative			Summative
Strategy's Expected Result/Impact: Provide information for a successful high school transition **Staff Responsible for Monitoring:** High school Counselors **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Partner with Communities in Schools to deliver tiers of integrated support to the school's students and families.	Formative			Summative
Strategy's Expected Result/Impact: Evidence based approach adapted to meet CCMS's unique needs, address dropout prevention, and increase attendance **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Dean, Principal **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** **Funding Sources:** - State Compensatory Education - $30,000	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Use social media platform (Facebook and Instagram) to keep parents consistently informed of school's spotlight on learning and campus events.	Formative			Summative
Strategy's Expected Result/Impact: Reach more parents through frequent communication using a variety of modes including digital platforms **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Increase number of parents and community members on Campus Decision Making Committee.	Formative			Summative
Strategy's Expected Result/Impact: Honoring the voice of the school community and increase diverse representation in decision-making **Staff Responsible for Monitoring:** Assistant Principals, Dean, Principal **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Use CNS to provide food, snacks, and childcare for families to attend activities.	Formative			Summative
Strategy's Expected Result/Impact: Increase parent attendance with nutrition, child care, and activities scheduled during meal times **Staff Responsible for Monitoring:** Assistant Principals, Dean, Principal **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Hire a Parent and Family Engagement Specialist to organize and manage family engagement activities. **Strategy's Expected Result/Impact:** Increase family involvement in activities and better awareness of campus resources **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - American Rescue Plan (ARP/ESSER III) - 282.6119 - $17,809				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Extra Duty Pay for staff to support/or attend meetings. **Strategy's Expected Result/Impact:** Staff support successful events by helping with child care, preparing materials, and attending engagement meetings **Staff Responsible for Monitoring:** Principal, Secretary **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title 1 - $10,000				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 5: Engage, inform, and build trust with students, staff, parents and community.

Performance Objective 2: Increase overall student attendance through incentives and interventions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide extra duty pay for paraprofessionals and teachers to make phone calls of students not attending school. **Strategy's Expected Result/Impact:** Increased attendenace. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Extra Duty Pay for Teachers - American Rescue Plan (ARP/ESSER III) - 282.6118 - $4,000, Extra Duty Pay for Paraprofessionals - American Rescue Plan (ARP/ESSER III) - 282.6121 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide rewards for students' attendance goals. **Funding Sources:** Reward: Books, instructional supplies, materials or plaques - American Rescue Plan (ARP/ESSER III) - 282.6399 - $6,770				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hire an Attendance Liaison to lead the Attendance Committee which includes connecting students to social services and identifying students for credit recovery. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Attendance Liaison - American Rescue Plan (ARP/ESSER III) - 282.6129 - $25,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Purchase instructional supplies for attendance make up activities. **Strategy's Expected Result/Impact:** Increase student engagement during attendance make ups **Staff Responsible for Monitoring:** Dean, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Instructional Materials - American Rescue Plan (ARP/ESSER III) - 282.6399 - $10,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Develop and implement plans, systems, and processes to improve campus A-F rating and remove "Comprehensive" label to ensure academic success for students.

Performance Objective 1: Develop campus instructional leaders (principal, dean, assistant principals, instructional specialists, counselors, teacher leaders) with clear roles, and responsibilities and provide leadership development to ensure campus leaders are equipped with the necessary tools and training to effectively lead.

Targeted or ESF High Priority

Evaluation Data Sources: Increased Student Achievement on STAAR, Domain Indicators

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue Action Coaching from TIL (Texas Instructional Leadership) framework. **Strategy's Expected Result/Impact:** Observation and feedback calendars, observation and feedback scripts, improved leader and teacher performance **Staff Responsible for Monitoring:** Executive Director of Curriculum and Professional Development, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue Data-Driven instruction from (TIL) Texas Instructional Leadership framework for Principals and Leadership designee(s). **Strategy's Expected Result/Impact:** Assessment calendar, data meetings, reteach plans, feedback, and responsive professional development support **Staff Responsible for Monitoring:** Dean, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Instructional leadership team will meet once a week to discuss campus-wide problems of practice, create response plans, monitor progress, and engage in professional learning. **Strategy's Expected Result/Impact:** Communicate goals, growth, needs, and strategies for improvement **Staff Responsible for Monitoring:** Assistant Principals, Behavior Specialist, Counselors, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct three-year campus survey to gather perceptions on retention, culture, behavior, campus instruction, and leadership. **Strategy's Expected Result/Impact:** Evaluate leadership practices in order to alter, adapt, or enhance campus processes **Staff Responsible for Monitoring:** Dean **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Instructional leadership team conducts weekly learning walks to calibrate and analyze trends in instruction to identify campus-wide problems of practices to inform professional development plans. **Strategy's Expected Result/Impact:** Provide targeted leader and teacher development, develop tailored professional development plans and job-embedded professional development **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Partner with district and campus leaders or consultants to engage in leadership professional development, glean information, and make adjustments to the instructional program. **Strategy's Expected Result/Impact:** Ensure instructional alignment with district and campus goals, written frameworks, processes and procedures, improved professional practice **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Develop and implement plans, systems, and processes to improve campus A-F rating and remove "Comprehensive" label to ensure academic success for students.

Performance Objective 2: Meet TEA requirements for schools labeled as Targeted Improvement and/or Comprehensive.

Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans Submitted to TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Contract with ESC 12 to train for campus leaders to understand A-F accountability system and clarify any misconceptions. **Strategy's Expected Result/Impact:** Campus leaders have a clear understanding of accountability system allowing them to identify areas to leverage for improvement in student achievement **Staff Responsible for Monitoring:** Executive Director of Curriculum and Professional Development, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct review of data to identify instructional leverage points and verify all A-F accountability coding is accurate. **Strategy's Expected Result/Impact:** Student data coded and mined for A-F accountability will be an accurate account of student data and achievement **Staff Responsible for Monitoring:** Executive Director of Curriculum and Professional Development, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Facilitate data analysis meetings and provide feedback with core teachers. **Strategy's Expected Result/Impact:** A member from the leadership team will provide feedback and coaching support based on the effectiveness of the data meeting **Staff Responsible for Monitoring:** Assistant Principals, Dean, Instructional Specialists, 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 - **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Cesar Chavez Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 8
Brief Description of SCE Services and/or Programs

Personnel for Cesar Chavez Middle School

Name	Position	FTE
Alexandria Sais	SIT Aide	1
D'yonne Joiner	Behavior Interventionist	1
Griselda Mata	SIT Aide	1
Jessica Gardner	SIT	1
Kenneth Hall	SIT Aide	1
Randie Girard	SIT	1
Victor Hallock	SIT	1
Yoselin Vazquez	SIT Aide	1

Title I Personnel

Name	Position	Program	FTE
Brittany Marek	Instructional PD Coordinator	Title I	1
Tiffany Flores	Instructional Specialist	Title I	1
Tracy Brock	Instructional Specialist	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$361,964.00
4	2	4	Calculators		$44,600.00
5	1	6			$30,000.00
				Sub-Total	$436,564.00
				Budgeted Fund Source Amount	$440,497.00
				+/- Difference	$3,933.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional Development		$30,000.00
1	1	9			$0.00
1	3	4			$247,998.00
5	1	11			$10,000.00
				Sub-Total	$287,998.00
				Budgeted Fund Source Amount	$302,600.00
				+/- Difference	$14,602.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,026.00
				+/- Difference	$3,026.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	4	Instructional Resources	282.6399	$43,103.00
4	2	6	Extra Duty Pay for teachers	282.6118	$25,000.00
4	2	6	Extra Duty Pay for paraprofessionals	282.6121	$13,309.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	7	Transportation	282.6494	$13,955.00
5	1	10		282.6119	$17,809.00
5	2	1	Extra Duty Pay for Teachers	282.6118	$4,000.00
5	2	1	Extra Duty Pay for Paraprofessionals	282.6121	$1,000.00
5	2	2	Reward: Books, instructional supplies, materials or plaques	282.6399	$6,770.00
5	2	3	Attendance Liaison	282.6129	$25,000.00
5	2	4	Instructional Materials	282.6399	$10,000.00
				Sub-Total	$159,946.00
				Budgeted Fund Source Amount	$159,675.00
				+/- Difference	-$271.00
				Grand Total	$884,508.00

Addendums

Waco Independent School District

Crestview Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Crestview Elementary School's faculty, staff, and parents will educate all children in a nurturing environment, so that they may become reflective lifelong learners and contributing members of society.

Vision

All students in the school community are empowered to reach their full potential through designed learning experiences that foster collaboration, creativity, critical thinking, and communication.

Core Beliefs

All students will learn when provided with engaging experiences related to their specific needs.

Students and staff will build strong positive relationships.

All students will grow academically, socially, and emotionally.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crestview Elementary School utilized data from the 2020-2021 Texas Academic Performance Report (TAPR) and the 2020-2021 Public Education Information Management System (PEIMS) to view the statistics of the campus demographics.

Crestview Elementary School is a diverse, medium-sized school serving 471 students PK-5. The staff includes 34 teachers (7 male teachers), 20 paraprofessionals, 2 Response to Intervention (RTI) specialist, 1 counselor, 2 instructional specialists and 2 administrators. Support staff include; 1 head custodian, 3 custodians, 1 licensed vocational nurse, 2 bilingual office staff, 1 parent community liaison (PCL), 1 campus secretary, 1 PEIMS clerk, 1 cafeteria supervisor, and 4 cafeteria workers.

The student population is 9.55% White, 28.45% African American, 59.66% Hispanic, 0.21% Asian and 2.1% are two or more races. The campus serves 95.% economically disadvantaged students, 9.7% special education students, 25.8% English Limited Proficient students, and 4.6% of students receiving 504. Minority students continue to be well represented by Hispanics (62.8%) and African Americans (25.6%).

The most current data indicates the campus has a 21.5% mobility rate.

Staff Quality, Recruitment, and Retention Summary

- There was a teacher retention rate of 91%
- 100% of teachers held a bachelor's degree, while 16.6% held a master's degree.
- 100% of classes were taught by highly qualified teachers.
- 18% of teachers on campus were first year teachers.
- 35% of teachers had 1-5 years of teaching experience.
- 13% of teachers had 6-10 years of teaching experience.
- 11% of teachers had 11-20 years of teaching experience.
- 21% of teachers had over 20 years of teaching experience.

Demographics Strengths

The most current data indicates the campus has a 21.5% mobility rate. Though mobility rate is high, the student attendance rate was 95% across all demographic groups. Reaching the attendance goal of 95% attendance was attained by contacting the parent or guardian of absent students through calling, texting, email, and making home visits. The school also attached incentives to attendance rates. An automated calling system was also in place to further those efforts. Out of placement days have decreased significantly and there have been zero out of school suspensions. With that being said, students are on campus and in classrooms more.

As the campus strives for academic excellence, grade level testing has continued to be conducted to identify those students who qualify to be identified as Gifted/Talented (GT). Overall, Crestview is represented by 4.3% GT students.

Many students come from families who have also attended Crestview Elementary School. Class sizes are low and fairly consistent with the district and state averages. In response

to the high percentage of students that are economically disadvantaged, the campus and district offer free breakfast and lunch for all students.

In an effort to improve the campus teacher retention rate, new teachers are assigned mentors within the school to encourage guidance, camaraderie, and support. Continuous district-wide meetings occur throughout the school year to provide additional information and support to new teachers and their mentors. An Instructional Specialist held new teacher meetings two times in the fall and then conducted individual meetings throughout the spring.

The staff was introduced to multiple professional development training sessions throughout the school year. Professional Development included Guided Reading, BAS, and Leveled Literacy Intervention training. All of which serve to promote improved reading skills in students and to make teachers feel more confident in their reading instruction. Additionally, teachers participated in Professional Learning Communities (PLCs) which provided the opportunity for support from colleagues. Additional training include Branching Minds, Star Math and Reading Renaissance, Reading Tiered Intervention (RTI), TEKS Resource System, Data Driven Instruction (DDI), Action Coaching, Classroom Management Coaching, Lead4Ward, Stem Scopes, Houghton Mifflin Harcourt (HMH), and Pearson Social Studies and Math.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 20% of faculty is relatively inexperienced compared to state averages. **Root Cause:** New faculty are learning district and campus methodology which takes time to gain proficiency.

Student Learning

Student Learning Summary

The following data was examined in relation to student achievement in order to identify gaps within this and other areas where improvement is necessary: Texas Academic Performance Report (TAPR) 2017-2018.

5th Grade

Students in 5th grade made improvement in Reading from 2018 to 2019 by 15% in Average Approaches and 11% for Average Meets. Students at the Masters level dropped by 4%.

Students in the 5th grade had a 10% increase overall on the STAAR Mathematics compared to 2019's STAAR. On the approaches level, there was a 10% increase. On the meets level, there was a 21% increase, and on the masters level, there was a 12% increase. The increase in scores is was due to the teacher and her paraprofessional assisting students during the morning before classes, during lunch, and after school tutorials. The materials that were utilized were: Countdown to Math STAAR, Fast Focus, Mentoring Minds, and the District Math Plan. In other content areas, Stemscopes, Reading A-Z, and Leveled Literacy Intervention (LLI).

Students on the 5th grade Science increased on the Approaches level by 6%. On the meets level, the score increased by 10%, and on the masters level, the score increased by 6.7%.

4th Grade students increased by 19% in Average Approaches in Reading and 14% in Average Meets between 2018 and 2019. There was also an increase of 7% in the masters category. Between the 2017 and 2018 school year, 4th math students increased 14% in the Approaches category, 16% in the Meets, and 5% in Masters. 4th grade writing students improved 23% in the Approaches category, 7.5% in meets, and 1% in masters.

Between 2018 and 2019, 3rd grade reading scores increased 4% in the Approaches category, fell 1% in the Meets category, and improved 3% in the Masters category. Over the same period, 3rd grade math students improved 8% in the Approaches category, fell 4% in the Meets category, and fell 4% in the Masters category.

Student Learning Strengths

All groups improved on the state assessment. However, 3rd grade exhibited a need for support in the Meets and Masters categories.

Upon review, Crestview Elementary is no longer an Improvement Required (IR) campus and did meet standard in all domains. However, the campus score of 79 was achieved through Domain II, growth. When looking at subgroups, nearly all subgroups showed improvement in the percent of students meeting standard.

Additionally, it was noted that there were substantial learning gaps and students were promoted to STAAR grades without attaining the proper knowledge and skills that should have been acquired in the K-2nd grade levels. As a result, teachers had to re-teach substantial material for students to be able to have the educational foundation required to be on grade level. Intervention has been provided to all students who are in tier 2 and 3.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures. **Root Cause:** Improvement is required in instructional design relative to student need and specific skill.

School Processes & Programs

School Processes & Programs Summary

Crestview Elementary School has both formal and informal leadership on campus. The formal leadership team is composed of the principal, one assistant principal, one counselor, and two instructional specialists. As leaders, their responsibility is to organize, direct, and encourage all staff members to collaboratively meet the goals of the school. Informal leaders on our campus are staff members that, through their experience and expertise in certain areas, are able to provide guidance to contribute to the success of the school. Teacher leaders, informally, work closely and provide counsel to teachers within their grade level. Additionally, all administrators have an open door policy, allowing any staff member to approach as needed.

Weekly Staff meetings are held throughout the year to review data, discuss information, and collaborate as a campus. Weekly Professional Learning Community (PLC) meetings are held for each grade level and an assigned administrator is present as an opportunity to discuss data driven lesson plans, disaggregate data, and plan for intervention. Data Driven Instruction (DDI) was introduced as a method to guide teachers with effective and targeted approaches to use data in order to guide lesson plans, small groups, intervention and after school tutorials. Teachers reported the significance of maintaining a set day for PLC meetings. Action Coaching is conducted by campus principal and teachers to inform targeted instructional discussion to improve student achievement. Teachers are given the opportunity to provide input during all faculty meetings, PLC meetings, monthly Adopt-a-School partnership meetings, and the Campus Decision Making Committee meetings.

Crestview Elementary follows the district testing calendar and teachers review data from district assessments. At the campus level, teachers are given the freedom to conduct formative assessments as well as weekly summative assessments on the lessons they taught following the district pacing guide. The results of these assessments guide teachers to intervene or enrich within their classrooms.

The following resources in relation to Curriculum, Instruction and Assessment were used during 2019-2020 and analyzed: BAS Universal Screener Reports, Pacing Guides, TEKS Resource System, Reading A-Z, district Assessments, CLI Engage for Pre-K, and TX-KEA for Kindergarten, Stem Scope Science, Pearson for Math/Social Studies, Measures of Academic Progress (MAP), Leveled Literacy Intervention (LLI), Achieve 3000, Smarty Ants, Scholastic Guided Reading, Imagine Math, Flocabulary, and Education Galaxy.

All teachers were provided BAS training at the beginning of the year as well as ongoing support from Instructional Specialists. Identified teachers participated in tutoring 2 days per week. Some teachers were selected to conduct tutoring 4-5 days per week for 2 hours after school as a means of filling gaps in knowledge. Students were placed into intervention groups based on BAS results, MAP, classroom formative assessments, and DBAs. Intervention groups occur during the school day for 40 minutes. Students were grouped by skill for the intervention block and teachers provided based upon identified need. At the beginning of the year, students were sorted according to Lexile 3 days of the week during the intervention time of day and experienced the Leveled Literacy Intervention which is a research-based intervention designed to start at the student's reading level and step them forward. This intervention was consistently applied for roughly 24 weeks of instruction. Nearly all students experienced significant growth in reading level with many students moving from significantly below grade level to on grade level. Additionally, during intervention time, students who were reading at or above grade level were provided enrichment activities such as novel studies and projects. Gifted and talented (GT) services were provided to students on campus throughout the year culminating at an end of the year project which was displayed during a parent night. Fifty-five students participated in the UIL academic competition and Crestview finished 5th place in the district.

Crestview serves students in Functional Academics (FA) and Pre-School Program for Children with Disabilities (PPCD) classes. Pull-out and inclusion services are provided to students identified with an eligibility for special education. Identified students received dyslexia and speech services based on their IEP.

Our campus has now moved to one-to-one and we have two computer labs available for teachers to reserve. Each classroom also has 5 desktop computers and their own technology cart. Teachers generally utilize technology for Imagine Math, Flocabulary, Accelerated Reader, and Myon, Education Galaxy, Seesaw, and Google Classroom activities.

School Processes & Programs Strengths

Campus staff is provided a clearly defined early morning and dismissal duty schedule that detailed all responsibilities. To minimize loss of instruction time, morning announcements that encompass campus mission and vision are made at 7:45 a.m.

Parents are welcome and encouraged to provide their input at parent conferences, Campus Decision Making Committee (CDMC) meetings, and parent involvement activities. They may also contact a teacher before school, after school, or during their conference time in person, by phone, or electronic mail.

During PLC meetings with Instructional Specialists, data is disaggregated following each assessment (i.e. STAAR, district assessments, Renaissance Math and Reading testing, BAS testing, etc.). This data is used to identify students in need of assistance. All students in need of additional support (K-5 teachers) were provided in school intervention for 40 minutes each day. Literacy Aides, part-time tutors, and SIT teachers provide Tier 2 and 3 interventions for Crestview students using the Fountas and Pinnell Literacy Curriculum.

All teachers are trained in PBIS strategies and Branching Minds.

PBIS flowchart for discipline is implemented across campus to aid in decision-making and referral process. School-wide expectations are established as well as a positive behavior referral system for students to be recognized for good behavior.

Teachers work with students to set Accelerated Reading and reading comprehension goals. The program, Branching Minds, implemented district-wide to support RTI process. The program documents meetings, academic and behavior interventions, and monitors progress. The campus is also recognized as an Advancement Via Individual Determination (AVID) school. AVID strategies are used to drive student success and close the achievement gaps.

Strengths identified include a master schedule which allows for consistent intervention across grade levels as well as more time in subjects which need the most assistance as well as the consistency within the schedule over the course of the year.

Crestview has an active Facebook account with high traffic and communication. The Assistant Principal updates the account by sharing school information, photos, and activities that occur around campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Overall student outcomes continue to lag behind state averages. **Root Cause:** A campus system for effective instructional design has not been adequately communicated by campus leadership nor authentically adopted by faculty.

Problem Statement 2 (Prioritized): Discipline incidents requiring administrator or behavior team intervention is too high. **Root Cause:** Currently, there is not enough clarity in terms of expectations for classroom management from administrators.

Perceptions

Perceptions Summary

Crestview Elementary School utilized data from the participation numbers gathered from sign-in sheets at the various parent involvement nights and through a family engagement survey sent to families.

After reviewing the documentation from data taken last year, it was noted that there was a 27-29% participation in the parental involvement activities that included student performances, food, and/or a take-home item. The percentage dramatically dropped to 1.8% - 2.3% when there was no student performances, food, and/or a take-home item involved in the event. There were numerous opportunities (10) for parents to come to school to support their children, including ones that focused on academics, as well as performance-based events., i.e. musicals, GT & Art showcases, and several coffees, parties, holiday events, and open houses. Remind app and a phone call reminder service were used, as well as calendar and fliers sent home with students. Family engagement surveys showed that most parents felt that not enough events were offered at times convenient to their schedules, it was noted that higher attendance would occur if they were given morning and late evening event opportunities.

Crestview has established a set of core values, a school slogan, and successfully implemented Positive Behavior Interventions and Supports (PBIS) school-wide. Expectations are posted in the cafeteria, hallways, classrooms, and bathrooms.

The campus hosts several Parent/Family nights (e.g. Meet the Teacher, Hispanic Heritage Night, Nachos and Numbers, Crestival, Science and Health Night, Black History Month Celebration, Literacy Week, Breakfast with the Instructional Specialists, Coffee with Craytor, Walk a Mile in My Shoes, Parent-Teacher Conferences, etc.) with large community attendance. Teacher and parent feedback reveals positive reception to these events. The campus also hosted an activity during the day called Walk a Mile in My Shoes in which parents were able to shadow their student during the school day. Parents reported enjoying the experience and expressed the desire to continue the event.

Perceptions Strengths

Based on the 2019-2020 school year, the campus PBIS system was assessed using a Tiered Fidelity Inventory (TFI). Last year, the campus scored an overall 56%. This year, the campus successfully implemented many tier I, II, and III interventions to increase the overall campus score to 89%, with the greatest growth in tier I. According to 2019-2020 PIEMS data, there have been zero out of school suspensions and a dramatic decrease in the number of days students spend out of placement. Students have spent more time in the school building receiving instruction and support from their teachers at their home campus.

CHAMPs, a tier I intervention, is used within 3rd grade classrooms and Conscious Discipline is used across the campus.

According to a student survey, students reported that teachers treat them with respect. The students get along with other peers and the school has clear rules and expectations for behavior. Students reported feeling safe and encouraged at school. The general response from the community survey was positive. Parents and community members enjoy being involved. Parents feel like teachers set high expectations for their student's success. Teachers and staff report feeling safe at school and enjoy working alongside one another each day

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent, community, and school partnerships should be more closely related to the development of the whole child including academics.
Root Cause: The school has not clearly defined or articulated all of the ways parents and community members can be involved with the school community.

Priority Problem Statements

Problem Statement 1: 20% of faculty is relatively inexperienced compared to state averages.

Root Cause 1: New faculty are learning district and campus methodology which takes time to gain proficiency.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall student outcomes continue to lag behind state averages.

Root Cause 2: A campus system for effective instructional design has not been adequately communicated by campus leadership nor authentically adopted by faculty.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures.

Root Cause 3: Improvement is required in instructional design relative to student need and specific skill.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Discipline incidents requiring administrator or behavior team intervention is too high.

Root Cause 4: Currently, there is not enough clarity in terms of expectations for classroom management from administrators.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent, community, and school partnerships should be more closely related to the development of the whole child including academics.

Root Cause 5: The school has not clearly defined or articulated all of the ways parents and community members can be involved with the school community.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase student achievement.

Performance Objective 1: Increase student achievement in grades 3-5 in such a way that 60% of students show growth in reading and math.

Evaluation Data Sources: STAAR Data, BAS, Renaissance, District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development for teachers on Data-Driven Instruction (DDI) and use Action Coaching to focus on student achievement in reading and math. **Strategy's Expected Result/Impact:** Improvement in TCA scores, report card grades, Renaissance data, and TELPAS; BAS reading levels will show an increase of students reading and performing math on grade level, and/or STAAR results will show an increase in students passing **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Title 1 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide time for teachers to lesson plan, design, re-evaluate small groups for intervention, and plan for after school and Saturday tutorials based on student need collected through DDI and Action Coaching. **Strategy's Expected Result/Impact:** Improve student reading outcomes of students passing Reading STAAR and/or BAS reading levels by applying intervention to specific needs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title 1 - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day. **Strategy's Expected Result/Impact:** Improvement in TCA scores, report card grades, Renaissance data and TELPAS; BAS reading levels will show students demonstrate grade level reading and Reading STAAR results will show students passing **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - American Rescue Plan (ARP/ESSER III), - Title 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement AVID strategies in lesson design for students to practice daily. **Strategy's Expected Result/Impact:** Improved outcomes on TCAs, Renaissance data, TELPAS, BAS reading levels will show an increase in students demonstrating grade level reading, lesson plans, walk-throughs and/or Reading STAAR results will show an increase in students passing **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Purchase research-based supplemental materials and technology to ensure the academic success of students. **Strategy's Expected Result/Impact:** Improve academic performance to reach an increase of students passing as measured by Math/Reading STAAR, TCAs, and classroom assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - State Compensatory Education - $3,500, - Title 1 - $3,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide instructional material including technology and books of interest for students, and provide support for teachers and students across content areas. **Strategy's Expected Result/Impact:** Improved student reading outcomes of students passing Reading STAAR and/or BAS reading levels **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** - State Compensatory Education - $86,000, - Title 1 - $50,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement.

Performance Objective 2: 60% of PK-2 students will demonstrate at or above grade level early literacy abilities by the end of the 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: Star Early Literacy, BAS, CLI, TX-KEA, Star Math, TCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Data Driven Instruction (DDI) and Action Coaching professional development for teachers with a focus on assisting students with the fundamental skills of reading. **Strategy's Expected Result/Impact:** Improvement in TCA scores, report card grades, TELPAS, Star Renaissance, and BAS reading levels will show students demonstrate grade level reading **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 70% of Teachers will utilize DLIQ, Parking Lot, and the AVID one pager strategy within their lesson design and practice them every six weeks. **Strategy's Expected Result/Impact:** Improved outcomes on TCAs, TELPAS Star Renaissance, BAS reading levels will show students demonstrate grade level reading, lesson plans, walk- throughs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase researched based supplemental materials and technology to ensure the academic success of students. **Strategy's Expected Result/Impact:** Improved outcomes on TCAs, TELPAS, Star Renaissance, BAS reading levels will show students demonstrate grade level reading, lesson plans, and walkthroughs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide instructional materials and academic support/tutors for teachers and students across content areas. **Strategy's Expected Result/Impact:** Improved outcomes on TCAs, TELPAS, Star Renaissance, BAS reading levels will show students demonstrate grade level reading, lesson plans, and walkthroughs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

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

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 1: 100% of faculty and staff will be knowledgeable of campus identified student needs, and will implement research-based practices to meet those needs.

Evaluation Data Sources: Meeting Agendas, Sign-In Sheets, Training Certificates, TTESS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement the following professional development to support the social emotional needs of students and improve campus-wide systems and processes: 1. Social Emotional Learning; 2. Positive Behavior Interventions and Supports (PBIS/TFI); 3. Broad campus behavior areas of need; and 4. Clear campus procedures for responding to both positive and negative behavior. **Strategy's Expected Result/Impact:** Set clear campus expectations and structures to respond to non-academic needs of students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders, Nurse, Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title 1 - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing professional development in areas that address students' academic, social emotional and wellness needs. **Strategy's Expected Result/Impact:** Produce clear understanding of students' needs with strategies to effectively meet the needs identified **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders, Nurse, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Counselor will continue to conduct lessons on bullying and sexual harassment within the first six weeks of the school year for grades K-5. **Strategy's Expected Result/Impact:** Reduce the number of reports from students and parents of potential bullying that occurs on and off campus **Staff Responsible for Monitoring:** Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Decrease in school suspension rate by 10% by creating a safe, supportive, and enriching environment in which the campus stakeholders meaningfully and actively assimilate the campus mission and values.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of teachers will receive CHAMPS training during Teacher in-service week. **Strategy's Expected Result/Impact:** Reduction in discipline incidents and CHAMPS strategies evident during classroom walkthroughs **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to implement the No Place For Hate program, a student-led program that guides all students through activities designed to improve and maintain school climate so that all students can thrive. **Strategy's Expected Result/Impact:** Promote a positive school culture in such a way that students feel a sense of belonging to the extent that there are fewer behavior referrals **Staff Responsible for Monitoring:** Counselor, Assistant Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Equip teachers with strategies for responding to children's social and emotional needs in the classroom using the Safe and Civil School Training (Coaching Classroom Management). **Strategy's Expected Result/Impact:** Improve teachers' ability to manage certain stressful situations and help them positively impact their students' learning and well-being **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

Performance Objective 1: Implement strategies to support teachers and staff.

Evaluation Data Sources: Crestview Campus Roster, Teacher Satisfaction Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a Data Driven Instruction (DDI) schedule during the PLC cycle. Teacher and appraiser will meet for weekly action coaching discussions. **Strategy's Expected Result/Impact:** Increased student achievement, increased teacher knowledge and skills **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCL'S **Funding Sources:** - Title 1 - $482				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Survey teachers for professional development opportunities and programs in order to increase knowledge of student performance. **Strategy's Expected Result/Impact:** Increase teacher knowledge and ownership for increasing student achievement and growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Counselor, MCL'S **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Pair new teachers with a peer mentor in order to provide professional conversations regarding student academic and social emotional success. **Strategy's Expected Result/Impact:** Retain teachers at Crestview and increase teacher satisfaction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists. MCL'S **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide summer planning for teachers to plan, organize, and analyze data. **Strategy's Expected Result/Impact:** Increase teacher retention, improve teacher effectiveness in planning, and increase teacher satisfaction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, MCL'S, Secretary **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Hold meetings for new staff and new teachers in order to clear misconceptions, build a strong culture, and provide support. **Strategy's Expected Result/Impact:** Increase teacher retention and student achievement **Staff Responsible for Monitoring:** Assistant principal, MCL'S **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Build the capacity of all employees to support campus goals.

Performance Objective 1: Develop Crestview Elementary faculty and staff capacity to serve student needs while working as a team to advance the goals of the campus.

Evaluation Data Sources: Student Achievement Data, A-F Ratings, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a Data Driven Instruction (DDI) schedule during the PLC cycle. Teacher and appraiser will meet for weekly action coaching discussions. **Strategy's Expected Result/Impact:** Increase student achievement and increase teacher knowledge and skills **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCL'S **Funding Sources:** - Title 1 - $482				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in training to understand the A-F Accountability System and set campus goals for improvement. **Strategy's Expected Result/Impact:** Clear understanding of accountability system with identified focus areas for improvement in student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus leaders receive coaching to support the implementation of action coaching and data driven instruction. **Strategy's Expected Result/Impact:** Increase teacher effectiveness and student achievement levels **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus leaders attend the University of Texas's School of Design and Creative Technologies Thinking Institute. **Strategy's Expected Result/Impact:** Increase leadership knowledge of design thinking as a problem-solving tool **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ensure 100% of K-3 teachers and campus leadership have completed or are currently participating in the Reading Academies prior to the start of the 2021-2022 school year. **Strategy's Expected Result/Impact:** Teachers and administrators increase their knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement professional development around lesson planning processes and protocols. **Strategy's Expected Result/Impact:** Increase student achievement, improve effectiveness of lesson planning and teaching quality as evident through TTESS **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 5: Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 1: Increase average daily attendance for the Crestview student population to 97% and focus attention on the importance of completing high school.

Evaluation Data Sources: ADA Reports, Banners in Building, Photos

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate and celebrate each student's graduation year through the use of hallway banners. **Strategy's Expected Result/Impact:** Develop common language and excitement about graduation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize district PCL to make home visits to students who have 3 or more unexcused absences. **Strategy's Expected Result/Impact:** Student average daily attendance will improve to 97% **Staff Responsible for Monitoring:** Assistant Principal, PCL **Title I Schoolwide Elements:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recognize classes with an average of 97% or above attendance weekly and each six weeks. Also, recognize individual students with perfect attendance through the use of certificates and other rewards to emphasize the importance of staying in school and not dropping out. **Strategy's Expected Result/Impact:** Student attendance will improve to 97% **Staff Responsible for Monitoring:** Counselor, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide career education to assist students in developing knowledge and skills necessary for a broad range of college and career opportunities. **Strategy's Expected Result/Impact:** Increased student awareness of graduation and college and career opportunities. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 6: Engage families and community members to support campus goals.

Performance Objective 1: Provide opportunities for parent and family engagement at Crestview Elementary.

Evaluation Data Sources: Sign-in sheets, meals served, family engagement events calendar

Strategy 1 Details	Reviews			
Strategy 1: Implement a Hispanic Heritage event during the month of October.	Formative			Summative
Strategy's Expected Result/Impact: Increase parental involvement and celebrate diversity **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title 1, - Title I Parent Involvement	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement a family feast for our annual Thanksgiving dinner during the month of November and encourage dinner time family discussions.	Formative			Summative
Strategy's Expected Result/Impact: Increase parent involvement/engagement and increase student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title 1 - $300	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct documented Parent/Teacher conferences via zoom during the months of January and February to inform parents of student progress.	Formative			Summative
Strategy's Expected Result/Impact: Increase parental engagement to improve student outcomes **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title 1 - $300	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct Black History month event(s) during the month of February.	Formative			Summative
Strategy's Expected Result/Impact: Increase parental involvement, increase student achievement, and support cultural appreciation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders **Title I Schoolwide Elements:** 2.6, 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title 1 - $300	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct annual Literacy Week activities during the month of March. **Strategy's Expected Result/Impact:** Increase parental involvement and student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Leaders **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title 1 - $300				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Crestview Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Crestview Elementary School

Name	Position	FTE
Brenda Aviles	RESET Aide	1
Kimberly Deyo	SIT-Reading	1
Stephanie Reed	SIT-Math	1
Vacant	SIT Aide	1
Wanda Williams	Instructional Aide	1

Title I Personnel

Name	Position	Program	FTE
Moriah Petillo	Instructional Specialist- teacher suppor	Title I	1
Peyton Strickland	intern	Title I	1
Zoei Smith	intern	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$3,500.00
1	1	6			$86,000.00
				Sub-Total	$89,500.00
				Budgeted Fund Source Amount	$242,507.00
				+/- Difference	$153,007.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$1,000.00
1	1	2			$1,500.00
1	1	3			$0.00
1	1	5			$3,000.00
1	1	6			$50,000.00
2	1	1			$500.00
3	1	1			$482.00
4	1	1			$482.00
6	1	1			$0.00
6	1	2			$300.00
6	1	3			$300.00
6	1	4			$300.00
6	1	5			$300.00
				Sub-Total	$58,164.00
				Budgeted Fund Source Amount	$186,900.00
				+/- Difference	$128,736.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1			$0.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,869.00
				+/- Difference	$1,869.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
5	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$79,837.00
				+/- Difference	$79,837.00
				Grand Total	$147,664.00

Addendums

Waco Independent School District

Dean Highland Elementary School

2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

Demographics

Demographics Summary

During the 2020-2021 school year, Dean Highland Elementary had an enrollment of 632 students. Ethnicity counts were 65% Hispanic, 25% African American, 0.16% American Indian, and 7% Anglo.

Teacher ethnicities included: 14.63% black, 14.63% Hispanic, and 70.73% white.

92% of students were economically disadvantaged. 76 students (12%) were in special education, 125 students (19.47%) were in ESL (English as a Second Language) classes, 21 students (3.27%) were in GT (Gifted and Talented), 53 students (8.26%) were in the bilingual program and 192 students (30.4%) were LEP (Limited English Proficiency). Dean Highland had a 88.7% attendance rate.

Due to the high number of ELL students, the campus is adopting a one way dual language instructional framework for bilingual students. The program will be offered in grades Pre-K through 5. All teachers not instructing in the dual language program will need ESL certification. This will enable administration to spread remaining LEP students across classes so that teachers can individualize instruction. Professional development will be offered with the addition of the dual language program (i.e. SIOP) to meet ESL and bilingual student needs.

The campus is a neighborhood school. The economically disadvantaged rate is supported by real estate data from neighborhoods zoned to Dean Highland. The median home value has increased from $59,300 to $118,000 which is low compared to the town's $182,000 median home value.

Parental Involvement Workshops, giving parents a voice in their children's education, is key. Leadership needs to attend multicultural education training to provide professional development for the staff.

Demographics Strengths

The demographic makeup of the campus allows our students to have a culturally diverse learning experience. This enriched environment prepares our students to better function in a global society. Cultural differences are explored and celebrated throughout the school year. The counseling department incorporates this teaching through character lessons. Multi-Cultural celebrations are a part of the school in the form of Cinco de Mayo (mariachi bands and performances by the bilingual department) and Black History Programs. Teachers celebrate multiculturalism in the classroom with feasts on culture days(with parents and volunteers) and classroom libraries of books written by diverse authors with diverse characters.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of the students are changing as seen in an increase in the LEP population. In 2016 Dean Highland's LEP population was 27.1%. In 2020-2021 it has grown to 30%. Instructional staff struggles to incorporate strategies that are best practices for LEP students. **Root Cause:** Staff recruitment, professional development, and teacher retention has failed to keep up with this trend. This has resulted in a gap created between student needs and the capacity of the campus to effectively meet the needs of the students.

Problem Statement 2: Dean Highland's attendance has changed drastically from past years. Overall percentages for the past 2 years has been 96%, percentages for the 2020-2021 school year have dropped to the 88%. **Root Cause:** Remote learning brought on by the COVID pandemic has been a major contributor to our attendance issue. These student absences will only increase learning gaps and result in fewer students performing on grade level.

Student Achievement

Student Achievement Summary

2020-2021 DBA Test Scores

In 3rd grade, 36% of students approached reading standards (decrease of 18 percentage points from 2019 STAAR) and 23% approached math standards (decrease of 31 percentage points from 2019 STAAR).

In 4th grade, 23% of students approached reading standards (decrease of 19 percentage points from 2019 STAAR), 16% approached math standards (decrease 11 percentage points from 2019 STAAR) and 17% of students passed writing (decrease of 24 percentage points from 2019 STAAR).

In 5th grade, 45% of students approached reading standards (decrease of 8 percentage points from 2019 STAAR), 24% approached math standards(decrease 43 percentage points from 2019 STAAR) and 19% passed science (decrease of 34 percentage points from 2019 STAAR).

2018 - STAAR

Grade	Subject	APP	ME	MA
3	Read	54	22	10
	Math	66	25	12
4	Read	64	32	11
	Math	58	29	8
	Write	51	24	2
5 - April	Read	69	34	11
	Math	70	31	13
	Science	70	25	4

2019 - STAAR

Grade	Subject	APP	ME	MA
3	Read	54	21	11
	Math	54	24	10
4	Read	42	19	7
	Math	54	20	8
	Write	41	9	4

Grade	Subject	APP	ME	MA
5 - April	Read	53	27	16
	Math	67	36	19
	Science	53	27	16

March 2021 - DBA

Grade	Subject	APP	ME	MA
3	Read	36	18	6
	Math	23	5	1
4	Read	23	9	1
	Math	16	3	3
	Write	17	3	0
5 - March	Read	45	20	0
	Math	24	3	2
	Science	19	2	0

2020-21 TCA Data Grades 3-5

	3rd Grade Campus		3rd Grade District		4th Grade C		4th Grade D		5th Grade C			5th Grade D		
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Science	Math	Reading	Science
TCA 1	17%	16%	24%	19%	7%	15%	18%	16%	24%	15%	8%	21%	24%	18%
TCA 2	27%	28%	22%	25%	5%	10%	13%	20%	9%	4%	6%	28%	29%	22%
TCA 3	47%	24%	50%	27%	22%	24%	30%	3%	11%	6%	8%	28%	29%	21%
TCA 4		49%		51%	14%		15%							
TCA 5	45%		33%		7%		14%		17%		5%	36%		26%
TCA 6	24%		30%		25%		27%		6%		18%	21%		28%
TCA 7	26%		26%		18%		14%		18%		13%	22%		30%
TCA 8	15%		22%		14%		24%		10%			30%		
TCA 9	33%		28%		21%		28%		27%			42%		
TCA 10					42%		32%							

Student Achievement Strengths

Student Achievement Strengths

Due to the COVID-19 pandemic and the closing of schools last year, our students returned this year with significant learning gaps.

Our teachers have worked hard to close these gaps by incorporating small group instruction, in-school intervention, and after school tutorials. More of our students have been identified and qualified for special services during the 2020-21 school year, specifically dyslexia.

Teachers are unpacking their TEKS with the Know and Show document. This is helping them focus in on rigor and what specifically needs to be taught for Tier 1 instruction.

Data Driven Instruction (DDI) has been put into place for 3rd, 4th and 5th grades. Teachers have been able to focus on high leverage TEKS and explicitly reteach procedural or conceptual misunderstandings.

Teachers have been trained on an explicit and systematic approach to phonics with the Fountas and Pinnell Word Study and Phonics Mini Lessons in grades K-5 as well as the Jan Richardson model for guided reading.

Teachers have had the opportunity to work with Region 12 curriculum specialists on lesson alignment and tier 1 instructional strategies for math and reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR "Meets" averages are below state and district standards. **Root Cause:** Campus Tier 1 instruction is not aligned to the state standards which impacts the overall achievement and progress of all students. Additional training in literacy and math Tier 1 instruction is needed. A stronger RTI System is needed to address individual student needs.

Problem Statement 2: Students are not performing on grade level in reading. **Root Cause:** Foundational skills are not being mastered in lower grades. Teachers need additional training to deliver effective literacy instruction that meets the needs of all students.

Problem Statement 3: Students are not performing on grade level in math. **Root Cause:** Foundational skills are not being mastered in lower grades. Student do not have ample time to focus on problem solving or apply knowledge to real-world scenarios.

School Culture and Climate

School Culture and Climate Summary

Dean Highland Elementary School is a place where students are nurtured and develop an appreciation for learning so they can reach high levels of achievement; where values and respect for others are shared and practiced; and where students master the challenges that enable them to develop into self-directed, independent thinking students.

Our staff goes beyond what is expected to meet the needs of their students and foster an environment of growth inside the classroom. To be able to improve these practices, faculty and staff need quality communication from administration, increased support for behaviors disrupting the learning environment, and more consistently followed campus-wide programs and incentives. Shoring up these opportunities for improvement could lead to a more cohesive and cooperative campus culture, where the goal is working together to meet the unique academic, social, and emotional needs of our students.

School Culture and Climate Strengths

- Staff in general feel satisfied in their postions
- Partnership with Highland Baptist Church
- Staff appreciates the relationships and support they receive from their team members and paraprofessional
- Staff is willing and excited to help come up with solutions to problems in our school culture and climate

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Disconnect and consistency in communication-quality over quantity **Root Cause:** ineffective flow of communication

Problem Statement 2: Consistency in follow through with school wide engagement, incentives and activities **Root Cause:** Lack of plans for implementation What is the objective? What is the end goal?

Problem Statement 3: Discipline and behavior inhibit the learning environment **Root Cause:** Inconsistency with procedures and programs Social emotional learning is not taught

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Many factors went into staffing our school with highly qualified professionals. The leadership team reviewed staff certifications, teaching experience, and instructional program needs. Following this analysis, grade level leaders met with the leadership team to provide input. All grade levels were staffed with a combination of veteran and new Dean Highland employees to facilitate a smooth transition for students, parents, and staff members.

Dean Highland will incorporate Opportunity Culture into the instructional program next School Year. Grades 4 and 5 will have master teacher leaders. MCLs are effective teachers who lead a group of teachers and have the autonomy to establish responsibilities for their team members. They will teach their own classes while coaching other teachers on the grade-level.

Teacher Years of Service	Staff Percentage
0	4.60%
1 to 5	48.80%
6 to 10	9.30%
11 to 15	20.90%
16 to 20	2.30%
20 Plus	13.90%

Staff Quality, Recruitment, and Retention Strengths

Over 90% of staff was retained from 2020 to 2021. The Dean Highland Administrative staff attends the yearly Waco I.S.D. Job Fair. During the job fair, administrators meet potential teachers and staff members. All hiring decisions are made based upon the culture and needs of our campus.

After analyzing the results of school data, professional development plans were developed to address the needs of the campus. Weekly grade-level and staff meetings are held to provide support in planning and program implementation. Staff members also have the opportunity to participate in team building activities lead by the Peppy People Committee.

The Dean Highland New Teacher Academy was implemented as a place to listen and coach teachers new to Dean Highland and/or to the profession. New teachers also had mentors assigned to them throughout the school year.

The Dean Highland Design Thinking Team was created as an avenue to reflect upon data and look for creative ways to problem solve. This team uses teacher input from surveys and a staff suggestion box to tackle complex staff issues.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and ISs are currently working with Region 12 Specialists to strengthen teaching and learning in the classroom. Teachers and specialists work on developing Know and Shows which helps to deepen the knowledge and understanding of the TEKS; align the TEKS to TEKS Resource System clarifiers and STAAR; and provides an opportunity to develop objectives and student success criteria. This in-depth TEKS research helps teams use district resources in an aligned way. For each unit, the teams collaborate on mapping the unit's priority TEKS ensuring that students receive instruction in all priority TEKS so that learning gaps are reduced.

Teachers and ISs regularly review TCA data through the DDI process at 3rd through 5th grade levels. This process serves to further clarify and refine understanding of the TEKS and what students need to know and be able to do in order to master the TEKS. It also provides a structured reteach platform to ensure gaps are closed for students as much as possible.

The administrative team has established a master schedule to include the appropriate number of minutes required for core content, including meeting PE requirements.

Curriculum, Instruction, and Assessment Strengths

Teachers are collaborative when planning and during DDI sessions. This collaboration strengthens instruction across the team. Working with Know and Shows serve to deepen the team's understanding of TEKS and promotes streamlined, targeted instruction which aligns with the district's scope and sequence as well as district-created assessments and screeners.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Learning gaps are present in students, especially in reading and math, and they continue to be an issue for students. **Root Cause:** School-wide closure and weak remote instruction in the 2020 school-year, and then quarantines due to COVID protocols as well as hybrid/remote instruction during 2020-2021, students lacked consistent instruction and intervention.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Summary

Dean Highland has improved family involvement by providing a friendly, inviting, environment. Within this environment, we have a wide range of opportunities for families to make positive connections, so they can share their ideas with staff and administrators.

Dean Highland's Adopt-a-School partners Highland Baptist Church and Baylor Athletics has provided online book reading to students during classes' reading times and lunches. These efforts help to support our academic programs. So far due to COVID-19 regulations, we have held meetings virtually. Open House, Meet the Teacher Nights, as well as links to our YouTube channel have provided videos to our parents with a welcome from our teachers and included tours of their classrooms. Our Fine Arts committee has provided virtual student performances in which all grade levels are showcased through video uploads to social media accounts. Dean Highland has had significant parent viewings of these performances so far this year. It is our hope that with restrictions lessening each month, that parental participation will resume to previous levels next school year.

To address the issue of needing access to more Spanish speakers, we have utilized our Class Dojo computer program that allows parents to view attachments and announcements in Spanish. This has allowed for more interaction from the parents in communication with their child's teacher. Parents as well as teachers have reported that they really like the program and have utilized it extensively throughout this school year to communicate quickly and accurately with each other.

Dean Highland has a Facebook and Twitter account to provide ongoing, efficient updates to families. Teachers utilize Class DoJo, 'Remind Me,' and the announcement feature in SeeSaw to communicate with families. These programs have allowed for increased interaction between families, students, and teachers.

Parent and Community Engagement Strengths

To address the COVID 19 guideline restrictions of limited visitors on campus, parents have not been able to attend monthly performances of students. The Fine Arts Committee decided to video all grade levels of student performances in order for the videos to be uploaded to Dean Highland's social media accounts. Dean Highland has had significant parent viewings of these performances via the social media outlets so far this year.

Also due to COVID-19 regulations, we have held parent meetings virtually. Open House, Meet the Teacher Nights, as well as links to our YouTube channel have provided videos to our parents with a welcome from our teachers and included tours of their classrooms.

To address the issue of needing access to more Spanish speakers, we have utilized our Class Dojo computer program that allows parents to view attachments and announcements in Spanish. This has allowed for more interaction from the parents in communication with their child's teacher.

Dean Highland's Adopt-a-School partners Highland Baptist Church and Baylor Athletics has provided online book reading to students during classes' reading times and lunches. These efforts help to support our academic programs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents were not allowed to visit with students during the school day. Parents were not able to attend student performances on campus. **Root Cause:** COVID 19 guideline restrictions has not allowed visitors, to include parents, on campus for any length of time.

School Context and Organization

School Context and Organization Summary

Dean Highland is one of the largest elementary schools in the district, housing PreK-5th grade students. Each grade level has 4 to 6 teachers with one or more veteran teachers. The master schedule is designed to support self-contained classes for grades Prek-2nd and departmentalization for grades 3-5. Dean Highland teachers work hard to make sure students get the maximum amount of learning in a day. The amount of instructional time per subject level is set by the district, while teachers work to add in their own intervention and enrichment opportunities within district defined systems.Our students' overall perception is that Dean Highland is a good, safe place to learn.

Campus growth as related to STAAR achievement are set and curriculum resources are aligned to meet these needs. District goals for the STAAR test are expressed and aligned with campus curriculum. Dean Highland has a strong instructional leadership team, which includes three instructional specialists that focus on specific content and specific grade levels. Our Professional Learning Communities are led by the instructional specialists by grade levels with the principal and assistant principals attending the meetings. Teachers use this time to discuss their students' progress, as well as get feedback and ideas for teaching.

School Context and Organization Strengths

- Common Planning time for each grade level
- Part time SIT teacher, tutors, and after school tutorials for struggling students
- Lower grade levels PreK-K have full time instructional aides, while 1st and 2nd grade teachers share an instructional aide
- Teachers have a voice in the decision making process and school policies through the Campus Based Decision Making Committee
- A Design Thinking Team made up of teachers from every grade level, and administrators, address issues and suggestions made by the staff, students and parents. The committee offers solutions using various sources including campus staff input.
- Campus expectations communicate that all students can learn and can be successful in a safe and nurturing environment

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers are overwhelmed with the amount of paperwork, meetings, and lesson planning needed to support effective instruction. **Root Cause:** The campus' 2019 accountability rating resulted in a need to shift many key instructional practices. This shift required teachers to learn a host of new instructional processes.

Technology

Technology Summary

Dean Highland Elementary is equipped with different types of technology, such as laptops, ipads, student computers, document cameras, and projectors. Each teacher has five to twelve student computers and 5 student iPads in the classroom. Teachers use technology to create lesson plans, to monitor student progress and engage all students in daily lessons. Technology is made available for remote students and teachers deliver live remote instruction to these students daily. Technology support is made available though the district work order system and campus personnel.

Technology Strengths

Technology carts are available for classes to use when all students need a device, eliminating transition time to and from the computer lab.

Parent communication has improved due to teachers use of Zoom and Class DoJo. Teachers are able to deliver instruction and messages to students and parents via technology.

Student work is available for students not on campus through apps such as SeeSaw, Freckle and Imagine.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is not supportive technology for the lower grades. Teachers need applications that are full versions rather than the free "lite" version. **Root Cause:** There are few technology resources allocated for learners younger grades.

Problem Statement 2: Remote learning during the 2019-2021 school years resulted in severe learning gaps for students. **Root Cause:** Students did not actively engage in zoom class meetings. Effective teaching strategies were difficult to deliver remotely. Parents needed training to help students learn remotely.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Goals

Goal 1: Increase student achievement for all student populations.

Performance Objective 1: Train teachers to have an in-depth understanding of the curriculum through a deep study of the TEKS and lesson plan development.

Targeted or ESF High Priority

Evaluation Data Sources: STAR Renaissance 360, Unit Assessment Data, STAAR Scores, Unit plans, Roadmaps, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use campus instructional specialists to assist teachers in implementing effective planning to strengthen tier one instruction. **Strategy's Expected Result/Impact:** Increase in student performance on district and campus based assessments to at least 30% Meets and increase student growth to at least 75% on STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Instructional Specialist Salary - Title 1 - $120,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Train teachers to use planning protocols that align lessons to the specificity of the TEKS. **Strategy's Expected Result/Impact:** Increase in student performance on district and campus based assessments to at least 30% Meets and increase student growth to at least 75% on STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Schedule meetings for teachers to analyze planning documents each six weeks. Conduct meetings to support teachers with the lesson planning process and creation of effective lesson plans. **Strategy's Expected Result/Impact:** Grade 3-5 Reading and Math lesson plans will align closely to state learning standards to improve instruction **Staff Responsible for Monitoring:** Principals, Assistant Principals, Instructional Specialists **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Title 1 - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: Support teachers with on-going professional development around creating Know and Shows, exemplars, success criteria, and re-teach plans to strengthen instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of how content is aligned to state standards; professional development will give teachers a process for unpacking standards for highly tested, historically low performance TEKS **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Train teachers to write appropriately paced learning goals/objectives and formative assessments that are aligned to the TEKS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Daily instruction will consist of a precise learning objective and not repeat over multiple days. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 6 Details	Reviews			
Strategy 6: Train teachers to use curriculum supports such as TEKS Resource System and Lead4Ward to support lesson planning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lessons will be aligned to the appropriate rigor level to ensure instruction is taught at the appropriate level of specificity **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Ensure 100% of first and second grade teachers and assistant principals complete reading academies prior to the end of the 2021-2022 school year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Principals and teachers will increase their knowledge in foundational reading instruction; student achievement will be measured by monitoring MOY reading and math screeners for setting new tiers; 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance) **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Ensure all K-5 reading teachers attend district literacy professional development. Campus leaders will support teachers with implementation. **Strategy's Expected Result/Impact:** The campus will measure student achievement by monitoring MOY reading and math screeners for tier movement; 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Ensure teachers and campus literacy aides receive appropriate training on the Fountas and Pinnell phonics curriculum resources. **Strategy's Expected Result/Impact:** Student reading levels will increase in all grade levels; student achievement will be measured by monitoring MOY reading and math screeners for tier movement; 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance) **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - State Compensatory Education				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Revise the campus master schedule to include weekly PLC meetings for teachers and campus instructional specialists to support lesson planning and DDI. **Strategy's Expected Result/Impact:** Teachers will gain a deeper understanding of content and plan lessons that are specific to the TEKS **Staff Responsible for Monitoring:** Principals, Assistant Principals, Instructional Specialists **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Develop a schedule for campus leaders to provide lesson plan feedback for teachers and align walkthroughs to monitor implementation of the teacher's lesson plan so that feedback supports both planning and instruction. **Strategy's Expected Result/Impact:** Lessons will be aligned to the appropriate rigor levels to ensure instruction is taught at the appropriate level of specificity **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Implement data driven instructional processes into lesson planning cycles so that teachers analyze weekly formative assessment tasks for student mastery and make adjustments to lesson plans each week based on this data. **Strategy's Expected Result/Impact:** Lessons will be aligned to the appropriate rigor levels to ensure instruction is taught at the appropriate level of specificity; student achievement data will increase; student growth in reading and math will increase by at least one and a half years. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Multi-Classroom Leaders. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				



No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 2: Increase achievement outcomes for all student populations by training administrators and teachers to have a common understanding of state performance criteria.

Evaluation Data Sources: STAAR Test Scores, Unit Assessment data, Renaissance 360 STAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus leadership team members will implement systems to support the ongoing review of data and accountability planning learned from A-F training provided by district level leadership. **Strategy's Expected Result/Impact:** Administrators will increase capacity to respond to data and build systems to support student achievement; 75% of all classrooms and campus hallways will include at least one visible student progress tracking artifact **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Train teachers and campus leadership to understand the TELPAS testing system and respond to TELPAS data. **Strategy's Expected Result/Impact:** Campus ILT will better understand how to interpret data and create plans to support EL learners show growth and mastery of student objectives; 75% of all classrooms and campus hallways will include at least one visible student progress tracking artifact **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct activities as required by TEA including the submission of a targeted improvement plan, essential action artifacts, and participation in quarterly conference calls. **Strategy's Expected Result/Impact:** Improved practices that yield long-term sustainable growth; student achievement will be measured by monitoring MOY reading and math screeners for tier movement; 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 3: Eliminate performance gaps for all student groups.

Evaluation Data Sources: STAAR Test Scores, Unit Assessment Data, Renaissance 360 Growth Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training and support for teachers to design lesson exemplars to assess student learning. The campus will administer unit and STAAR release tests. Teachers will compare high, medium, and low work samples to identify learning gaps. **Strategy's Expected Result/Impact:** Number of tier one students will grow by a 5% increase in the number of students "meeting" state standards on STAAR **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a campus system that is aligned to the district MTSS/(RTI) system to analyze needs of at-risk students and determine appropriate interventions. Clarify roles, responsibilities, and expectations for all staff, communicate to all stakeholders , and implement with fidelity. **Strategy's Expected Result/Impact:** Increase passing rate of STAAR scores to at least 75% approaching standards, increase student growth to at least 75%; student achievement will be measured by monitoring MOY reading and math screeners for tier movement; 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance) **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers, Counselors **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use tutors to provide small group instruction to close the learning gaps of identified students including student populations such as African-American, EL, and Hispanic. **Strategy's Expected Result/Impact:** Student achievement as measured by monitoring MOY reading and math screeners for tier movement; 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance) **Staff Responsible for Monitoring:** Principal, Instructional Specialists **Funding Sources:** - State Compensatory Education - $23,000, - Title 1 - $200				

Strategy 4 Details	Reviews			
Strategy 4: Work with the bilingual department to train teachers on effective classroom strategies for ELs.	Formative			Summative
Strategy's Expected Result/Impact: Close learning gaps and increase in STAAR scores for EL students; 60% of ELL students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance); teacher lesson plans will reflect strategies learned during trainings; walkthrough data will reflect differentiated instructional practices	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: Develop a campus system to review student progress and accurately place students in Tier II and III interventions such as LLI. This system will include how information from DDI meetings will be shared with interventionists and how goals will be set and monitored before the next RTI Meeting.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance)				
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Implement an after school/Saturday tutorial program to provide acceleration and or remediation for all students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student performance on state assessments, unit tests, and district benchmarks				
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - Title 1				

Strategy 7 Details	Reviews			
Strategy 7: Employ a campus SIT teacher to provide small group instruction in mathematics and reading to support TIER III interventions.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student performance on state assessments, unit tests, and district benchmarks				
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists				
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 8 Details	Reviews			
Strategy 8: Review student needs as identified by benchmarks and district assessments to inform the purchase of aligned resources for tutoring and remediation.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease of at least 25% in referrals to summer school, increase in STAAR scores to at least 75% approaching the standard in tested subjects **Staff Responsible for Monitoring:** Principals, Instructional Specialists **Comprehensive Support Strategy** **Funding Sources:** - State Compensatory Education - $3,200, - Title 1 - $2,000, - State Compensatory Education - $4,900				

Strategy 9 Details	Reviews			
Strategy 9: Allocate a portion of the budget to support the purchase of supplemental materials and resources.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase STAAR scores to at least 75% approaching the standard in tested subjects **Staff Responsible for Monitoring:** Principal, Instructional Specialists **Comprehensive Support Strategy** **Funding Sources:** - Title 1, - State Compensatory Education - $1,100				

Strategy 10 Details	Reviews			
Strategy 10: Purchase and use technology to enhance instruction and increase student motivation.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease (of at least 25%) in referrals to summer school, increase in STAAR scores to at least 75% approaching the standard in tested subjects **Staff Responsible for Monitoring:** Principals, Instructional Specialists **Funding Sources:** - State Compensatory Education - $13,500, - Title 1 - $6,800				

Strategy 11 Details	Reviews			
Strategy 11: Allocate a portion of the budget to purchase supplies for teachers to use as supplementary materials to support Guided Reading and effective reading instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase reading performance/student Lexile levels **Staff Responsible for Monitoring:** Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** - Title 1 - $31,668, - State Compensatory Education - $7,500				

Strategy 12 Details	Reviews			
Strategy 12: Implement a system for tracking student data from Renaissance 360, unit assessments, and benchmarks.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student achievement scores to 75%, increase student growth to at least 75% approaching the standard in tested subjects **Staff Responsible for Monitoring:** Principal, Instructional Specialists **Funding Sources:** - Title 1 - 211.11.6399.00.107.30, - State Compensatory Education - $3,700				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Explore strategies and resources for implementing culturally responsive teaching **Strategy's Expected Result/Impact:** Training provided in the area of culturally responsive teaching as a tool to ensure lessons reflect the needs of the campus's diverse student body **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Create a system with clear processes to support the implementation of the Reading Recovery Framework as a TIER III Intervention. The campus will hire a lead teacher with training provided by Texas Women's University Reading Recovery Program. **Strategy's Expected Result/Impact:** Support students in first grade who are significantly behind in reading. Increase student performance on unit tests and district benchmarks **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Create a system with clear processes to support the implementation of a One-Way Dual Language Program for campus bilingual learners. **Strategy's Expected Result/Impact:** Bilingual students across all grade-levels will increase student achievement data **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 4: Increase the number of advanced measure scores on all STAAR tests.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Extend and enhance lessons for identified Gifted and Talented program students by grouping them in cluster classrooms.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase of 5% in gifted and talented program participant performance **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Advanced Academics Team				

Strategy 2 Details	Reviews			
Strategy 2: Allocate time within the master schedule to increase time for GT students to work on special projects.	Formative			Summative
Strategy's Expected Result/Impact: Increase of 15% growth in advanced measures on all STAAR tests; increase opportunities for higher level thinking and problem solving **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Advanced Academic Team	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide higher-level thinking activities for identified GT and advanced students through Chess Club, UIL training and summer Enrichment Camp.	Formative			Summative
Strategy's Expected Result/Impact: Increase student performance on state assessments, unit tests, and district benchmarks **Staff Responsible for Monitoring:** Principal, Assistant Principals, Advanced Academic Team	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct parent workshops to provide parents with strategies to assist students with mastery of state curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Increase passing rate of STAAR scores to at least 75% **Staff Responsible for Monitoring:** Principals, Instructional Specialists, Teachers **Title I Schoolwide Elements:** 3.2 **Funding Sources:** - Title I Parent Involvement - $1,000	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 5: Provide training on guided math and effective literacy small group instruction to ensure teachers are equipped to design and implement differentiated lessons through small group instruction to meet the needs of all learners.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student performance on state assessments, unit tests, and district benchmarks

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: Increase campus attendance rates to 97%.

Evaluation Data Sources: End of year PEIMS report will indicate increase in attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a system to monitor attendance and reward classes with the highest attendance percentage for the week. **Strategy's Expected Result/Impact:** Increase attendance to 97% **Staff Responsible for Monitoring:** Principals, Attendance Clerk, Counselors (guidance and at-risk)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recognize teachers with perfect attendance by awarding them with incentives. **Strategy's Expected Result/Impact:** Increase attendance to 97% **Staff Responsible for Monitoring:** Principals, Attendance Clerk				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recognize individual students with perfect attendance through weekly drawings weekly drawings and celebrations. **Strategy's Expected Result/Impact:** Increase attendance to 97% **Staff Responsible for Monitoring:** Principals, Attendance Clerk **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify homeless students and provide counseling services to help with coping, social and academic success strategies. **Strategy's Expected Result/Impact:** 10% Increase in academic performance by homeless students **Staff Responsible for Monitoring:** Counselors				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: Use PBIS/Champs and classroom management techniques that support implementation of a school wide tiered model to prevent and address problematic behavior and provide early intervention services.

Evaluation Data Sources: Grade-level promotion rates will increase to 90%

Strategy 1 Details	Reviews			
Strategy 1: Create a system with clear expectations for implementation and monitoring of campus PBIS and CHAMPS.	Formative			Summative
	Nov	Jan	Mar	June
CSF: Improve School Climate **Strategy's Expected Result/Impact:** Decrease number of referrals, decrease in number of students assigned ISS and OSS placements **Staff Responsible for Monitoring:** Principals, Conscious Discipline Core Team, Behavioral Professionals				

Strategy 2 Details	Reviews			
Strategy 2: Develop a system for counselors and two full-time assistant principals to provide effective support for students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Caseload logs will be used and behavior for students who are receiving supports will improve **Staff Responsible for Monitoring:** Principal, Leadership Team **Funding Sources:** behavior staff - State Compensatory Education - $109,484				

Strategy 3 Details	Reviews			
Strategy 3: Implement and monitor PBIS expectations for campus common areas including hallways, restrooms and lunchroom. All classrooms will post CHAMPS expectations in a visible location.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student behavior in common areas will reflect campus expectations; students and staff will feel safe **Staff Responsible for Monitoring:** Assistant Principals, Behavior Team, Teachers, Support Staff				

Strategy 4 Details	Reviews			
Strategy 4: Implement a system to monitor the effective use of CHAMPS within each classroom.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lower number of discipline referrals and behavior issues in the classroom **Staff Responsible for Monitoring:** Assistant Principals, Behavior Specialist, Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus teachers will continue to implement Conscious Discipline strategies. Strategies include the use of Safe Places, morning greetings, and breathing techniques. **Strategy's Expected Result/Impact:** Students will feel comfortable and safe and will learn to self-regulate and work through stressful situations **Staff Responsible for Monitoring:** Assistant Principals, Teachers, Support Staff, Behavior Specialist				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Create a Design Thinking team of 5th graders that will work together to work through "wicked" problems involving students. **Strategy's Expected Result/Impact:** Empower students to problem solve and work together, fostering and encouraging positive behaviors **Staff Responsible for Monitoring:** Assistant Principals, 5th Grade Teachers				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 3: Provide ongoing bullying prevention guidance lessons and support to teachers on identifying bullying in the classroom.

Evaluation Data Sources: Number of Bullying Incidents

Strategy 1 Details	Reviews			
Strategy 1: Counselors will teach monthly guidance lessons using the "Bullies are a Pain in the Brain" program.	Formative			Summative
Strategy's Expected Result/Impact: Decrease incidents of bullying on campus **Staff Responsible for Monitoring:** Counselors	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Enforce the district policy to address any threats of bullying.	Formative			Summative
Strategy's Expected Result/Impact: District guidelines for investigating bullying complaints will be followed, including parent and student communication; parents and students will feel comfortable reporting any bullying concerns **Staff Responsible for Monitoring:** Assistant Principals, Teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Counselors will begin to implement the "No Place for Hate" program.	Formative			Summative
Strategy's Expected Result/Impact: Decrease in the number of discipline referrals **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 4: Increase student participation in extracurricular committees (i.e., fine arts, physical education clubs, UIL teams).

Evaluation Data Sources: End of the year student surveys and teacher logs will show an increase in participation in fine arts, athletic clubs, and UIL teams

Strategy 1 Details	Reviews			
Strategy 1: Provide extracurricular opportunities for students such as the Miracle Match Marathon, Art Museum and virtual UIL field trips.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student participation by 10% **Staff Responsible for Monitoring:** Principals, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Provide career education awareness to students through guidance lessons.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Counselor Lesson Plans will support career education and Career Assessments will be used to measure impact **Staff Responsible for Monitoring:** Counselors				

Strategy 3 Details	Reviews			
Strategy 3: Provide a coordinated health program to students through the Wellness Committee.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student wellness behaviors **Staff Responsible for Monitoring:** Physical Education Teachers, Nurse				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 5: Increase Drug Prevention Awareness with all students.

Evaluation Data Sources: Discipline reports, student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselors will present Red Ribbon Week in October focusing on drug prevention and education. **Strategy's Expected Result/Impact:** Student surveys will indicate positive impact **Staff Responsible for Monitoring:** Principal, Counselors				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 6: Reduce expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations by 25%.

Evaluation Data Sources: PEIMS data will show a 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain the Conscious Discipline program to manage conflict resolution within the classroom. Purchase supplies for the Safe Place and other supporting materials. **Strategy's Expected Result/Impact:** A 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations **Staff Responsible for Monitoring:** Principals, Behavioral Specialist, Teachers **Funding Sources:** Supplies - Title 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide support and coaching for teachers who need additional resources or training to respond to student behavior concerns so that actions are proactive and focused on changing student behaviors rather than removing students from class. **Strategy's Expected Result/Impact:** A 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 7: Provide a safe and secure learning environment.

Evaluation Data Sources: Parent Satisfaction Surveys

Strategy 1 Details	Reviews			
Strategy 1: Create a safety response team to ensure well-being of campus faculty, staff, and students.	Formative			Summative
Strategy's Expected Result/Impact: Implementation of strategies to maintain a safe and secure campus, including keeping exterior doors and posting "okay" cards to guide lockdowns **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure safety procedure posters are visible in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: Safety procedures will be communicated and followed by the campus **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure all exterior doors remain locked during instructional hours. Ensure teachers/leaders know safety procedures to follow such as locking interior doors and posting "okay" cards in windows in case of a lock down.	Formative			Summative
Strategy's Expected Result/Impact: Improve campus safety **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement threat assessment team protocols to develop plans for students who may cause risk to campus safety.	Formative			Summative
Strategy's Expected Result/Impact: Improve campus safety **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide "Stop the Bleed" training for all staff.	Formative			Summative
Strategy's Expected Result/Impact: Improve campus safety **Staff Responsible for Monitoring:** Principals, Assistant Principals, School Nurse **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Define procedures that explicitly explain how teachers should respond when a student leaves the classroom or campus without permission. Communicate procedures to all staff members and implement with fidelity. Teachers will sign an acknowledgement that they have received this training. **Strategy's Expected Result/Impact:** Improve campus safety **Staff Responsible for Monitoring:** Instructional Leadership Team				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 8: Provide transitional opportunities for students entering prekindergarten for the 2021-2022 school year.

Evaluation Data Sources: 100% participation by incoming students and parents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host a Pre-K/K Parent Workshop in May during Round-Up to increase awareness of our Pre-K/K program and provide parent strategies to assist students with mastery of state curriculum. **Strategy's Expected Result/Impact:** Parent Survey will indicate positive responses **Staff Responsible for Monitoring:** Principal, Counselors, Instructional Specialists, Teachers **Funding Sources:** Various supplies for the activity night and parent involvement - Title I Parent Involvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counselors will meet with prekindergarten parents in May and June to prepare students and parents for the upcoming school year. **Strategy's Expected Result/Impact:** Parent Survey will indicate the meetings are helpful **Staff Responsible for Monitoring:** Principal, Counselors, Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Align programs and processes designed to increase student achievement rates, improve teacher recruitment, and increase teacher retention.

Performance Objective 1: The campus will implement Public Impact's "Opportunity Culture" framework so that within 3 years at least 75% of students will be assigned to teachers who have produced high learning growth in all 4 core subjects.

Evaluation Data Sources: Student achievement data, student enrollment records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the Opportunity Culture School Design Team to identify needs for instructional improvement, outline roles and new school structures, establish a three year plan for sustainable funding and rework schedules to ensure that teacher leaders have protected time for co-planning and coaching. **Strategy's Expected Result/Impact:** Retain 90% of staff; 90% favorable responses on district and/or campus climate surveys; 75% of students respond favorably; Classroom walkthroughs, coaching, TCAs & DDI will support a school that's on track to having 30% or higher of its students scoring in the Meets category on state reading and math assessments; 90% of students make at least one years' growth or more from BOY to EOY based on district assessments **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement selection criteria for all OC roles and include critical selection competencies. (includes MCL selection) **Strategy's Expected Result/Impact:** Retain 90% of staff; 90% favorable responses on district and/or campus climate surveys; 75% of students respond favorably; Classroom walkthroughs, coaching, TCAs & DDI will support a school that's on track to having 30% or higher of its students scoring in the Meets category on state reading and math assessments; 90% of students make at least one years' growth or more from BOY to EOY based on district assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Employ three Multi-Classroom Leaders who will be responsible for coaching, co-teaching, modeling, planning, and analyzing data with a team of four to six teachers. **Strategy's Expected Result/Impact:** Retain 90% of staff; 90% favorable responses on district and/or campus climate surveys; 75% of students respond favorably; Classroom walkthroughs, coaching, TCAs & DDI will support a school that's on track to having 30% or higher of its students scoring in the Meets category on state reading and math assessments; 90% of students make at least one years' growth or more from BOY to EOY based on district assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** - Title 1 - $32,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop hiring and staffing processes to ensure teacher placements in grades without MCL Teams are strategic and based on student need and teacher strengths. **Strategy's Expected Result/Impact:** Staff/ teachers will feel more confident in campus roles; teachers will be prepared for their work because of their experience; increase in student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Align programs and processes designed to increase student achievement rates, improve teacher recruitment, and increase teacher retention.

Performance Objective 2: The campus will improve its processes for recruiting individuals who have the potential to be exceptional teachers in the classroom.

Targeted or ESF High Priority

Evaluation Data Sources: Job Fair Documentation, Recruiting Materials

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create recruiting materials that highlight the campus mission and vision statements. The materials will showcase opportunities for involvement in community outreach programs. **Strategy's Expected Result/Impact:** Recruit teachers who align with the school's mission and vision **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Counselors **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create recruiting materials that highlight teacher incentives such as potential TIA bonuses and Opportunity Culture stipends. **Strategy's Expected Result/Impact:** Recruit well qualified teachers so that staffing rosters reflect the experience needed to produce a high level of student achievement based on the school's student demographics **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create recruiting materials that showcase leadership opportunities for teachers. Materials will highlight campus positions that support pathways for career advancement. **Strategy's Expected Result/Impact:** Recruit well qualified teachers so that staffing rosters reflect the experience needed to produce a high level of student achievement based on the school's student demographics **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Attend WISD and Central Texas Colleges & University Job Fairs to hire highly qualified teachers. **Strategy's Expected Result/Impact:** Staffing rosters will be 95% complete by July 1, 2022 **Staff Responsible for Monitoring:** Principal, Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ensure that all new teachers have effective mentors that implement the district's mentoring program with fidelity. **Strategy's Expected Result/Impact:** New teacher will have successful student learning outcomes and return the following school year **Staff Responsible for Monitoring:** Campus Teacher Mentor Coordinator, District Teacher Mentor Coordinator				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Align programs and processes designed to increase student achievement rates, improve teacher recruitment, and increase teacher retention.

Performance Objective 3: The campus staff retention rate will increase by at least 5%.

Evaluation Data Sources: Campus Staffing Rosters, Comprehensive Professional Development Plan, Opportunity Culture School Implementation review Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Leadership team members will attend professional development to increase effective leadership and improve instructional practices on campus. **Strategy's Expected Result/Impact:** 5% increase in staff satisfaction on employee survey, increase passing rate of STAAR scores to at least 75% in index one **Staff Responsible for Monitoring:** Principals, Leadership Team **Funding Sources:** - Title 1 - 211.23.6411.00.107.30.00 - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Assign a mentor to each teacher new to the campus. First and second year teachers will participate in Waco ISD's SUCCEED Teacher Mentoring Program. **Strategy's Expected Result/Impact:** 5% increase in staff retention, increase passing rate of STAAR scores to at least 75% **Staff Responsible for Monitoring:** Principals, Instructional Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Survey staff about professional development needs. Analyze T-TESS and walk-through data for trends to plan professional development and meet the needs of teachers. **Strategy's Expected Result/Impact:** 5% increase in staff retention, increase passing rate of STAAR scores to at least 75% **Staff Responsible for Monitoring:** Principals, Instructional Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide staff development on T-TESS appraisal system to clarify rating categories of distinguished, accomplished, proficient, developing, and improvement needed. **Strategy's Expected Result/Impact:** 5% increase in staff retention, increase of passing rate of STAAR scores to at least 75% **Staff Responsible for Monitoring:** Principals, Leadership Team				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use the "Peppy People" Committee to organize monthly staff climate activities such as potluck lunches, spirit days, and birthday recognitions. **Strategy's Expected Result/Impact:** Improve campus climate surveys				

Staff Responsible for Monitoring: Counselors
ESF Levers: Lever 3: Positive School Culture

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 1: Continue implementation of Action Coaching for all school stakeholders including teachers, MCLs, and campus leaders.

Evaluation Data Sources: Coaching Scripts, Calendars, Student Achievement Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Tier teachers for action coaching and provide job embedded professional development to increase instructional effectiveness. **Strategy's Expected Result/Impact:** A culture of growth through continuous feedback will be established; 60% of ELL students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance); lesson plans will reflect strategies learned during trainings; walkthrough data will reflect differentiated instructional practices **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a system to monitor teacher actions steps and their growth. The system will include roles and responsibilities, calendar of events, and communicate expectations that will be implemented consistently across the campus. **Strategy's Expected Result/Impact:** A culture of growth through continuous feedback will be established **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **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, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement clear systems and processes for the leadership team to support observation and feedback using the Action Coaching model. The system will include roles and responsibilities, expectations, and opportunities for calibration. **Strategy's Expected Result/Impact:** Result/Impact A culture of growth through continuous feedback will be established **Staff Responsible for Monitoring:** Instructional Leadership Team				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 2: Continue implementation of data-driven instructional practices across all grade levels.

Evaluation Data Sources: Renaissance 360 Screeners, State Assessment Data, District Common Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus instructional leaders will review disaggregated data to track and monitor the progress of all students including students with disabilities and English Learners (ELs) among other student groups, and provide evidence-based feedback to teachers. **Strategy's Expected Result/Impact:** 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance) **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use a corrective instruction action planning process, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. **Strategy's Expected Result/Impact:** 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance 360); 75% of all classrooms and campus hallways will include at least one visible student progress tracking artifact **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide protected time built into the master schedule for teachers to meet for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. **Strategy's Expected Result/Impact:** 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance 360) **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** 75% of all classrooms and campus hallways will include at least one visible student progress tracking artifact **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 3: Continue to improve the school's RTI system for students with learning gaps.

Targeted or ESF High Priority

Evaluation Data Sources: Student Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff will engage in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. **Strategy's Expected Result/Impact:** 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance 360); 75% of all classrooms and campus hallways will include at least one visible student progress tracking artifact **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity of interventions. **Strategy's Expected Result/Impact:** 75% of all classrooms and campus hallways will include at least one visible student progress tracking artifact, which is regularly updated **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Keep families informed and involved in the process of providing interventions for struggling learners. **Strategy's Expected Result/Impact:** Increase scores on parental involvement surveys **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Dean Highland Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 5.98
Brief Description of SCE Services and/or Programs

Personnel for Dean Highland Elementary School

Name	Position	FTE
Allan Coviello	Bil Instructional Aide	1
Cari McNally	Counselor-At Risk	1
Donnie Hubert	Behavior Aide	1
Laurie Brooks	SIT	0.49
Renee Wilson	SIT	0.49
Robert Lewis	Behavior Aide	1
Sandra Maxwell	SIT	1

Title I Personnel

Name	Position	Program	FTE
Cindy Boney	Instructional Specialist	Title I	1
Julie Beasley	Instructional Specialist	Title I	1
Karen Castillo	aide	Title I	1
Teacher Resident	TR	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$0.00
1	3	3			$23,000.00
1	3	8			$3,200.00
1	3	8			$4,900.00
1	3	9			$1,100.00
1	3	10			$13,500.00
1	3	11			$7,500.00
1	3	12			$3,700.00
2	2	2	behavior staff		$109,484.00
				Sub-Total	$166,384.00
				Budgeted Fund Source Amount	$328,286.00
				+/- Difference	$161,902.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Specialist Salary		$120,000.00
1	1	3			$10,000.00
1	3	3			$200.00
1	3	6			$0.00
1	3	8			$2,000.00
1	3	9			$0.00
1	3	10			$6,800.00
1	3	11			$31,668.00
1	3	12		211.11.6399.00.107.30	$0.00
2	6	1	Supplies		$0.00
3	1	3			$32,000.00
3	3	1		211.23.6411.00.107.30.00	$5,000.00
			430	**Sub-Total**	$207,668.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$243,180.00
				+/- Difference	$35,512.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$1,000.00
2	8	1	Various supplies for the activity night and parent involvement		$0.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$2,432.00
				+/- Difference	$1,432.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$103,878.00
				+/- Difference	$103,878.00
				Grand Total	$375,052.00

Addendums

STAAR Detailed Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL (And Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2019 STAAR Performance														
All Subjects														
Percent of Tests														
% at Approaches Grade Level Standard	59%	50%	61%	74%	100%	100%		68%	0%	57%	62%	100%	60%	54%
% at Meets Grade Level Standard	25%	17%	26%	49%	0%	0%		42%	0%	23%	24%	50%	27%	16%
% at Masters Grade Level Standard	11%	7%	11%	23%	0%	0%		21%	0%	9%	13%	17%	11%	7%
Number of Tests														
# at Approaches Grade Level Standard	446	109	287	32	2	3		13	0	329	144	6	384	62
# at Meets Grade Level Standard	190	37	124	21	0	0		8	0	129	55	3	172	18
# at Masters Grade Level Standard	81	15	52	10	0	0		4	0	52	29	1	73	8
Total Tests	753	218	468	43	2	3		19	8	573	231	6	638	115
Reading														
Percent of Tests														
% at Approaches Grade Level Standard	59%	48%	60%	76%	100%	100%		86%	0%	56%	60%	100%	61%	48%
% at Meets Grade Level Standard	25%	19%	25%	47%	0%	0%		71%	0%	23%	21%	50%	28%	12%
% at Masters Grade Level Standard	13%	7%	13%	29%	0%	0%		29%	0%	12%	13%	0%	14%	5%
Number of Tests														
# at Approaches Grade Level Standard	163	39	103	13	1	1		6	0	121	50	2	143	20
# at Meets Grade Level Standard	70	15	42	8	0	0		5	0	50	18	1	65	5
# at Masters Grade Level Standard	35	6	22	5	0	0		2	0	25	11	0	33	2
Total Tests	278	81	171	17	1	1		7	3	215	84	2	236	42
Mathematics														
Percent of Tests														
% at Approaches Grade Level Standard	66%	59%	68%	71%	100%	100%		57%	0%	63%	72%	100%	66%	65%
% at Meets Grade Level Standard	29%	16%	31%	65%	0%	0%		43%	0%	25%	31%	50%	31%	19%
% at Masters Grade Level Standard	13%	5%	15%	24%	0%	0%		29%	0%	11%	16%	0%	14%	7%
Number of Tests														
# at Approaches Grade Level Standard	183	48	117	12	1	1		4	0	137	61	2	155	28
# at Meets Grade Level Standard	80	13	53	11	0	0		3	0	53	26	1	72	8
# at Masters Grade Level Standard	36	4	26	4	0	0		2	0	23	14	0	33	3
Total Tests	279	81	172	17	1	1		7	3	216	85	2	236	43
Writing														
Percent of Tests														
% at Approaches Grade Level Standard	42%	32%	44%	50%				75%	0%	43%	43%	100%	44%	33%
% at Meets Grade Level Standard	9%	16%	7%	0%				0%	0%	8%	7%	100%	9%	10%
% at Masters Grade Level Standard	4%	13%	0%	0%				0%	0%	3%	0%	100%	3%	10%
Number of Tests														
# at Approaches Grade Level Standard	41	10	26	2				3	0	31	13	1	34	7
# at Meets Grade Level Standard	9	5	4	0				0	0	6	2	1	7	2
# at Masters Grade Level Standard	4	4	0	0				0	0	2	0	1	2	2
Total Tests	98	31	59	4				4	2	72	30	1	77	21
Science														
Percent of Tests														
% at Approaches Grade Level Standard	60%	48%	62%	100%		100%		0%		57%	62%	100%	58%	78%
% at Meets Grade Level Standard	32%	16%	38%	40%		0%		0%		29%	28%	0%	31%	33%
% at Masters Grade Level Standard	6%	4%	6%	20%		0%		0%		3%	12%	0%	6%	11%
Number of Tests														
# at Approaches Grade Level Standard	59	12	41	5		1		0		40	20	1	52	7
# at Meets Grade Level Standard	31	4	25	2		0		0		20	9	0	28	3
# at Masters Grade Level Standard	6	1	4	1		0		0		2	4	0	5	1
Total Tests	98	25	66	5		1		1		70	32	1	89	9
Social Studies														
Percent of Tests														
% at Approaches Grade Level Standard														
% at Meets Grade Level Standard														
% at Masters Grade Level Standard														
Number of Tests														
# at Approaches Grade Level Standard														
# at Meets Grade Level Standard														
# at Masters Grade Level Standard														
Total Tests														

Waco Independent School District

Hillcrest PDS Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

To create a community of learners that foster compassion, inclusion, collaboration and creative thinking while providing a high quality education.

Vision

Empowering future leaders by creating thinkers who will spark change in the world by being life long learners.

Core Beliefs

Hillcrest PDS operates on five core beliefs centered around educating the whole child through:

• developing students through meaningful, student-centered learning;

• partnering with Baylor University; modeling best teaching practices for teacher candidates;

• developing staff as leaders in education who are highly inquisitive, collaborative and dedicated;

• maintaining a connection with diverse stakeholders who believe in, depend on, and choose to be part of our community of learners; and

• providing a wide spectrum of experiences in the arts for all students throughout their tenure at Hillcrest PDS.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment for last year remained constant at approximately 434 students.

The end of the 2020-2021 school year, we had 434 students with the following demographics: 61% H, 16% AA, 18% W, 4% other, 64% at risk, and 69% Eco. Disadvantaged

The end of the 2020-2021 school year, we have 67 of our students identified as GT: this is 15.4% of our student population. We have 53 students identified as Spec.Ed: this is 12.2% of our student population. We have 68 LEP students: this is 15.6% of our student population.

Staff ethnicity is primarily Anglo, with Hispanic, African-American, and Asian being represented. This breakdown does not mirror the ethnicity groups of our student population. Student/teacher ratio averages 22:1. As a magnet school, we draw students from all over the district using a lottery system for selection, thus our demographics may not be similar to demographics of other campuses that serve as home campuses for students based on their address.

Our Parent Campus Liaison (PCL) arranges meeting with families, sends letters home, makes phone calls, makes home visits and we hold Truancy Prevention Measure(TPM) prior to filing for truancy. These meetings have proven beneficial in informing parents about their child's absences, campus procedures, partial day absences, the "90%" rule and pro-active measures to address student absences. Campus incentives for attendance include "Splash Time:" each time a class gets 4 weeks of perfect attendance (classes get to throw 100 water balloons at the Principal, Assistant Principal or Teacher), the opportunity for students to be "Principal", "Assistant Principal" or "Coach For the Day" if they have perfect attendance for an entire six weeks - names are randomly drawn for this incentive. This year we added providing those students with a t-shirt, but the t-shirt provider was not able to continue production after the 1st six weeks and there was not another vendor that we could order shirts in difference sizes with the same logo each six weeks. Also, individual classroom teachers implement various ways to encourage student attendance. For students that are picked up more than 30 minutes late (at 3:45 or later) parents must sign them out and include a reason for being late. Every five times this occurs, a conference with the Principal is held to address this issue.

Campus administration works with district departments (Bilingual, SPED, Curriculum & Instruction) and attends job fairs to seek out experienced, highly qualified candidates. The campus' hiring process for teachers consists of a committee of teachers in that grade level and any other teacher that would like to voluntarily serve on the committee. The hiring process for paraprofessionals consists of an interview with the Principal and teacher(s) that volunteer to collaborate in this hiring process. New teachers are assigned mentors and they attend the district's new teacher program/meetings as scheduled.

EL students are supported through instruction from ESL certified teachers. Staff ethnicity is primarily Anglo, with Hispanic, African-American, and Asian being represented, which is not a reflection of the student population.

As a magnet campus, we do not have a physical "community" around us, but the community of our school members include our Adopt-A-School Partners, our Parent volunteers. community members and our PTA.

Demographics Strengths

- Minimal student mobility; as a magnet campus the majority of students remain on our campus from Kindergarten to 5th grade which results in well-developed relationships with students and families, and reduced behavior concerns that stem from students being "new" to our campus

- Diverse student body
- High level of parental involvement
- PDS campus; Baylor students (Teaching Associates and Interns) create a pool of applicants that we are familiar with and have observed working with our students/in our classrooms.
- Most teachers have their GT and ESL endorsement
- Experienced staff with majority of teachers having at least three years of teaching experience
- Collaboration between campus administration and instructional staff in decision making (procedures, practices, goals, etc.) that impact the campus

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): All students in Math, Reading, Writing and Science at approaches, meets and masters is lower than the state average. **Root Cause:** Tier 1 instruction lacks rigor and alignment to the standards.

Problem Statement 2 (Prioritized): African American and Hispanic students are not performing at the same level as white students in state assessments. **Root Cause:** Instruction is not accommodating the needs of students in sub-populations to show proportional gains in student achievement to all students.

Problem Statement 3: Attendance for the entire campus is 94.6%. Each grade level is less than 96% with PK and K two of the lowest. **Root Cause:** Families of the youngest students need to be consistently reminded of the importance of regular attendance and truancy prevention measures to need to continue for 1-5 grade.

Student Learning

Student Learning Summary

Students are scoring below state average for Approaching, Meets and Mastered on STAAR assessments.

Student Learning Strengths

Increased all students at Meets and Masters from 2018 to 2019 in Reading and Math. Increase all students at Masters in Writing and Science from 2018 to 2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students in Math, Reading, Writing and Science at approaches, meets and masters is lower than the state average. **Root Cause:** Tier 1 instruction lacks rigor and alignment to the standards.

Problem Statement 2 (Prioritized): African American and Hispanic students are not performing at the same level as white students in state assessments. **Root Cause:** Instruction is not accommodating the needs of students in sub-populations to show proportional gains in student achievement to all students.

Problem Statement 3: Attendance for the entire campus is 94.6%. Each grade level is less than 96% with PK and K two of the lowest. **Root Cause:** Families of the youngest students need to be consistently reminded of the importance of regular attendance and truancy prevention measures to need to continue for 1-5 grade.

Priority Problem Statements

Problem Statement 1: All students in Math, Reading, Writing and Science at approaches, meets and masters is lower than the state average.

Root Cause 1: Tier 1 instruction lacks rigor and alignment to the standards.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: African American and Hispanic students are not performing at the same level as white students in state assessments.

Root Cause 2: Instruction is not accommodating the needs of students in sub-populations to show proportional gains in student achievement to all students.

Problem Statement 2 Areas: Student Achievement - Demographics - Student Learning

Goals

Goal 1: Increase student achievement.

Performance Objective 1: Decrease the percentage of "Did Not Meet" in math for student achievement from 50% to 30%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Analyze assessment data with a focus on individual student progress including setting learning goals for each student in math and reading. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistently monitor student progress, review and analyze data in math (Renaissance 360, TCAs, Freckle) and provide Tier 2 & Tier 3 focused instructional support to students identified through the RtI process. **Strategy's Expected Result/Impact:** Improved academic progress **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide EL specific training to ESL teachers a minimum of twice a year. **Strategy's Expected Result/Impact:** Improved academic progress **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide in-school and/or after-school focus sessions and tutorials in math, utilizing content-specific instructional supplies, materials and technology based on findings in data driven instruction meetings. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** tutorial supplies & extra duty pay for staff - State Compensatory Education - $5,335, tutorial supplies & extra duty pay for staff & salaries - Title 1 - $77,897				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Establish a minimum of 90 minutes a week of focused intervention time for math and/or reading during the school day . **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Host a minimum of two Saturday camps and invite students based on ongoing analysis of student data to provide targeted intervention. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Improve campus instructional technology strategies to assist in delivery of effective instruction in the classroom. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** - State Compensatory Education				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement.

Performance Objective 2: Increase student achievement percentage of "Meets" in math from 23% to 30% and "Meets" in reading from 38% to 45%.

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor student data in PLC meetings to ensure students are on target to meet their individual learning goals. **Strategy's Expected Result/Impact:** Improved academic performance, Updated student data tracker after each TCA **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistently monitor student progress, review and analyze data in math and reading (Renaissance 360, TCAs, Fountas and Pinell BAS) and provide Tier 2 & Tier 3 focused instructional support to students identified through the RtI process. **Strategy's Expected Result/Impact:** Improved academic performance, increased gains in specific skills **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** - Title 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide EL specific training to ELL teachers a minimum of twice per school year. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish a minimum of 90 minutes per week of focused intervention time for math and reading during the school day. **Strategy's Expected Result/Impact:** Increased academic performance, a monitor student learning goals **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** RTi supplies/materials - State Compensatory Education - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide tutoring (outside of school hours) for identified students. **Strategy's Expected Result/Impact:** Improve academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - American Rescue Plan (ARP/ESSER III) - $6,400				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Host a minimum of two Saturday camps and invite students based on ongoing analysis of student data to provide targeted intervention. **Strategy's Expected Result/Impact:** Improve academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement.

Performance Objective 3: Increase the percentage of students in kindergarten through grade 2 performing at grade level in reading and math to 85%.

HB3 Goal

Evaluation Data Sources: District Assessment Data; Star Renaissance Data (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor, review and analyze assessment data with a focus on individual student progress including setting learning goals for each student in math and reading. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Binders & dividers for each student - State Compensatory Education - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide EL training to ELL teachers twice a year. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Consistently monitor student progress and provide Tier 2 & Tier 3 focused instructional support to students identified through the RtI process. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement.

Performance Objective 4: Increase student attendance rate from 94.6% to 97.5%.

Evaluation Data Sources: PEIMS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct Truancy Prevention Meetings with PCL, campus administration, and families. Recommend specific interventions based on individual needs. **Strategy's Expected Result/Impact:** Increased daily attendance **Staff Responsible for Monitoring:** Principal, PCL **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recognize students who have perfect attendance. **Strategy's Expected Result/Impact:** Increased daily attendance **Staff Responsible for Monitoring:** PEIMS Specialist **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: Number of drills conducted, number of safety incidents, minutes of safety committee meetings

Strategy 1 Details	Reviews			
Strategy 1: Develop a campus safety committee and conduct regular meetings to evaluate current safety measures.	Formative			Summative
Strategy's Expected Result/Impact: Conduct one safety meeting per six weeks **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Attend a threat assessment professional development session provided by the Texas School Safety Center, complete the FEMA/NIMS training, and identify members for the campus threat assessment team.	Formative			Summative
Strategy's Expected Result/Impact: Attend training and develop a threat assessment team **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Review safety procedures and processes, ensuring the campus is familiar with the requirements of one drill per six weeks with staff and one drill per month with students.	Formative			Summative
Strategy's Expected Result/Impact: All procedures and processes are followed **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Participate in Stop the Bleed training.	Formative			Summative
Strategy's Expected Result/Impact: A Stop the Bleed team is implemented and procedures are followed with fidelity **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Ensure compliance with SafeSchools Training.	Formative			Summative
Strategy's Expected Result/Impact: All teachers are aware and follow the laws and policies discussed in each Safe School Module **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Ensure safety procedure posters are displayed in every classroom and safety procedures are reviewed with students once per month.	Formative			Summative
Strategy's Expected Result/Impact: All students and staff are aware of the procedures for each type of drill **Staff Responsible for Monitoring:** Principal, Assistant Principal	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Conduct safety drills as required by state and district standards. **Strategy's Expected Result/Impact:** A minimum of two drills are conducted a month and staff and students are familiar with the procedures and expectations **Staff Responsible for Monitoring:** Principal, Assistant Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Implement strategies to support Social-Emotional Learning (SEL).

Evaluation Data Sources: Discipline data, number of bullying reports

Strategy 1 Details	Reviews			
Strategy 1: Explore or create new strategies, activities and groups that incorporate student voice.	Formative			Summative
Strategy's Expected Result/Impact: Research, discuss and possibly implement new strategies **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Continue using Conscious Discipline to teach students how to use their voice when solving a conflict.	Formative			Summative
Strategy's Expected Result/Impact: Students will use their voices to stand up for themselves and consistent language will be spoken across the campus **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Maintain student "Shout-out" bulletin board where students are recognized by staff with a positive written note. Students are recognized through audio announcements each week and the notes are sent home with the student.	Formative			Summative
Strategy's Expected Result/Impact: Students are highlighted for their positive contributions **Staff Responsible for Monitoring:** Principal, Teachers	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Maintain campus jobs for students to apply for and be hired for a predetermined length of time.	Formative			Summative
Strategy's Expected Result/Impact: Increase student ownership and engagement in the campus **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement the No Place For Hate Initiative campus wide.	Formative			Summative
Strategy's Expected Result/Impact: Students use their voices to stand up for themselves and others to increase inclusivity **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 3: Evaluate the effectiveness of behavior intervention processes and programs and make adjustments as needed.

Evaluation Data Sources: Number of discipline referrals, number of students in Tier 2 and 3 for behavior

Strategy 1 Details	Reviews			
Strategy 1: Create a campus behavior plan based on the district template that outlines guidelines for success.	Formative			Summative
Strategy's Expected Result/Impact: Outline clear procedures and interventions on campus **Staff Responsible for Monitoring:** Campus Behavior Team	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Evaluate the campus behavior plan using the Tiered Fidelity Inventory (TFI) and respond by making changes based on campus data.	Formative			Summative
Strategy's Expected Result/Impact: Ensure we have a well rounded campus behavior plan **Staff Responsible for Monitoring:** Campus Behavior Team **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct professional development on classroom behavior management strategies.	Formative			Summative
Strategy's Expected Result/Impact: Ensure consistent implementation of CHAMPS to reduce the number of discipline referrals **Staff Responsible for Monitoring:** Campus Behavior Team	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase the capacity of teachers and staff to support identified student needs.

Performance Objective 1: Build leadership capacity to serve student needs while working as a team to advance the goals of the campus.

Evaluation Data Sources: Action coaching scripts, student achievement data

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Analyze student achievement through Data-Driven Instruction (DDI) and implement with fidelity to systematically inform response to data and reteach plans. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Implement Action Coaching to provide specific instructional feedback to teachers. **Strategy's Expected Result/Impact:** Increased student achievement, improve Tier 1 instruction **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Publish weekly campus newsletter for campus staff. **Strategy's Expected Result/Impact:** Consistent and clear communication **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Attend professional development on A-F Ratings and the state accountability system in order to clarify misconceptions. **Strategy's Expected Result/Impact:** Increased student achievement, improved interventions for students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Increase teacher leadership in implementing the Data-Driven Instruction process in PLCs. **Strategy's Expected Result/Impact:** Increased teacher leader capacity **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist	Nov	Jan	Mar	June



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Increase the capacity of teachers and staff to support identified student needs.

Performance Objective 2: Build the capacity of all teachers and staff to support campus goals.

Evaluation Data Sources: Student achievement data

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will attend the Reading Academy as outlined by HB 3.	Formative			Summative
Strategy's Expected Result/Impact: Increase knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct a minimum of one monthly professional development session for teachers and use the time to develop consistency and focus on campus goals.	Formative			Summative
Strategy's Expected Result/Impact: Professional development is provided and aligned with campus goals **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development and strategies to meet the needs of all student groups (Special Education, English Language Learners, GT, etc).	Formative			Summative
Strategy's Expected Result/Impact: Improved academic performance in all subpops **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing training to literacy aides for small group instruction.	Formative			Summative
Strategy's Expected Result/Impact: Improved academic performance **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development once per semester on A-F Ratings and the state accountability system in order to clarify misconceptions and ensure teachers have an accurate understanding of how domains are calculated within the accountability system.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Improved academic performance
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist
TEA Priorities: Improve low-performing schools

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Implement strategies to support teacher induction, retention and appreciation.

Performance Objective 1: Develop and implement a campus professional development plan to support new teachers.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure new teachers participate in the district's mentoring program and activities. **Strategy's Expected Result/Impact:** Improved teacher retention, increased academic performance **Staff Responsible for Monitoring:** Campus Mentor Coordinator **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** CHAMPS materials for every classroom, supplies and materials for vertical planning PD & implementation - State Compensatory Education - $3,000, Materials/supplies for instructional strategies - Title 1 - $2,770				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Plan monthly meetings with new teachers to provide professional development, guidance with systems and processes, and provide additional support as needed. **Strategy's Expected Result/Impact:** Specific and targeted professional development is provided for new teachers **Staff Responsible for Monitoring:** Campus Mentor Coordinator **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Implement strategies to support teacher induction, retention and appreciation.

Performance Objective 2: Develop and implement a plan to support staff in growth opportunities.

Evaluation Data Sources: Teacher retention rates, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Action Coaching to support teacher and administrator growth. **Strategy's Expected Result/Impact:** Improved teacher performance, increased student performance **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct weekly campus leadership team meetings to align coaching support for staff based on student achievement and instructional practices. **Strategy's Expected Result/Impact:** Improve teacher performance, improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development based on campus needs. **Strategy's Expected Result/Impact:** Improve teacher performance, improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Implement strategies to support teacher induction, retention and appreciation.

Performance Objective 3: Develop and implement activities to promote teacher retention.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
Strategy 1: Use the Design Thinking Framework to identify strategies for teacher retention.	Formative			Summative
Strategy's Expected Result/Impact: Improved teacher retention **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide required and requested professional development to keep teachers current on educational topics.	Formative			Summative
Strategy's Expected Result/Impact: Teachers remain current of educational topics, increased teacher performance, increased academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** computers, document cameras, printers, Ipad software, and updated Ipads - State Compensatory Education - $2,750, computers, document cameras, printers and updated Ipads - Title 1 - $2,690	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide monthly technology lessons to increase knowledge and confidence in using technology in the classroom.	Formative			Summative
Strategy's Expected Result/Impact: Increased use of technology in lessons **Staff Responsible for Monitoring:** Technology POD **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Maintain staff "Shout-Out" bulletin board where staff members are recognized by other staff with a positive written note and celebrated during morning announcements.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher performance **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Recognize staff birthdays on a "Birthday Bulletin Board" and host Birthday Breakfast each month to celebrate staff birthdays. **Strategy's Expected Result/Impact:** Increased positive recognition for staff **Staff Responsible for Monitoring:** Principal, Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Engage families and community members at the campus level to support student achievement and enhance campus goals.

Performance Objective 1: Engage with parents, community members and business partners

Evaluation Data Sources: Meetings and events scheduled, sign-in sheets, pictures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct required and supplemental parent involvement activities at least once per six weeks to build relationships among all stakeholders. **Strategy's Expected Result/Impact:** Increased awareness of campus activities, increase parental and community participation **Staff Responsible for Monitoring:** Parental Involvement Coordinators **Funding Sources:** Parent Involvement Materials - Title 1 - $1,000, - State Compensatory Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue PDS collaboration with Baylor University School of Education for teacher preparation. **Strategy's Expected Result/Impact:** Growing new teachers, maintain partnership with Baylor **Staff Responsible for Monitoring:** Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement Fine Arts Programs such as Artist Market, Showtime Company, Everywhere Learning and Talent Showcase. **Strategy's Expected Result/Impact:** Increased awareness of campus activities, increased parental and community participation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase parent communication by using School Messenger, Remind, campus website, campus Facebook page, campus Twitter, grade level newsletters, campus newsletter, SeeSaw and intermittent mailings to inform and invite parents and the community to campus events. **Strategy's Expected Result/Impact:** Increased awareness of campus activities, increased parental and community participation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Share information regarding volunteer opportunities and campus needs via PTA meetings, CDMC meetings and posted information on campus. **Strategy's Expected Result/Impact:** Increased awareness of campus activities, increased parental and community participation **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Hold regular CDMC meetings and maintain postings of CDMC meetings on our website that includes dates, location, agenda and minutes. **Strategy's Expected Result/Impact:** Parents and community members are informed **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Identify and implement strategies to reduce the district's dropout rate.

Performance Objective 1: Increase students' exposure and knowledge of options after graduation.

Evaluation Data Sources: Increased graduation rates

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Host a career fair to allow students the opportunity to learn about careers and educational requirements. **Strategy's Expected Result/Impact:** Students are exposed to a variety of careers **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Display college attended and degree(s) earned outside each staff member's work space. **Strategy's Expected Result/Impact:** Students are exposed to colleges and universities **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Identify and post each grade level's expected graduation year. **Strategy's Expected Result/Impact:** Students are more aware of their anticipated graduation year **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Host a "Middle School Mingle" event to allow WISD middle school campuses the opportunity to inform our current 5th grade student about middle school choices. **Strategy's Expected Result/Impact:** Increased awareness of Waco ISD middle schools, assistance with the transition process **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Hillcrest PDS Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Hillcrest PDS Elementary School

Name	Position	FTE
Ashle Hardt	SIT Aide	1
Ashley Toscano	SIT Reading Teacher	1
Kim Arnold	SIT Math Teacher	1

Title I Personnel

Name	Position	Program	FTE
Dr. Melissa Heltenberg	Instructional Specialist	Title I	1
Katherine GOrdon	SIT para	Title I	1

Campus Decision Making Committee

Committee Role	Name	Position
Administrator	Haley Dean	Campus Administrator
Instructional Specialist	Melissa Heltenberg	Instructional Specialist
Parent	Jeremy Rhodes	
Non-classroom Professional	Chantell Gunness	Counselor
Parent	Alejandra Garza	
Parent	Erin Stamile	
Parent	Princess Hutchings	
Parent	Kessa Payne	
Classroom Teacher	Emily Martinka	Teacher
Classroom Teacher	Kendal Rabine	Teacher
Classroom Teacher	Amon Harris	Teacher
Classroom Teacher	Katy Van Der Merwe	Teacher
Classroom Teacher	Kelly Miah	Teacher
Classroom Teacher	Karen Reeves	Teacher
Classroom Teacher	Katherine Weaver	Teacher
Classroom Teacher	Kim Arnold	Teacher
Administrator	Amanda Flentge	Assistant Principal

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	tutorial supplies & extra duty pay for staff		$5,335.00
1	1	7			$0.00
1	2	4	RTi supplies/materials		$1,000.00
1	3	1	Binders & dividers for each student		$500.00
4	1	1	CHAMPS materials for every classroom, supplies and materials for vertical planning PD & implementation		$3,000.00
4	3	2	computers, document cameras, printers, Ipad software, and updated Ipads		$2,750.00
5	1	1			$0.00
				Sub-Total	$12,585.00
				Budgeted Fund Source Amount	$174,512.00
				+/- Difference	$161,927.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	tutorial supplies & extra duty pay for staff & salaries		$77,897.00
1	1	6			$0.00
1	2	2			$0.00
4	1	1	Materials/supplies for instructional strategies		$2,770.00
4	3	2	computers, document cameras, printers and updated Ipads		$2,690.00
5	1	1	Parent Involvement Materials		$1,000.00
				Sub-Total	$84,357.00
				Budgeted Fund Source Amount	$134,820.00
				+/- Difference	$50,463.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,348.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$1,348.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$6,400.00
				Sub-Total	$6,400.00
				Budgeted Fund Source Amount	$57,591.00
				+/- Difference	$51,191.00
				Grand Total	$103,342.00

Addendums

Waco Independent School District

Kendrick Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

The mission of Kendrick Elementary is to nurture the intellectual and emotional growth of students and inspire them to become self-motivated life-long learners through a commitment of excellence.

Vision

Our Kendrick staff is passionate about their commitment to educational success. All members of our learning community are dedicated to our students as they become life-long learners and future leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kendrick Elementary is a neighborhood school with an average enrollment of 490-530 children. The school serves a diverse student population in Prekindergarten through 5th grade. Student enrollment for 2020-2021 was 510. The student population is approximately 78.4% Hispanic, 13.7% African American, 6.7% White, and 1.2% Two or more races. Kendrick Elementary serves several special student populations such as Dyslexia, 504, Special Education, LEP, Bilingual, Speech, and GT students. Special student populations in the past have been under-identified; however, a concerted effort continues to be made to identify the students in need of receiving Special Education services, 504 services, and Gifted and Talented services. At Kendrick Elementary, 77.8% of students are considered at-risk with 96% of students qualifying for free or reduced-price lunches. There are more white than African American and Hispanic teachers.

Special Program populations are as follows: LEP/Bilingual (34.9%); Special Education (10%); Gifted and Talented (4.1%); and 504 (6.4%). The student mobility rate is 15.9%. Attendance rate for the 2020-2021 school year was 93.67% which is much lower than in previous years. Campus procedures to track and respond to unexcused absences and tardies include: phone calls to parents, SeeSaw messages, emails, letters, notifying the PEIMS clerk, checking with other teachers who have the siblings in class, sending the PCL on home visits, members of the leadership team and/or teachers making home visits, and finally taking parents to court for truancy when the absences are excessive. Practices to improve attendance include incentives such as pizza parties and popcorn parties. Teachers also greet students at their door each morning to make students feel welcomed and encouraged to be at school each day.

Safe and Civil Schools practices are used throughout the campus in the classrooms and in the common areas. Discipline issues are minimal with only .052% of students receiving a discipline referral in 2020-2021 that resulted in a placement in In-School Suspension or Out of School Suspension.

We have continued our Social Media campaign. At the beginning of the 2018-2019 school year, we had approximately 150 followers on Facebook. By the end of the 2020-2021 school year we had over 1,140 followers. The use of Facebook allows the campus to share learning, activities, school-wide events, parent/community questions and parent information with a larger demographic. The use of Facebook is a viable avenue for Parent/Community connection.

All teachers and instructional paraprofessionals are highly qualified. The staff at Kendrick Elementary consists of 32 teachers, 0.5 SIT Teacher, 2 Instructional Specialists, 1 counselor, 21 paraprofessionals, 1 LVN, 4 custodians, and 2 administrators. Behavior Staff includes 1 RESET Teacher, 1 ISS aide and 1 behavior aide. All teachers are evaluated each year using the T-TESS model. Teachers with strong instructional practices mentor other teachers. Conferences are held with teachers and administration to discuss data and make plans for growth. Teachers attend professional development to improve and gain new and innovative teaching ideas. This is the second year grade level lead teachers attended the AVID Summer Institute for professional development.

Due to COVID-19 concerns, some students were remote learners throughout the school year. Approximately 45% of students were remote learners at the beginning of the year; by the end of the school year the number had dropped to 15%. While the majority of our students engaged regularly and completed all assigned tasks, some teachers had difficulty getting some students to be highly engaged online.

Demographics Strengths

Kendrick Elementary is a neighborhood school and serves many students from the surrounding area. Most of our students live within 2 miles. The campus reflects a diverse group of students that come from similar backgrounds. Our student population is predominantly Hispanic. 34.9% percent of students are identified as LEP and most of the teachers are ESL certified. This certification allows for targeted instruction for our LEP population in addition to utilizing best practices and strategies for all student learners. Grade-level teams support one another through weekly common planning and idea sharing. Instructional specialists provide planning support during these meetings. Kendrick is currently a 1-1 iPad campus. Every student has an iPad that is used during classroom instruction. Each classroom has a mounted projector; each teacher has a Mac Book Air laptop.

Teachers attend professional development to improve their instructional techniques. Campus administration works with district content specialists to provide tailored content-specific training based on the needs of teachers and students.

Struggling teachers are provided with support by administration, instructional specialists, and other teachers. These teachers are also asked to attend professional development in their area(s) of weakness as well as curriculum support meetings provided by district content specialists. Identified teachers attend data meetings with the principal and assistant principal after each TCA (Taught Curriculum Assessment) to discuss student performance and to discuss strategies for targeted intervention.

Grade-level teams support one another through weekly common planning and idea sharing. Instructional specialists provide planning support during these meetings.

There are multiple support services provided to meet student needs (i.e. SIT teachers, literacy aides, behavioral supports, etc.). We are continuing to identify students with dyslexia and provide them the support services they need. Our goal is to identify students in primary grades (K-2) so they do not struggle through elementary school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Average daily attendance is below 94% this school year. **Root Cause:** Lack of accountability with parents as attendance standards seemed more relaxed due to COVID.

Student Learning

Student Learning Summary

Due to a global pandemic, summative assessments for STAAR and Early Reading were not administered for the 2019-2020 school year. The data below is from the previous year.

In the A-F Accountability System, Kendrick scored a 60 which represents a D rating. Kendrick met state standards in School Progress and Relative Performance (Eco Dis: 95.5%) with 60. However, Kendrick underperformed in the Student Achievement and Academic Growth domain with 57. Kendrick's continuous goal is to teach and train with data driven instruction to analyze student data to improve student achievement. Kendrick's plan is to provide high quality instruction through effective planning to meet students' individual learning needs. Kendrick will implement targeted interventions for all at risk students in reading, math, writing, and science by monitoring the progress of all student groups to strengthen the core of instruction.

Student Learning Strengths

Using Closing the Gaps 2019 data, in grades 3-5, African American students met targets with Student Achievement in Math at 32%. In grades 4-5, African American students met targets in ELA/Reading and Math. In grades 4-5, Non-Continuously Enrolled students met ELA/Reading Target. Students met English Language Proficiency Status at 37%. Also, students met their target in the Student Success Status in Current Special Education subgroup.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not having a dedicated reading intervention teacher to support our high number of Tier 2 and Tier 3 identified students. **Root Cause:** Lack of funding for reading intervention teachers and professional development for best instructional practices and materials to implement strategies for targeted instruction.

Problem Statement 2: Students are working below grade level. Trends over time show weakness in achievement levels in Reading. **Root Cause:** Still developing skills of our English Learners (EL) population contributes to low reading scores. Students lack vocabulary and experiences to make real-world connections.

Problem Statement 3: Students are not fluent in personal goal setting. **Root Cause:** Goal setting is not an established routine in most grade levels. Due to high gaps, teachers struggle to identify the key leverage skills to close gaps.

School Processes & Programs

School Processes & Programs Summary

For the 2020-2021 school year, we are planning to have 32.5 teachers on campus. 27 of these teachers will be classroom teachers in pre-k through 5th grade. Our professional staff retention rate between the 2019-2020 and 2020-2021 school year is 84%.

Kendrick Elementary classrooms are expected to be highly engaging and delivery of lessons is expected to be differentiated in order to ensure mastery of the curriculum for all students.

The curriculum and assessments are guided by the district's scope and sequence pacing guides, which are aligned to state standards. Teachers can utilize the TEKS Resource System as another resource that allows teachers to view vertical alignment, sample questioning and an assessment bank aligned to the rigor of STAAR. It also provides suggestions for spiraling TEKS. Lead4ward strategies are utilized to increase student engagement. Teachers meet weekly with their grade level team to plan instruction and create common assessments. Additionally, teachers meet once a week with the instructional specialist to disaggregate data and use data to guide future instruction as well as identify students in need of intervention. Teachers meet regularly with the RTI coordinator to identify students in need of intervention and to develop intervention plans using Branching Minds. Each grade level has a block of time scheduled for intervention so that ALL students can receive additional assistance. Leveled Literacy Intervention (LLI) is the research based program used for reading intervention. After school tutoring is provided for students below grade level in reading and math.

STAAR assessments and student performance data reveals a need for more effective Tier 1 classroom instruction. Continued training and coaching will support teachers with lesson design and implementation of effective instructional strategies to meet the level of rigor and depth of knowledge in which students are assessed. Continued review and implementation of effective guided reading instruction in K-2 classrooms is needed to close student gaps in reading.

School Processes & Programs Strengths

For the 2021-2022 school year, we are planning to have 33 teachers on campus. 26 of these teachers will be classroom teachers in pre-k through 5th grade. 2 of these teachers are full time Supplemental Instruction Teachers who provide interventions for tier 3 students. Two of the classroom teachers are trained Multi Classroom Leaders through the Opportunity Culture Initiative that is being implemented on campus in grades two and three.

Our professional staff retention rate between the 2019-2020 and 2020-2021 school year is 84%.

Kendrick Elementary classrooms are expected to be highly engaging and delivery of lessons is expected to be differentiated and data-driven in order to ensure mastery of the curriculum for all students. The curriculum and assessments are guided by the district's scope and sequence pacing guides, which are aligned to state standards. Teachers can utilize the TEKS Resource System and Lead4ward as another resource that allows teachers to view vertical alignment, sample questioning and an assessment bank that is aligned to the rigor of STAAR. It also provides suggestions for spiraling TEKS. Lead4ward strategies are utilized to increase student engagement. Additionally, teachers complete know and show charts to unpack the TEKS before planning daily lessons to ensure that their instruction meets the depth and complexity that the standards call for. Teachers meet weekly with their grade level team to plan instruction and create common assessments. Additionally, teachers meet after every taught curriculum assessment with the instructional specialist to disaggregate data and use data to guide future instruction as well as identify students in need of intervention. Paul Bambrick Santoyo's data meeting protocol is used with fidelity in these meetings and the reteaches of the identified target standards are monitored by the instructional specialists.

Teachers meet regularly with the MTSS coordinator to identify students in need of intervention and to develop intervention plans using Branching Minds. Each grade level has a block of time scheduled for intervention so that all students can receive additional assistance. For tier 3 interventions, Leveled Literacy Intervention (LLI) is the research based program used for reading intervention, and Do the Math is the program used for math. For tier 2 interventions, Scholastic Guided Reading is used for reading, and Envision Math Diagnosis and Intervention System is used in math. After school tutoring is also provided for students below grade level in reading and math. Behavior Aides help to implement Check in- Check out and methods from Foundations to provide behavioral interventions for tier 2 and tier 2 students for behavior.

Opportunity Culture, a system in which a trained classroom teacher, called the multi classroom leader, provides additional support, coaching, and data analysis for his or her team, supports a grade level of teachers to boost student achievement. Additionally, these grade levels are equipped with a highly qualified paraprofessional and interns from Tarleton University to help assist in the implementation of the program. This program's goal is to increase the level of data analysis, planning, and growth in every teacher on these teams. A campus team planned for implementation in 2021-2022 and will be at full reach in three years.

AVID is also a program that is implemented on campus to increase students' secondary readiness. This program focuses on teaching students the skills and processing necessary to independently navigate their workloads and tasks at school to help prepare them for middle and high school and college or their careers.

STAAR assessments and student performance data reveal a need for more effective Tier 1 classroom instruction. Continued training and coaching using Paul Bambrick-Santoyo's model of Action Coaching from two instructional specialists and Multi Classroom Leaders will support teachers with lesson design and implementation of effective instructional strategies to meet the level of rigor and depth of knowledge in which students are assessed. Continued review and implementation of effective guided reading and guided math instruction in K-2 classrooms is needed to close student gaps in Reading and Math. Additionally, supplemental resources including Measuring Up Live, Education Galaxy, and Reading A-Z were provided for tier 1 instruction.

Programs for special needs populations including Gifted and Talented, Special Education, and ESL are provided to meet those students' needs. These services are provided through classroom accommodations and, in some cases, through pull out services provided by specialists.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 2 and 3 students are not making progress in interventions to exit their tiers with consistency. **Root Cause:** Tier 2 supports and interventions using district resources to fidelity are not being consistently provided. Teachers lack understanding and accountability systems for tier 2 intervention implementation in the classroom.

Problem Statement 2 (Prioritized): ELL Students did not meet their growth or achievement targets for STAAR Reading or Math. **Root Cause:** Sheltered Instruction is not effectively being implemented in a way that scaffolds English Language Learners' Cognitive Academic Language Proficiency due to staff's lack of knowledge and coaching on effectively using sheltered instruction observation protocol.

Problem Statement 3: The percentage of students achieving at Master's Grade Level is below both state and district averages across subject areas. **Root Cause:** Gifted and

advanced students are not being pushed to their full potential through the current implementation of the district's Advanced Academics program due to lack of integration of skills students learn during GT pull-out services in general classroom and staff's lack of understanding of the district's advanced academics model, depth and complexity.

Perceptions

Perceptions Summary

Students, staff, and parents had positive overall perceptions of Kendrick Elementary for the 2020-2021 school year. According to climate surveys administered in the spring, students and staff alike rated the school as having a respectful, supportive, and safe environment. 80% of students responding to the survey agreed or strongly agreed with the following statement: "I am proud to be part of this school." 97% of staff members responding to the survey said they believe "students are glad to come to school most of the time." 90% of parents responding to the survey perceive that "students believe that the work they do at school is important."

Due to the effects of the pandemic and the necessary constraints to keep all stakeholders safe, many of the programs that had been put into place to build capacity and involvement in prior years had to be reimagined and established in new and creative forms. Parents were supported in their decisions to keep their children at home for remote learning or to send them for in-person instruction and were given freedom to make these decisions according to their needs. Teachers taught all students, whether they were at home or at school and, early in the school year, teachers were supported in asynchronous teaching by being given more planning time and less faculty meetings.

Examples of new approaches to parent involvement included online communication such as SeeSaw, newsletters, texts, emails, and phone calls. Traditional parent involvement nights were replaced with drive-through events and online meetings. ARDS and 504 meetings were held on Zoom so parents could attend remotely or could call in to attend the meeting.

Both in-person and on-line students enjoyed themed dress-up days, attendance recognition parties, Kindness Kid recognition, Student of the Month, No Place For Hate activities, and other classroom celebrations.

Community involvement was curtailed due to the pandemic, but our three adopt-a-school churches continued to fill needs as they surfaced. Family of Faith Worship Center offered fresh produce, breads, pastries and water for our students and families; Central United Methodist Church provided water bottles and monetary gifts; and Hiz House Church provided backpacks and entertainment at a drive-through event. Kendrick students and staff reciprocated with a canned food drive in December with the collection going to the food bank at Family of Faith Worship Center.

Perceptions Strengths

The strengths of Kendrick Elementary for the 2020-2021 school year include frequent and positive communication between the school and parents via Facebook, Knightly News Parent online newsletter, fliers in English and Spanish, and teacher communication through SeeSaw, texts and phone calls; a collaborative work environment evidenced by low turn-over of staff; and a climate of respect and support between students, staff, and parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Decline in student attendance. **Root Cause:** remote learning and fear of virus

Problem Statement 2: Learning difficulties in the classroom **Root Cause:** Disruptions caused by misbehavior

Priority Problem Statements

Problem Statement 1: Tier 2 and 3 students are not making progress in interventions to exit their tiers with consistency.

Root Cause 1: Tier 2 supports and interventions using district resources to fidelity are not being consistently provided. Teachers lack understanding and accountability systems for tier 2 intervention implementation in the classroom.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 4: ELL Students did not meet their growth or achievement targets for STAAR Reading or Math.

Root Cause 4: Sheltered Instruction is not effectively being implemented in a way that scaffolds English Language Learners' Cognitive Academic Language Proficiency due to staff's lack of knowledge and coaching on effectively using sheltered instruction observation protocol.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Prekindergarten Self-Assessment Tool

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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- STEM/STEAM data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Increase student achievement.

Performance Objective 1: Increase student achievement for all student groups.

Evaluation Data Sources: State and district assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement Data-Driven Instruction (DDI) to review student achievement data and identify areas of instruction that need additional focus through reteach plans. Ensure Instructional Specialists and MCLs are available to assist with data-driven instructional planning, in class instructional support and professional development for teachers. **Strategy's Expected Result/Impact:** Increase student achievement on district and state assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, MCLs, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Review unit and benchmark assessment data with teacher teams, discussing the percentage of students at "Approaches, " "Meets," and "Masters" performance levels and the number of points of growth or loss for individual students. **Strategy's Expected Result/Impact:** Intervention plans will be developed and implemented based on data, students will achieve expected or accelerated growth on STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, MCLs, Classroom Teachers **Title I Schoolwide Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase support for students having previously earned "Approaches" or "Meets" to push toward "Masters" by collaborating with teachers to develop strategies that facilitate increased student achievement. **Strategy's Expected Result/Impact:** An increase in "Masters" level scores on STAAR Reading and Mathematics assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, MCLs **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Provide Instructional Specialists and MCLs to work with teachers to identify and help meet the needs of at-risk students in all subject areas, integrate technology as appropriate, and provide instructional support to teachers. **Strategy's Expected Result/Impact:** Students identified as at-risk will show academic progress; teachers have instructional support **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement the use of district-based writing program for all grade levels. **Strategy's Expected Result/Impact:** Increased student ability to write fluently; increased ratings on TELPAS Writing **Staff Responsible for Monitoring:** Instructional Specialist, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Provide tutoring to students to increase performance on state and district assessments throughout all grade levels. Prepare, plan, and deliver targeted intervention. **Strategy's Expected Result/Impact:** Increased performance on state and district assessments **Staff Responsible for Monitoring:** Instructional Specialist, MCLs, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - American Rescue Plan (ARP/ESSER III)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Extend and enhance lessons for identified GT and high-achieving students by grouping them in cluster classrooms. Non-identified students who qualify later in the year will be provided time within the day to work with other identified students. **Strategy's Expected Result/Impact:** Increased number of "Masters" on the STAAR and benchmark assessments **Staff Responsible for Monitoring:** GT Pull Out Teacher, Cluster Teacher, GT Campus Coordinator **Title I Schoolwide Elements:** 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Purchase materials to provide supplemental instruction, including, but not limited to STAAR Master, Mentoring Minds, Education Galaxy, etc. **Strategy's Expected Result/Impact:** Increased performance on state and district assessments **Staff Responsible for Monitoring:** Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Compensatory Education, - Title 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Celebrate and recognize achievement in Accelerated Reader (AR) to motivate students to read. **Strategy's Expected Result/Impact:** Students will be excited to read books on their independent reading levels **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialists, MCLs, Library Aide **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Implement the use of a campus-based math fact fluency program utilizing Imagine Math Facts and Math Fact Tournaments. **Strategy's Expected Result/Impact:** Increased mastery and automaticity of basic math facts **Staff Responsible for Monitoring:** Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement.

Performance Objective 2: Implement a clear Response to Intervention (RtI) plan to support increased student achievement.

Evaluation Data Sources: STAAR Data, Renaissance Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure progress of students who previously failed STAAR assessment(s) is tracked, and create a system of intervention for students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Creation of comprehensive RtI plan including defined research-based, targeted interventions that will be utilized to support increased student achievement and growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Provide three certified Student Intervention Teachers (SIT) to assist with Tier 3 reading/language arts and math instruction; one for grades 3-5 and two for grades Pre-K-2nd.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: At-risk students will show improvement in reading and math scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 3.2 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - State Compensatory Education - $135,414				

Strategy 3 Details	Reviews			
Strategy 3: Establish Grade Level Team (GLT) structures that help teachers identify student gaps in order to adjust and modify their reteach lessons.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student growth and achievement **Staff Responsible for Monitoring:** Instructional Specialists, Teachers **Title I Schoolwide Elements:** 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Use small group pull-out to regroup EL and at-risk students needing more assistance with vocabulary and learning of concepts in areas of reading/language arts, math, and science. Purchase furniture to assist in the implementation of small group instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase reading, math, science, and writing scores **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialist, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title 1, - State Compensatory Education				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use Branching Minds to identify, tier, write individualized student learning plans, and progress monitor students for reading, math, writing, and behavior. **Strategy's Expected Result/Impact:** Individually-developed intervention learning plans, increased student achievement **Staff Responsible for Monitoring:** Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Use campus volunteers and professionals as tutors during school hours to work with struggling students. **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase student achievement.

Performance Objective 3: Continue to use technology to support teaching and learning initiatives.

Evaluation Data Sources: Student Achievement Data, Surveys

Strategy 1 Details	Reviews			
Strategy 1: Use online interim assessments to guide instructional plans for improving STAAR results.	Formative			Summative
Strategy's Expected Result/Impact: Student expectations in need of remediation are identified, increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Compensatory Education	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Review class and individual student data from Renaissance 360 to make informed data-driven decisions, including, but not limited to, identification of instructional deficits, identification of instructional focus areas, establishment of student groups based upon areas of need, and determination of student progress toward meeting end-of-year goals.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide students with resources such as visual aids, technology applications/computers/iPads, graphic organizers, flexible seating, STREAM Lab work stations, 3D printer and anchor charts to complement district curriculum and to increase performance on state and district assessments throughout all grade levels.	Formative			Summative
Strategy's Expected Result/Impact: Increased student performance on district and state assessments **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title 1, - American Rescue Plan (ARP/ESSER III) - $52,000	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use MyOn to provide students with access to non fiction text on their independent reading level.	Formative			Summative
Strategy's Expected Result/Impact: Increase in students' Lexile levels as assessed on Ren360 **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.5, 2.6	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Send a group of teachers and administrators to the annual TCEA Convention on one-day passes to see and experience the latest trends in blended learning. **Strategy's Expected Result/Impact:** Teachers will implement the strategies learned from the convention; more blended learning will be observed in instruction **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Implement a behavior intervention program and support systems to ensure equity and student success.

Evaluation Data Sources: TFI/PBIS Annual Campus Report, Student Discipline Records, Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Continue to recognize Kindness Kids and student birthdays over morning announcements and highlight star students of the month.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: A positive student culture is expected as a result of the daily announcements, hallway displays, and social media postings **Staff Responsible for Monitoring:** Principal, Parent Involvement Specialist, Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Continue the implementation of Check-In, Check-Out program by behavior aide.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Check-In, Check-Out program and accompanying documentation will reflect an overall improvement in Tier 2 student behavior and increase in the TFI score to 94 **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will teach CHAMPS expectations in the classroom and common areas as a Tier I Intervention and TBIS (PBIS/CHAMPS) strategies will be utilized campus-wide. The discipline committee will work to identify problems and solutions for common areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved classroom management and a TFI score of 94, reduction of referrals, out of placement days and visits to the nurse will decrease by 10% **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Discipline, Committee, Behavior Aide **Title I Schoolwide Elements:** 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Counselor will continue to conduct lessons on bullying and sexual harassment within the first six weeks of the school year for grades K-5.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reduce the number of reports from students and parents of potential bullying that occurs on and off campus **Staff Responsible for Monitoring:** Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Explore and create strategies and activities that incorporate student voice while increasing depth of student knowledge and skills regarding diversity, inclusion, and anti-bias based on the Design Thinking process.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Opportunities to empower students to seek solutions and encourage positive behaviors **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Funding Sources:** TEPSA Leaders R Us Student Leadership Program - State Compensatory Education - $700				

Strategy 6 Details	Reviews			
Strategy 6: Crisis Intervention Team members will be trained in the CPI method to maintain a safe and orderly campus.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All teachers will be properly trained in order to maintain a safe and orderly school **Staff Responsible for Monitoring:** Principal, Assistant Principal, REST Teacher, ISS Aide, Behavior Aide, FA Teacher, FA Aides				

Strategy 7 Details	Reviews			
Strategy 7: Coordinate the No Place For Hate program, a student-led program that guides all students through activities designed to improve and maintain school climate so all students can thrive.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Promote a positive school culture in such a way that students feel a sense of belonging to the extent that there are fewer behavior referrals **Staff Responsible for Monitoring:** Counselor				

Strategy 8 Details	Reviews			
Strategy 8: Use the campus Student Assistance Team (SAT) to meet and develop behavior plans for students needing Tier II and Tier III Interventions. The team will be comprised of teachers, parents, administrators, counselor and behavior staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Meeting minutes, behavior intervention plans, and behavior progress will be entered into Branching Minds; a reduction in TIER II and III student behaviors with a reduction of student assignments to ISS/OSS **Staff Responsible for Monitoring:** Principal, Assistant Principal, ISS Aide, Behavior Aide, Teachers **Title I Schoolwide Elements:** 2.5				

Strategy 9 Details	Reviews			
Strategy 9: Provide drug-free campus awareness activities during Red Ribbon Week.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Promote a safe and civil school environment **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Equip teachers with strategies for responding to children's social and emotional needs in the classroom using the Safe and Civil School Training (Coaching Classroom Management). **Strategy's Expected Result/Impact:** Improve teachers' ability to manage certain stressful situations and help them positively impact their students' learning and well-being **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 2: All stakeholders will have an awareness of appropriate health and safety practices.

Evaluation Data Sources: Log of Monthly Safety Drills, Health Screenings in Eduphoria, Training Logs

Strategy 1 Details	Reviews			
Strategy 1: Participate in Stop the Bleed training.	Formative			Summative
Strategy's Expected Result/Impact: To become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Team	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Develop a campus safety committee and conduct regular meetings evaluating current safety measures.	Formative			Summative
Strategy's Expected Result/Impact: Students will have an emotionally and physically safe environment with campus safety protocols systematically and accurately implemented in the event of am emergency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Team	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure compliance with Safe Schools Training.	Formative			Summative
Strategy's Expected Result/Impact: Staff will be aware of and follow laws and policies **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Attend a threat assessment professional development session provided by the Texas School Safety Center and identify members for campus threat assessment team.	Formative			Summative
Strategy's Expected Result/Impact: Compliance with new state requirements **Staff Responsible for Monitoring:** Leadership Team	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Create a Kendrick Elementary Emergency Operations Plan based on state of Texas legislative requirements.	Formative			Summative
Strategy's Expected Result/Impact: EOP is submitted to district police department for review of compliance with state requirements and procedures are clearly communicated across campus **Staff Responsible for Monitoring:** Principal, Assistant Principal	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Conduct safety drills as required by state and district standards.	Formative			Summative
Strategy's Expected Result/Impact: Compliance with district policies/procedures **Staff Responsible for Monitoring:** Principal, Assistant Principal	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Model social-emotional health (SEH) practices at professional development sessions for staff. **Strategy's Expected Result/Impact:** Teachers and staff members will develop deeper understanding of signature SEH practices and how to use them with other professionals and for students **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.4, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

Performance Objective 1: Implement strategies to support teachers and staff.

Evaluation Data Sources: Teacher Retention Data, Teacher Satisfaction Survey

Strategy 1 Details	Reviews			
Strategy 1: First-year teachers will be assigned a mentor through the WISD Mentor program.	Formative			Summative
Strategy's Expected Result/Impact: New teachers will be assigned a mentor before school starts and will meet a minimum of once monthly throughout the year to support teachers' success and improve teacher retention **Staff Responsible for Monitoring:** Mentor Coordinator, Campus Mentor	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Mentor first and second year teachers by participating in monthly mentor/coaching meetings.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will feel supported and will stay with Waco ISD **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct Campus Climate Survey to receive feedback on teacher needs and support.	Formative			Summative
Strategy's Expected Result/Impact: The opportunity to respond to teacher concerns improves morale that results in stronger retention **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use communication strategies including, but not limited to, district email, campus calendar of events, and faculty meetings to provide campus and district information to staff.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will be informed of major district and campus initiatives and events **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, MCLs	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide differentiated professional development: TEA Reading Academies, DDI, Technology, Classroom Management, Summer PD, SLO and TELPAS.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will have the knowledge and skills needed to successfully implement our school expectations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement strategies such as teacher-created professional development and inclusion of teachers on decision-making teams to define and support teacher leaders. **Strategy's Expected Result/Impact:** Provide teachers opportunities for leadership roles that impact work satisfaction and retention **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide professional learning opportunities for staff in the area of instructional alignment and rigor. **Strategy's Expected Result/Impact:** Teachers write aligned and rigorous lesson plans **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

Performance Objective 2: Develop and implement a professional development plan to support increased student achievement and teacher growth.

Evaluation Data Sources: T-TESS Results, Professional Development Plan, Teacher Turnover Data

Strategy 1 Details	Reviews			
Strategy 1: Implement Data-Driven Instruction processes, including professional development and a data-meeting calendar based on assessments, observation and feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reteach/intervention plan, DDI calendar that includes assessments and meetings, observation and feedback for teachers **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, MCLs **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Campus leaders will attend professional development on Action Coaching to increase the effectiveness of observation and feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts using the "See it, Name it, Do it" coaching protocols to increase effectiveness of feedback given to teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 3 Details	Reviews			
Strategy 3: Implement year two of a three-year literacy plan to deepen teacher knowledge and skills in effective literacy instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: STAAR Results, Professional Development Records **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Ensure 100% of K-3 teachers and campus leadership have completed or are currently participating in the Reading Academies.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers and administrators have increased knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Implement professional development around lesson planning, processes and protocols.	Formative			Summative
Strategy's Expected Result/Impact: Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier I instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy** **Funding Sources:** - Title 1, - State Compensatory Education	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Provide summer professional development training and planning for all teachers, including new hires.	Formative			Summative
Strategy's Expected Result/Impact: Digital plans to communicate 2021 professional development offerings and expectations to teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide professional development schedule for ESL certification training sessions hosted by the district for teachers needing ESL certification.	Formative			Summative
Strategy's Expected Result/Impact: All classroom teachers will be ESL certified **Staff Responsible for Monitoring:** Principal, LPAC Chair **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Implement the Teacher Incentive Allotment (TIA) project plan to support the effective implementation of T-TESS.	Formative			Summative
Strategy's Expected Result/Impact: Congruence between student growth and teacher performance. **Staff Responsible for Monitoring:** Principal Assistant Principals **Title I Schoolwide Elements:** 2.5	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Build the capacity of all employees to support campus goals.

Performance Objective 1: Develop campus faculty and staff capacity to serve student needs while working as a team to advance the goals of the campus.

Evaluation Data Sources: Student Achievement Data, A-F Ratings, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Participate in training to understand the A-F Accountability System and set campus goals for improvement.	Formative			Summative
Strategy's Expected Result/Impact: Clear understanding of accountability system with identified focus areas to improve and areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, MCLs **Title I Schoolwide Elements:** 2.4	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct training for teachers on the A-F rating system and share goals set during the administrator training.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will understand the components of the accountability system and know the goals of the campus to improve overall rating **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.4, 2.5	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus leaders attend training and implement strategies learned about the Data-Driven Instruction and Action Coaching processes.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, MCLs **Title I Schoolwide Elements:** 2.4, 2.5	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Plan and implement professional development focused on Data-Driven Instruction.	Formative			Summative
Strategy's Expected Result/Impact: Schedule for Data-Driven Instruction meetings, intervention plans based on data **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Attend the University of Texas's School of Design and Creative Technologies Thinking Institute.	Formative			Summative
Strategy's Expected Result/Impact: Leader will use framework for developing creative solutions to existing problems **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Develop and conduct professional development for professionals and paraprofessionals. **Strategy's Expected Result/Impact:** Agenda for professional development, sign-in sheets for training **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** - State Compensatory Education				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Continue training for ELPS into all subjects and provide sheltered instruction using SIOP to increase student achievement on the TELPAS. **Strategy's Expected Result/Impact:** Student growth will be evident in their English development **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Administrators will attend conferences and training that incorporate innovative practices, effective strategies for special populations, formative assessment practices, STAAR, and T-TESS. **Strategy's Expected Result/Impact:** Administrators will share research based practices with teachers that will increase campus capacity to implement Tier II and III interventions and 100% of Tier II and III students will have an intervention plan **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 1: Increase average daily attendance for the student population and focus attention on the importance of completing high school.

Evaluation Data Sources: ADA Reports, Banners in Building, Photos

Strategy 1 Details	Reviews			
Strategy 1: Implement attendance monitoring and intervention strategies to include personalized plans for students with excessive absences.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance and have individual plans in place for students with excessive absences **Staff Responsible for Monitoring:** Assistant Principal, PCL **Title I Schoolwide Elements:** 2.6 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use district PCL to make home visits to students who have 5 or more unexcused absences.	Formative			Summative
Strategy's Expected Result/Impact: Student average daily attendance will improve. **Staff Responsible for Monitoring:** PEIMS Clerk, PCL **Title I Schoolwide Elements:** 2.4, 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Recognize students with perfect attendance weekly, at the end of each 6 weeks and throughout the school year through the use of certificates, books, and other instructional rewards to emphasize the importance of staying in school and not dropping out.	Formative			Summative
Strategy's Expected Result/Impact: Student attendance will improve. **Staff Responsible for Monitoring:** Principal, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** Attendance Awards - American Rescue Plan (ARP/ESSER III)	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use district wrap-around services provided to students at-risk of dropping out of school.	Formative			Summative
Strategy's Expected Result/Impact: At-risk students receive services to support overall well-being **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Parent Campus Liaison, Nurse **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Communicate and celebrate each student's graduation year through the use of hallway banners.	Formative			Summative
Strategy's Expected Result/Impact: Develop common language and excitement about graduation **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Send 5th grade students to CCMS for a tour of the building and to learn about middle school.	Formative			Summative
Strategy's Expected Result/Impact: Students will be excited about middle school **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide students with information on college opportunities, college trips and career choices.	Formative			Summative
Strategy's Expected Result/Impact: Students will be knowledgeable about Texas colleges and career pathways **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Work with UHS staff to schedule a date and time for current graduates who attended Kendrick Elementary in elementary school to return to campus to walk the halls in their cap and gown.	Formative			Summative
Strategy's Expected Result/Impact: Students will see what a graduate looks like, students will be excited to see what they have to look forward to as a graduate **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.5, 2.6	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Photograph each Kindergarten student at the end of the year in a cap and gown with a board showing their high school graduation year.	Formative			Summative
Strategy's Expected Result/Impact: Students will know their high school graduation year **Staff Responsible for Monitoring:** Principal, Counselors, Kindergarten Teachers	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 2: Implement AVID Elementary to build a Graduation Culture.

Evaluation Data Sources: AVID Certification, AVID Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: Display college and university information to peak student interest in graduation.	Formative			Summative
Strategy's Expected Result/Impact: To build college-going culture **Staff Responsible for Monitoring:** AVID Lead Teachers, Instructional Specialist, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement AVID organizational strategies including a subject divided binder.	Formative			Summative
Strategy's Expected Result/Impact: Students will develop study and organizational skills **Staff Responsible for Monitoring:** AVID Site Team, Teachers, Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement AVID engagement strategies to increase student motivation and interest.	Formative			Summative
Strategy's Expected Result/Impact: Increase in rigorous higher-order thinking questions used consistently in classrooms **Staff Responsible for Monitoring:** AVID Site Team, Teachers, Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement AVID engagement strategies in lesson plans.	Formative			Summative
Strategy's Expected Result/Impact: A positive student culture **Staff Responsible for Monitoring:** AVID Site Team, Teachers, Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ensure students throughout the school consistently set and review their goals and monitor their academic progress to ensure success in their path to college readiness. **Strategy's Expected Result/Impact:** Students learn lifelong goal setting and organizational skills **Staff Responsible for Monitoring:** Teachers, AVID Site Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The AVID site team and teachers routinely use WICOR AVID strategies. **Strategy's Expected Result/Impact:** Increase student engagement when at least 70% of teachers use WICOR AVID strategies **Staff Responsible for Monitoring:** AVID Site Team, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The SL team will create and implement a system for grade-level vertical and horizontal articulation. Teams will meet at least once a six weeks. **Strategy's Expected Result/Impact:** AVID strategies will be included in weekly lessons to increase opportunities for student engagement to support college and career readiness **Staff Responsible for Monitoring:** AVID Site Team, Teachers				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 6: Engage families and community members to support campus goals.

Performance Objective 1: Increase opportunities for parent and family engagement at Kendrick Elementary.

Evaluation Data Sources: Parent Involvement Activity Logs, Sign-In Sheets, Event Photos

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use interpreters as needed to provide parents with parent education and opportunities to be involved in their child's education, including translating notes into Spanish. The counselors will attend conferences and share further ideas to strengthen parent/school connections. **Strategy's Expected Result/Impact:** 90% of all parents will participate in at least two activities during the school year **Staff Responsible for Monitoring:** Principals, Counselor, Teachers, Parent Involvement Specialist **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** **Funding Sources:** - Title 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct family or parent involvement activities (in-person and/or virtual) to include parents in their child's education that will result in higher academic achievement and attendance for the child. Include Title I Parent Compact Review, Title I Parent Involvement Policy/Open House, Hispanic Heritage Celebration, Thanksgiving lunch, parent conferences, student-led conferences, grade level programs, Health Fair, and end-of-year celebrations. Purchase supplies for notes/fliers announcing and inviting parents to parent meetings and student achievement celebrations, for printing monthly campus newsletters, for refreshments for parents attending, and to provide a translator at meetings and/or for parent contact. **Strategy's Expected Result/Impact:** Increase parent participation at school events, encourage parents to be more involved in school events **Staff Responsible for Monitoring:** Principal, Assistant principal, Counselors, Parent Involvement Committee **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - Title I Parent Involvement - $2,029				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: In the spring, a Bunny Hop drive-thru parent night will be organized. Teachers will create engaging educational activities the parents can take home to do with their children. Snacks will be provided to the students and parents. The Easter Bunny will be used and an incentive for parents and students to attend. **Strategy's Expected Result/Impact:** Strengthen parent involvement participation **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers **Title I Schoolwide Elements:** 2.5, 3.1, 3.2 **Funding Sources:** - Title 1 - $500				

Strategy 4 Details	Reviews			
Strategy 4: Schedule visits for incoming Pre-K and kindergarten students to visit classrooms for Round-Up.	Formative			Summative
Strategy's Expected Result/Impact: Strengthen the transition to starting school for the first time **Staff Responsible for Monitoring:** Principal, Parent Involvement Specialist **Funding Sources:** - Title 1	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Use take-home and homework folders for all students to improve communication between home and school and provide parents with announcements and/or reminders of school events.	Formative			Summative
Strategy's Expected Result/Impact: Parents will become familiar with school procedures and student learning **Staff Responsible for Monitoring:** Classroom Teachers **Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** **Funding Sources:** - Title I Parent Involvement, - Title 1	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Mail important information (i.e., report cards, meeting notices for ARDs and 504s) home to parents regarding their child's academic progress.	Formative			Summative
Strategy's Expected Result/Impact: Information about student progress will be received by parents and increase parent responses **Staff Responsible for Monitoring:** Principals, Counselor, Parent Involvement Specialist **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** **Funding Sources:** - Title 1	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Create and distribute newsletters and campus activities calendar with opportunities for family engagement.	Formative			Summative
Strategy's Expected Result/Impact: Monthly family engagement opportunities **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 3.1, 3.2	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Use SeeSaw to implement student-driven digital portfolios in the classroom and as a digital avenue to communicate student learning with parents.	Formative			Summative
Strategy's Expected Result/Impact: Parents will be able to use the application to see their child's digital portfolio of learning experiences **Staff Responsible for Monitoring:** Instructional Specialists, Classroom Teachers, MCLs **Title I Schoolwide Elements:** 2.4, 3.1	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Engage community members in Career Day activities to provide students with information about their career and the education needed for their career. **Strategy's Expected Result/Impact:** After attending Career Day activities, students will have more knowledge about opportunities for their careers **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.5, 3.1, 3.2				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Kendrick Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 5.6
Brief Description of SCE Services and/or Programs

Personnel for Kendrick Elementary School

Name	Position	FTE
Allyson Willis	Teacher Resident	0.8
Amelia Chandler	Teacher Resident	0.8
Amy Atnip	Instructional Specialist	1
Natividad Soriano	Instructional Aide	1
Penny Donley	SIT	1
Tori Contreras	SIT	1

Title I Personnel

Name	Position	Program	FTE
Amy Atnip	Instructional Specialist	Title 1	1
MCL stipends x3	MCL	Title I	1
RA stipends x 3	RA	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$0.00
1	2	2			$135,414.00
1	2	4			$0.00
1	3	1			$0.00
2	1	5	TEPSA Leaders R Us Student Leadership Program		$700.00
3	2	5			$0.00
4	1	6			$0.00
				Sub-Total	$136,114.00
				Budgeted Fund Source Amount	$260,312.00
				+/- Difference	$124,198.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$0.00
1	2	4			$0.00
1	3	3			$0.00
3	2	5			$0.00
6	1	1			$0.00
6	1	3			$500.00
6	1	4			$0.00
6	1	5			$0.00
6	1	6			$0.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$202,860.00
				+/- Difference	$202,360.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2			$2,029.00
6	1	5			$0.00
				Sub-Total	$2,029.00
				Budgeted Fund Source Amount	$2,029.00
				+/- Difference	$0.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	3	3			$52,000.00
5	1	3	Attendance Awards		$0.00
				Sub-Total	$52,000.00
				Budgeted Fund Source Amount	$86,655.00
				+/- Difference	$34,655.00
				Grand Total	$190,643.00

Addendums

Waco Independent School District

Lake Air Montessori Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Lake Air Montessori, Professional Development Magnet School, is built on the Montessori philosophy that fosters curiosity, creativity, and critical thinking. At Lake Air Montessori, teachers and staff, as well as clinical teachers and staff, through our partnership with Tarleton State University, follow students' individual needs to achieve academic excellence and to become competent and responsible life-long learners who respect themselves, others, and their environment.

Vision

Lake Air Montessori offers an enlightening and nurturing Montessori environment to educate and support each individual child in building a foundation for life-long learning.

Core Beliefs

Core Beliefs

The core functions of Professional Development Schools are:

1. Enriched student learning

2. Field-based pre-service educator preparation

3. Sustained professional development

4. Inquiry/Action research to support "best practices" in classrooms

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Prekindergarten Self-Assessment Tool

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
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Goals

Goal 1: Increase the achievement of all student groups.

Performance Objective 1: Systemize processes, procedures, and instructional services for students in special programs to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: STAAR Data, Student Achievement Data, TELPAS Results, Special Education Manual, 504 State and Federal Guidelines

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Branching Minds to identify, tier, write individualized student learning plans, and progress monitor students for reading, math, writing and behavior. Prioritize students who previously failed STAAR or are at-risk. **Strategy's Expected Result/Impact:** Individualized intervention learning plans will result in increased student achievement **Staff Responsible for Monitoring:** Principal, Counselors, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the number of teachers that are ESL certified to greater than 50% of teachers on staff. **Strategy's Expected Result/Impact:** ESL students appropriately served and supported by certified teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Encourage and promote student participation in the Duke TIP 7th grade program by 50%. **Strategy's Expected Result/Impact:** Increase numbers of students taking college entrance exams **Staff Responsible for Monitoring:** Assistant Principals, Counselors **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase the achievement of all student groups.

Performance Objective 2: Increase the number of students reading on grade level in grades 1-5 by 5% as measured by Renaissance. In grades 3-8, Renaissance scores will show growth of 5%. TAPR data will show a decrease in achievement gaps of special subpopulations by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores, Assessment Data, Intervention Data/Branching Minds

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attend ESC 12 Effective Schools Framework professional development training for LAMM Targeted Improvement Plan, providing entire staff with the understanding of the A-F accountability system and campus targeted goals. **Strategy's Expected Result/Impact:** Increased number of students moving from "Approaches" to "Meets" and "Masters," campus moving from an Improvement Required "D" rating, to a "C" **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Review unit and benchmark assessment data with teacher teams. Discuss the percentage of students at "Approaches," "Meets," and "Masters" performance levels and the number of points or loss of points for individual students in regards to growth (Data Driven Instruction Meetings). **Strategy's Expected Result/Impact:** Growth in all student groups from "approaches" to "meets" and "masters" **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use four full-time SIT teachers, three SIT aides, Campus Teachers and tutors to provide math and reading Tier II and III interventions. Utilize reading tutors for grades 3-7, and Tarleton State University tutors for interventions in various tested areas based on data. Provide Afterschool and/or Saturday tutorials for students designated in need of support. **Strategy's Expected Result/Impact:** Increase in performance for Tier II, Tier III, and SPED/504 populations **Staff Responsible for Monitoring:** Instructional Coach, PDS Coordinator, Principals, SIT Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** Tutors - American Rescue Plan (ARP/ESSER III) - $16,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase the achievement of all student groups.

Performance Objective 3: Use monthly PLC meetings to collaborate and plan for AVID and College and Career Readiness strategies including student access and ways to improve the rigor of instruction at each grade level.

Evaluation Data Sources: PLC Minutes, STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish routine meetings with campus staff to progress monitor student achievement and attendance to respond to multi-tiered support for students. **Strategy's Expected Result/Impact:** Strengthen culture of support and routines through clear expectations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, PEIMS Clerk **Title I Schoolwide Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and/or strengthen transition plans from middle to high school. Promote graduation starting in Primary classes emphasizing students' graduation year and post secondary opportunities. **Strategy's Expected Result/Impact:** Parents informed of resources and supports appropriate to ensure post secondary success; Individualized transition plans in place as students enter high school **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 3.2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase the achievement of all student groups.

Performance Objective 4: Provide access to technology for remote and in person learners. Ensure devices are secure and charged appropriately for effective use and communication.

Goal 2: Implement teacher recruitment and retention strategies.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement. Focus PD on Tier I instruction, effective lesson planning, and Montessori strategies.

Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, Session Survey Results, TTESS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Plan and implement professional development focused on Data Driven Instruction. Ensure the instructional leadership team members are available for teachers during Data Driven Instructional Planning and in-class instructional support. Leadership will meet weekly to review data. **Strategy's Expected Result/Impact:** Schedule for DDI training and campus implementation plans support increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure 100% of campus administrators attend professional development on Action Coaching to increase the effectiveness of observation and feedback. **Strategy's Expected Result/Impact:** Coaching script using the "See It, Name It, Do It" process and coaching protocols to increase effectiveness of feedback given to teachers result in increased student achievement **Staff Responsible for Monitoring:** Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure 100% of K-3 teachers complete the Texas Reading Academy prior to the start of the 2021-2022 school year, as outlined in HB3 by the 86th Texas Legislature 2019. New hires will begin in July 2021. **Strategy's Expected Result/Impact:** Teachers and principal have increased knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement lesson planning processes and protocols. **Strategy's Expected Result/Impact:** Creation of aligned lesson plans that include objectives, aligned formative checks, and re-teach plans to support effective tier 1 instruction **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ensure teachers have an understanding of the A-F rating system by providing TAPR data reviews to identify targeted goals for improvement. **Strategy's Expected Result/Impact:** Targeted specific goals focused on growth for every student **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Differentiate PD for new and experienced teachers. Collaborate with district staff and campus teachers on PD needs. **Strategy's Expected Result/Impact:** Improvement in overall Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Implement teacher recruitment and retention strategies.

Performance Objective 2: Improve teacher retention and attendance.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance rates, DBA Scores, STAAR scores, Data evaluation in PLCs, Comprehensive Professional Development Plan, Staff Retention Data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide coaching in Montessori methods and curriculum to new teachers and those with less than three years of Montessori experience. Improve assignments of campus and district mentors to specifically support 0-3 year teachers. **Strategy's Expected Result/Impact:** New teachers with 0-3 years experience will complete Montessori certification; Completion of AVID Summer Institute; Teacher feedback/survey reflecting increase in desired PD; Instructional support resulting in 10% increase in attendance and a 10% decrease in teacher turnover rate **Staff Responsible for Monitoring:** Principals, Instructional Coach **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - State Compensatory Education - $7,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attend Montessori and curriculum conferences and disseminate information as needed to faculty. **Strategy's Expected Result/Impact:** Increased use of Montessori curriculum and materials **Staff Responsible for Monitoring:** Principals, Instructional Coach **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase use of technology, software, programs, consumables, and maker space materials to support instruction, intervention, and creativity. Provide parent and teacher technology training, and regularly encourage use. **Strategy's Expected Result/Impact:** Growth in DBA and interim assessments; Increased student performance across all populations by 5% **Staff Responsible for Monitoring:** Instructional Coach, Supplemental Instruction Teachers, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Brain Pop - State Compensatory Education - $1,550				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement and continue growth of our PDS partnership with Tarleton State University. **Strategy's Expected Result/Impact:** Increase of clinical teachers, and tutor availability provided by TSU **Staff Responsible for Monitoring:** PDS Coordinator, Principals, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - State Compensatory Education - $300				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Analyze current teacher/staff appreciation activities for effectiveness. **Strategy's Expected Result/Impact:** Recommendations for effective and cost efficient teacher appreciation activities or gestures **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase the capacity of stakeholders to support identified student needs and campus goals. In addition to six CDMC meetings, we will also host six PTA opportunities and will send three surveys throughout the school year for input.

Performance Objective 1: Develop teachers and staff capacity to serve student needs while working as a team to advance the goals of the campus. Establish teacher leaders for each grade level and campus improvement group. Conduct monthly meetings to address CIP groups and parent engagement.

Evaluation Data Sources: Student Achievement Data, Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Ensure campus leadership learns and implements the Data Driven Instructional and Action Coaching processes to increase student achievement and develop teacher capacity.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement; Increased observation and feedback, resulting in improved tier one instruction **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will attend DDI meetings and Action Coaching sessions to increase rigor of instruction.	Formative			Summative
Strategy's Expected Result/Impact: Improved Tier I instruction resulting in increased growth measure **Staff Responsible for Monitoring:** Principal, Instructional Coach, Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure correct PEIMS coding for special education.	Formative			Summative
Strategy's Expected Result/Impact: Special education students will be served appropriately **Staff Responsible for Monitoring:** Principal, PEIMS Staff **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a goal setting structure for non-teaching staff, including administrators.	Formative			Summative
Strategy's Expected Result/Impact: Employee goals are communicated and followed up on to improve employee performance **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use Design Thinking strategies and mindsets to recruit highly qualified staff and identify solutions to improve retention rates. **Strategy's Expected Result/Impact:** Strategies/plan developed and/or refined to recruit, induct and retain highly qualified staff **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Ensure administrators and Instructional Coach review student achievement data to determine impact of interventions. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Monitor implementation and refine current MTSS processes and interventions K-12, with a focus on the selection criteria of student interventions. **Strategy's Expected Result/Impact:** Increased student achievement: Clear RTI systems implemented with fidelity **Staff Responsible for Monitoring:** 504, Dyslexia, RTI Coordinators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Implement Renaissance as a universal screener, analyzing data and using it to inform action plans. **Strategy's Expected Result/Impact:** Establish a baseline of student achievement data to determine student progress and growth toward STAAR and measure growth over time **Staff Responsible for Monitoring:** Administration, Instructional Coach/Counselors				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase the capacity of stakeholders to support identified student needs and campus goals. In addition to six CDMC meetings, we will also host six PTA opportunities and will send three surveys throughout the school year for input.

Performance Objective 2: Engage with parents, community members, and business partners.

Evaluation Data Sources: Records of Engagement Activities, Sign-In Sheets, Monday Memo (weekly newsletter)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Designate community and parent involvement nights that feature student creations using non-paper mediums. (i.e., "Wall to Wall Art Night") **Strategy's Expected Result/Impact:** Increased parent involvement; Collaboration and integration of Fine Arts and core instruction **Staff Responsible for Monitoring:** P.I. Coordinator, Fine Arts Teachers, Instructional Coach **Title I Schoolwide Elements:** 2.5, 3.2 **Funding Sources:** - Title I Parent Involvement - $400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Invite parents, community members, and business partners to participate in campus planning activities including, but not limited to, the CDMC, Familias de LAMM, PTA, Adopt-a-School Partners, and the "Keep Waco Beautiful" Campaign. Increase family engagement by 15%. **Strategy's Expected Result/Impact:** Increased awareness of campus needs to effectively educate students at Lake Air Montessori **Staff Responsible for Monitoring:** Principal, Parent Involvement Coordinator, Adopt a School Coordinator **Title I Schoolwide Elements:** 3.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create and communicate to families through newsletters, book give aways, campus activity calendars, and family engagement events such as family fest. **Strategy's Expected Result/Impact:** Minimum of two family engagement opportunities per semester **Staff Responsible for Monitoring:** Parent Involvement Coordinator, Assistant Principal **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - Title I Parent Involvement - $640				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Create and sustain a safe and supportive learning environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: Training, sign-in sheets, professional development calendar, and number and type of anonymous reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure LAMM leaders are trained on the implementation of threat assessment, assemble a campus threat assessment team, and use the Texas School Safety Center as a resource to ensure the effectiveness of processes to support students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Threat assessment team is formed and trained to increase campus security and safety **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 2 Details	Reviews			
Strategy 2: Provide training to staff on identification of student metal health needs with partners such as V.O.I.C.E., Inc. and other community resources.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Consistent research-based protocol to identify students in immediate danger of harming self or others **Staff Responsible for Monitoring:** Counselors				

Strategy 3 Details	Reviews			
Strategy 3: Ensure updated safety procedure posters are displayed in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: All students and staff are aware of procedures in case of an emergency **Staff Responsible for Monitoring:** Assistant Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Identify campus safety committee members and conduct regular meetings to review safety protocols.	Formative			Summative
Strategy's Expected Result/Impact: Campus leadership and staff are prepared and informed on action plans/procedures to increase campus safety **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 3.1, 3.2	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Ensure compliance with Safe Schools and Stop the Bleeding training.	Formative			Summative
Strategy's Expected Result/Impact: Staff is prepared/trained on policies and procedures concerning campus safety and emergency situations **Staff Responsible for Monitoring:** Principal, Assistant Principals	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Conduct safety drills as required by state and district standards and review campus emergency plans with staff members annually. **Strategy's Expected Result/Impact:** Staff is prepared/trained on policies and procedures concerning campus safety and emergency situations **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Ensure doors are updated with the ability to lock and secure all classroom doors and other areas. **Strategy's Expected Result/Impact:** Increased safety **Staff Responsible for Monitoring:** Principal, Assistant Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Create and sustain a safe and supportive learning environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: Increase stakeholder engagement across all populations by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Sign-In Sheets, Parent Surveys, Parent/Teacher Conferences Logs, "Adopt-A-School" Meetings, Community Collaboration

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Involve parents in the development of our Parent Involvement Policy, Home-School Compact, educational manipulatives, communication tools such as daily planners, take-home folders, Monday Memo, and social media platforms to ensure effective daily communication. **Strategy's Expected Result/Impact:** Increased parent involvement; Feedback for campus improvement; Increased Student Achievement **Staff Responsible for Monitoring:** Parent Involvement Coordinator, Principals, Campus Counselors **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title I Parent Involvement - $600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a parent center to conduct face-to-face meetings, providing adequate technology and books to educate parents about the Montessori curriculum and other campus programs. **Strategy's Expected Result/Impact:** Increased parent involvement at LAMM **Staff Responsible for Monitoring:** Principal, Parent Involvement Coordinator **Title I Schoolwide Elements:** 3.1, 3.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Involve clinical teachers in Parent Nights to inform our parents about the PDS partnership. **Strategy's Expected Result/Impact:** Increased parent participation; Increased parent input on campus improvement; Increased student achievement **Staff Responsible for Monitoring:** Principals, Counselors, Instructional Coaches, TSU/PDS Faculty and Staff **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Funding Sources:** - Title I Parent Involvement - $1,125				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to host and grow the campus Career Fair to assist students in finding career and higher education interests. **Strategy's Expected Result/Impact:** Student improvement identified in Branching Minds; Decrease in referral rates by 5%; Counseling logs identifying student needs **Staff Responsible for Monitoring:** Counselors, Behavior Interventionist, RTI/At-Risk Coordinator **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title 1 - $3,700				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Plan and conduct Science and History Fairs. **Strategy's Expected Result/Impact:** Students successfully compete at local and advanced levels **Staff Responsible for Monitoring:** Principal Instructional Coach Science and Social Studies Teachers **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** - Title 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Lake Air Montessori Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Lake Air Montessori Elementary School

Name	Position	FTE
Alice Sauer	SIT	1
Amy "Katy" Abel	SIT	1
Chris Fuentes	Behavior Interentionist	1
Kathy Moore	SIT-Reading	1

Title I Personnel

Name	Position	Program	FTE
Blanca Williams	Instructional Aide	Title I	1
Freda Bowers	Instructional Aide	Title I	1
Renee Garrett	Instructional Aide	Title I	1
Shannon Carpenter	Instructional Specialist	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$7,200.00
2	2	3	Brain Pop		$1,550.00
2	2	4			$300.00
				Sub-Total	$9,050.00
				Budgeted Fund Source Amount	$290,493.00
				+/- Difference	$281,443.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	4			$3,700.00
4	2	5			$0.00
				Sub-Total	$3,700.00
				Budgeted Fund Source Amount	$223,020.00
				+/- Difference	$219,320.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$400.00
3	2	3			$640.00
4	2	1			$600.00
4	2	3			$1,125.00
				Sub-Total	$2,765.00
				Budgeted Fund Source Amount	$2,230.00
				+/- Difference	-$535.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Tutors		$16,000.00
				Sub-Total	$16,000.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$95,267.00
				+/- Difference	$79,267.00
				Grand Total	$31,515.00

Addendums

Waco Independent School District

Mountainview Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

IB Baccalaureate Organization Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Mountainview Mission Statement

Mountainview Elementary nurtures life-long learners in a global society.

Vision

Mountainview Vision Statement

Mountainview is a caring community where everyone grows and belongs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mountainview Elementary is a neighborhood school located within Waco ISD. During the 2020-2021 school year, there were 396 students enrolled (74 remote, 321 in person as of April 9, 2021).

- 79.3% of our students are economically disadvantaged.
- 46.2% of our students are female and 53.8% are male.
- 43.4% of our students are Hispanic, 23.5% are African American, 27.5% are White, 1.8% are Asian, 3.8% are 2 or More Races.
- 63.1% of our students are considered at-risk because they are struggling academically or behaviorally, are identified as LEP, have been retained, or are homeless.
- 8.8% of our students are LEP learners.
- 8.8% of our students have 504 Plans.
- 8.1% of our students are receiving special education services, including functional academics, PPCD, and speech.
- 5% of our students are classified as gifted and talented.
- 10.1% of our students are identified dyslexic.
- Our mobility rate is 20.7%.
- Our yearly attendance rate is 96.8%.

We anticipate our student population being similar for the 2021-2022 school year.

Due to COVID-19, students had the option of choosing to learn remotely or in-person each six weeks. Due to this, remote learner and in-person learner numbers fluctuated throughout the school year.

All of our teachers are certified to teach in their content areas by SBEC. Teachers receive feedback through the use of T-TESS data observations and walk-throughs. Conferences are held with teachers and administration to discuss data and make plans for growth. Teachers attend professional development to improve and gain new and innovative teaching ideas. 12 of 21 teachers are ESL certified. Two of the teachers who serve ESL students are not ESL certified.

Demographics Strengths

Demographics

Strengths

Teachers have ample opportunities to attend Professional Development and are given choice as to which Professional Development to attend when possible. Due to COVID-19, trainings have been recorded via Zoom and have made Professional Development more accessible to staff. A committee, comprised of administration and community members (CDMC), meets three times a year to review the Campus Improvement Plan. Special programs on campus are aligned to the needs of students. Special populations that our campus serves are Gifted/Talented, at-risk, ESL, Dyslexic, Special Education, Title 1, etc. The campus has implemented the Data Driven Instruction (DDI) system, which has led to faculty having common goals across the campus. DDI ensures teachers are reviewing data, meeting students' needs, and collaborating on reteach strategies. Teachers analyze question stems and state standards more closely than in the past. Behavior referrals are trending down and overall behavior has generally improved across campus because behavior interventions are being run consistently and with fidelity. The school has a Parent-Campus Liaison on campus weekly who communicates with families regarding enrollment, attendance, and conducts home visits.

Areas of Improvement

Identify students with possible learning disabilities earlier through RTI to close the gaps in achievement. Our PYP Coordinator facilitates frequent meetings with new to the profession teachers and mentors as well. To help with continuous improvement of campus professional development, specific agendas are in place for all meetings and time is honored. Additionally, the teacher retention rate could be affected negatively by inconsistent behavioral expectations and consequences. To create a safe learning environment, teachers have clear expectations and consequences for students and communicate those clearly to parents to encourage parental accountability. Identify students who exhibit behavior concerns at the beginning of the year and begin a systematic check in process to support the classroom teacher with discipline.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Some school personnel lack the experience to address the needs of students. **Root Cause:** The school is in the beginning stages of implementing social-emotional support systems and not all teachers who service ESL students are ESL Certified.

Problem Statement 2: There is a discrepancy between school personnel demographics and student demographics. **Root Cause:** Up to now, the school has not intentionally recruited diverse populations.

Student Learning

Student Learning Summary

2018-2019 school year:

- TX Academic Performance Report (TAPR): “F”
- STAAR results for students at approaches or above:
- 3rd - Reading 64%, Math 71%
- 4th - Reading 49%, Math 56%, Writing 51%
- 5th Science - 53%, Reading-80% and Math-81%

2019-202 school year:

- Not Rated- Declared State of Disaster due to the impact of COVID-19

Mountainview has typically met the accountability standards in years past; however, the method of rating schools changed in 2018-2019, and we scored an “F”. Due to the COVID-19 pandemic, we have no TAPR rating or STAAR scores from 2019-2020 to help us in determining our areas of improvement or areas for growth since scoring an “F”.

We have continued to identify Tier II and Tier III students through Renaissance STAR, TCAs, DBAs, and past STAAR scores, and regular progress monitoring has occurred through Branching Minds, although there have been challenges with this due to students moving back and forth from virtual learning to in-person learning. In the areas of reading and math, Mountainview has maintained the same or higher percentage scores of students who have approached grade level or above, or have mastered grade level on the STAAR test when compared to the district as a whole.

New to Mountainview in 2020-2021, TCAs have provided unit-based data points, but a lack of comparative data leaves us unable to analyze trends as of now. Also, in years to come, we look forward to the refinement of scheduling, accuracy, and availability of TCAs. Unit planning with Region 12 has helped to ensure that all grade levels are providing instruction that teaches the specificities of the TEKS.

Student Learning Strengths

Areas for Improvement:

Our academic growth score decreased from 2018 to 2019 in both reading and math. Our African American students continue to consistently score lower than the Hispanic and White student groups. Math and Writing scores are below the state and district percentage rates.

Strengths:

The number of students being provided with special education services and dyslexia services has increased over the last few years due to several factors, including the capturing of multiple data points in Eduphoria and Branching Minds, which allow for easier data analysis, as well as early screening of dyslexia. In addition, the consistent use of TCAs from year to year will provide teachers with the necessary information for data-driven instruction to become more of a reality.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers need support analyzing student data in order to develop individualized instruction to meet student gaps. **Root Cause:** We have many new teachers on our campus with limited experience in analyzing data and TEKS. Our district is rich with resources which can overwhelm a new teacher.

School Processes & Programs

School Processes & Programs Summary

Stakeholders at Mountainview Elementary looked through campus data that focused on the procedures, methods, and practices of the school. Analyzed data was obtained from TEAMS reports, School Report Cards, TAPR, and the Federal Report Card. This data was examined with regards to Mountainview's current personnel policy, procedures, programs and opportunities for students and current professional practices.

Current Mountainview programs that support students include: the PYP Programme, PTA, CDMC, School Counselor and Nurse, Dental/Eye/Health Screening, and CHAMPS. Students are also supported through the Gifted and Talented program, ESL, Speech, and specialized intervention groupings for Dyslexia, Reading, and Math needs. The Special Education Department, ESY, after school tutoring, and Saturday camps also benefit students.

To identify individual needs and assess which programs would be beneficial to each student, it is Mountainview policy to extend time in PLCs to analyze achievement data. This allows teachers to collaboratively plan instruction and assessments and create intervention groupings. Current assessments, which are used to measure student achievement include: TCAs, DBAs, grade level common assessments, CLI Engage, BAS and STAR Renaissance.

IB: Section C- Curriculum:

C1- Collaborative Planning

C2- Written Curriculum

C3- Teaching and Learning

C4- Assessment

Our school uses the the district pacing guides and teacher-created planners directly aligned with the Texas standards (TEKS) and 21st century learning skills. Planners are part of the International Baccalaureate Primary Years Program. Teachers organize common concepts and then integrate subjects into trans-disciplinary planners. PYP/IB provides natural rigor while planning our learning experiences based on the TEKS. Teachers are fully implementing the curriculum based on required lesson plans and assessments.

The assessments that are being used to measure student achievement are: TCAs, DBAs, MAP, grade level common assessments, CLI Engage, BAS and STAR Renaissance. We offer extended time in PLCs to look at data for intervention groupings. Our teachers collaboratively plan instruction and assessments.

IB A. Philosophy

B. Organization

Teachers and paraprofessionals are highly qualified for their positions and have appropriate certifications. We have 11 classrooms with ESL students and 9 of those teachers have their ESL certification or have a reading interventionist available to work with ESL students. All teachers in kindergarten through fifth grade with GT students have received their GT hours. We have utilized retired teachers and administrators as reading and math intervention pullout teachers for struggling students. T-TESS allows teachers and administrators to set goals together to enable teachers to strengthen their craft. Walkthroughs are done systematically and feedback provided to the teachers. Professional development needs are discussed with teachers in summative conferences.

Our campus recruits highly qualified and effective staff through administrators attending job fairs and the use of TEAMS to search application databases. Talented and effective

teachers are also recruited through our campus partnership with Baylor University. The district teacher mentor program provides new teachers with a mentor on campus. Campus mentors observe the teacher and provide feedback as well as allowing the new teacher the opportunity to observe their campus mentor teaching.

Professional development is provided to teachers and staff through district and campus-based training. A menu of summer professional development is published online in Eduphoria for teachers and administrators to plan their summer professional development. Teachers needing additional curriculum support during the school year are able to meet with district content specialists. All teachers have been trained in Conscious Discipline. In PLC meetings, teachers are trained in analyzing and identifying campus-wide focus TEKS. All professional staff are IB trained through TIBS within one year of being hired.

School Organization

IB A. Philosophy

B. Organization

Mountainview Elementary holds the International Baccalaureate/ Primary Years Program to the highest standard. School expectations are very high at Mountainview. The expectations for the use of the learner profile attributes and attitudes have helped the students to be more aware of their behavior and the behavior of those around them. This drives our behavior expectations. Our students, parents, and staff feel safe on our campus. According to a teacher survey on campus, misbehavior is addressed in a timely manner by administrators and the RESET team is an important asset to classroom management on campus. There is a sense of urgency to protect students' learning time. There is a 90-120 minute literacy block during which teachers integrate social studies and science concepts. There is also a 90-minute math block that encompasses math stations and small group lessons. Computer and library time cannot be within these designated times. Every grade level has a designated intervention time Monday through Friday. During the intervention times, reading specialists and a math tutor are used to provide intense instruction to meet specific deficits. Pullout classes such as dyslexia, resource and speech also help to support students who perform below standards. Each classroom also utilizes small groups for reading and math. This allows integrated intervention for students on their instructional level. SATs are used to help teachers, administration, and parents identify areas of need. Saturday School, before and after school tutorials are used to teach and address areas of concern.

Technology

IB Standard B2: Resources and Support

Mountainview integrates technology into our curriculum as an instructional support and a tool. We have one technology lab on campus. Each classroom has at least 4 desktop computers. Kindergarten through 4th grade are one-to-one with iPads. Pre-K is 2 to 1 with iPads and 5th grade is one-to-one with laptops. We are currently finalizing the replacement of aging document cameras and the installation of overhead mounts for projectors and AirTame wireless connections to enable maximum utilization of this technology.

Our teachers continue to grow their knowledge of technology and how to utilize and integrate programs into their daily lessons. More teachers have promoted technology for their formative assessments in the classroom. They have a better understanding of how to teach our students how to use this technology along with the proper vocabulary. Research has become a focus and our students are learning to become independent researchers. They are able to locate facts, cite sources, paraphrase, and present using technology.

School Processes & Programs Strengths

Strengths:

There were many strengths identified throughout this process. The programs offered at Mountainview support the campus mission, vision, and IB goals. Current teachers are utilized during the interview process to help evaluate potential staff members. All teachers are IB trained within one year of employment. The district is currently taking part in the TIA program to help retain our high quality teachers. Training is provided and teachers are encouraged to attend some of the many professional development opportunities

throughout the school year as well. Additional training has been provided including regular Region 12 planning sessions, CHAMPS behavior management strategies, Seesaw, and Google classroom. During PLCs and weekly grade-level meetings, teachers have the opportunity to discuss the vertical alignment of data, ensure their lesson plan objectives are aligned and rigorous, and that they have high expectations of students. Students are provided with many opportunities to meet personalized learning goals as well.

Areas for Improvement:

There were also areas for improvement identified. At this time, the greatest need is the lack of positions available to fill the needs of ESL/Dyslexia students and staff. We feel that all teachers should have their ESL certification, especially those who actively engage with ESL students. ESL students would also benefit from placement in bilingual classrooms. We would like to see additional dyslexia intervention teachers to meet the needs of our students. Having specific instructional specialists for upper and lower elementary (PK-2, 3-5) would be beneficial as well. At times, opportunities for potential leadership roles and the responsibilities of those roles are unclear to teachers. We would like to see more streamlined intervention groups and have high quality materials provided to support and teach the TEKS. Professional development days are pre-planned and are difficult to customize for the current needs of teachers. With pre-planned schedules given, instructional time is limited with not a lot of time given towards personal needs of teachers. Improving lesson plan feedback on a more regular and timely basis would be helpful to teachers. Currently, there's no “plan” for the integration of technology, although resources are provided. Finally, we felt that there was a need for having better communication of general campus behavior expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The International Baccalaureate Program requires additional time for teachers to collaboratively meet and plan out all of the facets of the program. **Root Cause:** Collaborative time is difficult to accomplish in one 50-minute conference for planning and progress monitoring.

Perceptions

Perceptions Summary

Summary:

The Mountainview campus looked through school campus data that focused on the perceptions of the school. Feedback was included from several stakeholders: parents and families, teachers, and students.

Feedback from parents and families identified the school climate and culture as positive overall. Those participating in the survey also indicated that school safety was perceived as positive, scoring in the 89% range. A feeling of acceptance through family diversity, school respect, and high academic expectations were also listed as strong areas. When viewing data, weaknesses were reported and ideas behind those were discussed. The ability to participate in school events is a difficulty due to commitments that the family has in areas outside of the school. Thus, leading to the feedback of parental participation in school events.

When viewing data forms with a focus on teacher input, it was identified that retention from previous years has improved. Programs for teacher support have improved over the years through the mentor teachers program, grade level support, and support from the HR department. These support programs have led to the data reporting that there is now a strong curriculum focus on campus.

Lastly, there were several findings when looking at the data through the students' perspectives. The teaching of rules and an overall sense of safety was noted as a positive for the Mountainview campus. Even though the sense of safety was noted as high by the students, there are some areas in the school that were noted as being unsafe from the students' perspective. Inappropriate use of language and disruptive classroom behavior were expressed as weaknesses for students in their survey feedback.

Programs on campus that support students are: PYP Programme, PTA, CDMC, School Nurse, Dental/Eye/Health Screening, and CHAMPS. Several partnerships that can be found in Mountainview are: Auto Nation, American Bank, and Vanguard as mentors (not during the COVID year). Online website updates and weekly Green Sheet are available for families of students.

IB Standard B2: Resources and Support

Mountainview works actively to engage both the family and community in the education of our students. We provide opportunities for families to participate in Family Nights that target areas of need in STEM, reading and math, as well as PYP requirements, such as student-led conferences and Exhibition. Mountainview enjoys strong community partnerships with organizations such as Auto Nation, American Bank, Stilwell Retirement Center and Baylor University. Mountainview PTA is a strong entity that bridges the gap between home and school. They help us to better meet the needs of our campus and students through campus beautification projects, field trips, technology and library improvements. PTA leadership provides opportunities for parent involvement through fundraising events, classroom parties, and field day. Regular CDMC meetings are held to allow for input on campus decisions.

We have many services available to our families. Pack of Hope, School Counselor, School Lunch/Breakfast Program, Homeless Outreach, School Nurse, Dental/Eye/Health Screening, Y.M.C.A after school care, backpacks and Book Fair are examples of the services that are offered. The Lion's Club assists in providing eye care for students that are in need.

Our school offers a Spanish secondary language as part of our IB programme. Students in grades K-5 attend Spanish class once a week. We offer a weekly Green Sheet with the happenings of the campus and an IB newsletter. This is translated in Spanish as needed for families. Translators are provided at parent meetings and conferences on an as-needed basis. The school marquee is updated weekly. It is our goal to update the website frequently.

Perceptions Strengths

Areas for Improvement:

The majority of students felt unsafe on the playground due to inappropriate language and bullying. There was an emphasis on disruption in the classroom also due to inappropriate language and bullying. Lunch, recess, transitions and the bus are also a student-based concern. Student to student and student to teacher respect are also areas of concern.

Parents felt a lack of parent participation in the school due to lack of resources, time, and their jobs.

Strengths:

Strengths noted include positive parent and community feedback relating to school climate and culture. Safety was an overarching theme with all stakeholders, they felt the campus was safe. High academic expectations were valued and we are regarded as a curriculum-focused campus. There are strong supports in place for our teachers, such as our mentoring program, and this has led to an increased retention rate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student to student relationships and interactions are perceived as disrespectful. **Root Cause:** Standard social skills for a learning environment are not universally taught amongst the school population.

Problem Statement 2 (Prioritized): Student's feeling of safety breakdowns on the playground and cafeteria. **Root Cause:** Consistency of expectations of equipment usage and monitoring vary within campus staffing.

Priority Problem Statements

Problem Statement 1: The International Baccalaureate Program requires additional time for teachers to collaboratively meet and plan out all of the facets of the program.

Root Cause 1: Collaborative time is difficult to accomplish in one 50-minute conference for planning and progress monitoring.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Student's feeling of safety breakdowns on the playground and cafeteria.

Root Cause 2: Consistency of expectations of equipment usage and monitoring vary within campus staffing.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Student to student relationships and interactions are perceived as disrespectful.

Root Cause 3: Standard social skills for a learning environment are not universally taught amongst the school population.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teachers need support analyzing student data in order to develop individualized instruction to meet student gaps.

Root Cause 4: We have many new teachers on our campus with limited experience in analyzing data and TEKS. Our district is rich with resources which can overwhelm a new teacher.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Some school personnel lack the experience to address the needs of students.

Root Cause 5: The school is in the beginning stages of implementing social-emotional support systems and not all teachers who service ESL students are ESL Certified.

Problem Statement 5 Areas: Demographics

Goals

Goal 1: Increase student achievement for all student populations.

Performance Objective 1: Increase the percentage of students meeting or exceeding grade level standards. In grades 3-5, STAAR scores will increase/maintain to 65% of students scoring approaches, meets, or masters passing standards in reading and math. STAAR scores will increase to 65% of students scoring approaches, meets, or masters passing standards in science. 70% of students in grades K-5 will meet grade level goals for instructional reading. 100% of K-5 students will show growth on Renaissance reading and math testing.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reports, TAPR, Renaissance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide opportunities for teachers to attend district professional development in the use of Data-Driven Instruction (DDI) including writing exemplars and aligned lesson plans. **Strategy's Expected Result/Impact:** Evidence: *Sign in Sheets *Certificates of attendance Outcome: 100% of teachers will be trained in WISD DDI initiative, resulting in increased student achievement **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create clear processes and expectations for the implementation of DDI, lesson planning, and coaching that are communicated to all staff and implemented with fidelity. **Strategy's Expected Result/Impact:** Evidence: *Completed calendar Outcome: Successful implementation of DDI and instructional feedback cycle, resulting in increased student achievement **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Train teachers in the creation of lesson and intervention plans based on disaggregated data. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TAPR *Report Card Grades *Software Usage Reports (Branching Minds and Eduphoria) *Checkpoints/DBAS Outcome: 100% of the teachers will be trained; 100% of lesson plans will meet campus-defined lesson plan expectations Increase in student achievement by at least 5% in common assessments (including STAAR where applicable) **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Communicate expectations for use of data to drive instruction and intervention as evidenced in lesson and intervention plans. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TAPR *Report Card Grades *Software Usage Reports (Branching Minds and Eduphoria) *Checkpoints/DBAS Outcome: *Increase in student achievement by at least 5% in common assessments (including STAAR where applicable); * 100% of the teachers will be aware of expectations. 100% of lesson plans will meet campus-defined lesson plan expectations **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide weekly lesson plan feedback focusing on instruction driven by disaggregated data and based on state standards, and aligned to the district pacing guides. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TAPR *Report Card Grades *Software Usage Reports (Branching Minds and Eduphoria) *Checkpoints/DBAS Outcome: *100% of lesson plans will meet campus-defined lesson plan expectations. *Increase in student achievement by at least 5% in common assessments (including STAAR where applicable) **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Create clear expectations for the leadership team for providing timely feedback to teachers to support effective instruction and coaching of teachers to increase their capacity and support success. **Strategy's Expected Result/Impact:** Evidence: *Tiered Teachers Form *Teacher Observation Schedule **Staff Responsible for Monitoring:** *Principal				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Intervention planning and monitoring will occur during PLCs once every 3 weeks. Individualized student learning / intervention plans will be created by teachers and student progress will be monitored during these PLCs using established data points. Data disaggregation focusing on common district assessments (unit, benchmark and interim assessments inclusive) will drive identification of TIER 2 and 3 students in reading and math. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TAPR *Report Card Grades *Software Usage Reports (Branching Minds and Eduphoria) *Checkpoints/DBAS Outcome: *Increase in student achievement by at least 5%. *Decrease in the number of TIER II and III students as compared to the prior year (at least 5%) **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Use the Student Assistance Team (SAT) to coordinate parent, teacher, administrator, and support staff input to intervene, develop Accelerated Instruction Plans (AIPs) for at-risk students, and monitor and plan interventions for struggling students. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TAPR *Report Card Grades *Software Usage Reports (Branching Minds and Eduphoria) *Checkpoints/DBAS *SAT meeting minutes (Branching Minds) Outcome: *Increase in student achievement by at least 5%. * Decrease in the number of TIER II and III students as compared to the prior year (at least 5%) **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide accelerated instruction aligned to the expectations of HB4545 for students who did not take or pass STAAR math, reading, writing, or science including EL students and historically low performing student groups as needed. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS *Student attendance logs Outcome: *Increase in student achievement by at least 5% **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Extra duty - tutoring and Sat. School - Title 1 - $9,750				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Reallocate funding to provide reading intervention by two full-time intervention teachers and one intervention aide for Tier III students including EL students and historically low performing student groups based on data. **Strategy's Expected Result/Impact:** Evidence: *65% of students meet or exceed STAAR passing standards for reading; *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS *Intervention plans in Branching Minds Outcome: *Students will show growth in reading **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplemental Instruction Teacher & Aide - Title 1 - $107,833				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide tutoring and intervention in math utilizing highly qualified personnel including a Supplemental Instruction Teacher to support Tier II and Tier III including EL students and historically low performing student groups based on data. **Strategy's Expected Result/Impact:** Evidence: *65% of students will meet or exceed the STAAR passing standards for math *TAPR *Report Card Grades *Software Usage Reports *Checkpoints/DBAS *Intervention plans in Branching Minds Outcome: *Students will show growth in math **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplemental Instruction Teacher - State Compensatory Education - $62,000, Tutor - State Compensatory Education - $24,440				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Use small group balanced literacy instruction and materials such as LLI kits, leveled readers, fluency practice, and STAAR preparation materials, Comprehension Took Kits and professional resources to provide targeted instruction to all students especially those identified as Tier II and Tier III students including EL students and historically low performing student groups. **Strategy's Expected Result/Impact:** Evidence: *75% of students will meet or exceed the STAAR passing standards for reading *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS *Intervention plans in Branching Minds Outcome: *Increase in student achievement and growth in reading **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Use small group/differentiated math instruction and materials such as manipulatives, STAAR preparation materials and professional resources/books to provide targeted instruction to all students especially those identified as Tier II, III including EL students and historically low performing student groups. **Strategy's Expected Result/Impact:** Evidence: *At least 75% of students will meet or exceed the STAAR passing standards *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS *Intervention plans in Branching Minds Outcome: *Increase in student and growth achievement in math **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Use technology hardware and software to support instruction and intervention strategies for struggling learners including EL students and historically low performing student groups. Ensure that students are familiar with technologies used during high stakes assessments (such as TELPAS and STAAR) through practice testing scenarios before the test administration. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TELPAS ratings *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS Outcome: *Increase in student achievement by at least 5% **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** PebbleGo! - Title 1 - $780				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Use the library/multimedia center to support instruction and intervention for all students through the use of a schoolwide research program, hardware and software for the library. Provide a variety of genres, media and STEM activities to ensure access to information on global issues and diverse perspectives. **Strategy's Expected Result/Impact:** Evidence: *STAAR summary *TAPR *Report Card Grades *Software Usage Reports *Checkpoints/DBAS Outcome: *Increase in student achievement by at least 5% **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Provide reading intervention by one full-time intervention teacher for grades K - 2 Tier II and III students including EL students and historically low performing student groups based on data. **Strategy's Expected Result/Impact:** Evidence: *65% of students meet or exceed STAAR passing standards for reading; *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS *Intervention plans in Branching Minds Outcome: *Students will show growth in reading **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** K-2 Supplemental Instruction Teacher - American Rescue Plan (ARP/ESSER III) - $52,747				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Teachers need support analyzing student data in order to develop individualized instruction to meet student gaps. **Root Cause**: We have many new teachers on our campus with limited experience in analyzing data and TEKS. Our district is rich with resources which can overwhelm a new teacher.

Goal 1: Increase student achievement for all student populations.

Performance Objective 2: Increase the number of students achieving at the advanced level (masters) on the STAAR test in reading to 20%, math to 17%, and science to 10%.

Evaluation Data Sources: STAAR Reports, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Cluster GT and high-achieving students at each grade level with a highly effective GT certified teacher who will differentiate the curriculum using a variety of sources to meet the students' unique needs. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Class Rosters *Lesson Plans *Walkthroughs and observations Expected impact will be an increase in student engagement and achievement (advanced level (masters) on the STAAR test in reading to 20%, math to 17%, and science to 10%) **Staff Responsible for Monitoring:** Principal, IB Coordinator, Advanced Academics **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide the opportunity for all GT and higher achieving students to participate in various research opportunities and the Advanced Projects and Performance Fair at the campus level. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Parent Sign In Logs *Campus Showcases *Student Anchor Logs *Campus Project Fair Expected impact will be an increase in student engagement and achievement (advanced level (masters) on the STAAR test in reading to 20%, math to 17%, and science to 10%) **Staff Responsible for Monitoring:** Principal, IB Coordinator, Advanced Academics **Title I Schoolwide Elements:** 2.5, 3.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Expand opportunities for all students in grades 2-5 to participate in extracurricular and/or enrichment activities. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Participation Rosters *Schedule *Awards Expected impact will be an increase in student engagement and achievement advanced level on the STAAR test (advanced level (masters) on the STAAR test in reading to 20%, math to 17%, and science to 10%) **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify and celebrate students qualifying for the Duke Talent Search. **Strategy's Expected Result/Impact:** Evidence: *List of identified students *Documented celebrations for identified students Outcome: *Increase in student engagement and achievement. *Expected impact will be an increase in student engagement and achievement (advanced level (masters) on the STAAR test in reading to 20%, math to 17%, and science to 10%) **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Increase the capacity of teachers and staff to support identified student needs.

Performance Objective 1: Build teacher knowledge and skills to support campus goals and increase student achievement. 90% of teachers will score Proficient in Domain 2 and 3 on T-TESS summative appraisals.

Evaluation Data Sources: Eduphoria Portfolios, T-Tess Walkthroughs/Observations, Student Assessment Data, Action Coaching, Progress Monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure that teachers receive training in and have an understanding of Data-Driven Instruction including creation and implementation of lesson plans, data meetings, and appraiser feedback. **Strategy's Expected Result/Impact:** Evidence of strategy will include: *Sign in sheets *Lesson plans following the process *Appraiser feedback Expected impact will be an increase in student achievement and successful implementation of the DDI process **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure first and second grade teachers are informed of House Bill 3 training requirements pertaining to Reading Academies. Monitor first and second grade teachers and any new K through 3rd grade teachers and administrators enrolled in these required courses to ensure successful completion by June 2022. **Strategy's Expected Result/Impact:** Evidence of strategy's result will include: *Training certificates *Sign in Sheet for meetings Expected impact will be that 100% of required staff will meet the training requirements by 2022 **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate district initiatives (including DDI, Action Coaching, Curriculum Writing, Teacher Reading Academies, Teacher Incentive Allotment, refine/streamline behavior initiatives, focus on induction and retention) by creating and refining systems and processes to clarify expectation for staff through weekly staff meetings, distribution of weekly staff newsletter, and facilitation of weekly PLC meetings. **Strategy's Expected Result/Impact:** Evidence of strategy will include: *Sign in sheets for PLCs and faculty meetings *Weekly staff newsletter Expected impact will be 100% of staff fully informed of district and campus initiatives **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use the T-TESS goal setting and professional development along with data collected from regular observation and feedback to identify professional development customized to teachers. **Strategy's Expected Result/Impact:** Evidence of strategy will include: *Certificates in Eduphoria *Completion of goals in Eduphoria *District professional development opportunities *Campus professional development plan Expected impact include 100% of teachers will attend meaningful professional development opportunities **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide the opportunity for all certified teachers/administrators to increase their knowledge and implementation of content-specific TEKS through professional development opportunities such as the curriculum support training and coaching from instructional specialists. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Training certificates posted to Eduphoria *Teachers presenting to faculty *Sign in Sheets *Agendas *Walkthroughs and Observations Expected impact will be implementation of engaging, effective and rigorous lessons resulting in increased student achievement; 100% of applicable staff will have access to professional development opportunities **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Ensure core content teachers in grades K-5 with identified GT students complete an annual 6-hour GT update and that new hires with identified GT students complete their 30 hours of GT instruction within a year of being hired in order to be able to provide rigorous, inquiry-based instruction differentiated to students' needs. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Training Certificates *Sign in Sheets Expected impact will be improved teacher performance including differentiated instruction; 100% of applicable teachers will receive the training **Staff Responsible for Monitoring:** Principal, Advanced Academics **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Increase the number of core content teachers with ESL endorsements to better serve our EL learners in content-based instruction. Provide district-led training in EL strategies focused on the ELPS and best practice instruction in speaking, listening, writing and reading for all content teachers to assist with intentional lesson planning and support for all struggling students. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Walkthroughs/Observations *Training certificates posted to Eduphoria *Lesson Plans Expected impact will be provision of differentiated ELPS based instruction within the classroom; 100% of classrooms containing EL students will have an ESL Certified teacher **Staff Responsible for Monitoring:** Principal, Bilingual Education Office **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: During the school year, teachers will be given the opportunity to participate and share in technology strategies that they are currently effectively utilizing within their classrooms. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Sign In Sheets *Handouts *Walkthroughs and Observations Expected impact will be increased use of technology in instruction resulting in higher levels of student engagement and increased student achievement; 100% of staff will have access to this professional development **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide the opportunity for the counselor and administrative team to attend annual conferences and training to update and gain new skills and utilize them in the instructional leadership of the campus. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Training certificates posted to Eduphoria. *Effective guidance for teacher lesson plans *Staff Presentations *Improved Campus Climate *Completed IB Action Plan Expected impact will be improvement in the ability of leadership team to provide instructional leadership; 100% of the leadership team will have access to professional development **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Enable teachers to easily identify students in special programs and subpopulations (including special education, RtI, At Risk, and EL) through the accurate identification and coding of students in Branching Minds and PEIMS/TEAMS. Accuracy will be verified through scheduled data integrity checks conducted by personnel responsible for identification and coding. **Strategy's Expected Result/Impact:** Evidence will include: *Reports for special and subpopulations in Branching Minds *Reports for special and subpopulations in TEAMS Expected impact will include provision of appropriate instruction to identified students **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Reduce missed instruction time due to disciplinary removals from the classroom. Less than 1% of the student population will receive a DAEP referral. 10% or less of the student population will receive an ISS/OSS referral.

Evaluation Data Sources: PEIMS Reports, ISS Logs, RESET Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use campus-wide expectations/essential agreements developed by the entire staff/students to foster a consistent environment of learning. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Common Essential Agreements written and posted campus wide *Consistent language utilized by all faculty and staff Expected impact will be consistent implementation of expectations throughout the campus resulting in positive student behaviors; 100% of staff and students will be able to point to and identify common essential agreements **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement strategies and initiatives to promote the social, emotional, and academic development of all students. Behavior strategies and initiatives will include TIER 1 strategies as described in Branching Minds; Check In / Check Out program for TIER 2 students; Social Skills curriculum for TIER 2 and 3 students; and the PASS program for TIER 3 students. Academic strategies will include TIER 1, 2 and 3 strategies as described/planned for in Branching Minds, such as Small Group Instruction; tutoring; and LLI Interventions. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Walkthroughs and Observations *Climate Surveys *Report Card Behavior Skills *Learner Profile Reflections *Discipline Data * Plans in Branching Minds Expected impact will include consistent implementation of behavior and academic intervention programs resulting in positive student behaviors and increased student achievement.; 100% of staff will have access to information/training regarding these initiatives and strategies **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Train and refresh key personnel on the Crisis Intervention Team in the CPI method to maintain an orderly campus where the safety of the students and staff is foremost. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *CPI Training Logs Expected impact will include the maintenance of a safe and orderly campus environment **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use a behavior aide and counselor to teach Tier II behavior students appropriate pro-social/behavioral strategies. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Behavior Logs *Individual Behavior Plans in Branching Minds *SAT Committee Minutes *Branching Minds Progress Monitoring Data Expected impact will be improved TIER II and III student behaviors with less time taken from instruction to address student behaviors and less than 10% of the population will receive an ISS/OSS referral **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** RESET/Behavior staff - State Compensatory Education - $90,919				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize the campus Student Assistance Team (SAT) to meet and develop behavior plans on students needing Tier II and Tier III Intervention. The team will be comprised of applicable teachers, parents, administrators, counselor, and behavior staff. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *SAT Meeting Minutes in Branching Minds *Behavior Intervention Plans in Branching Minds *Behavior progress monitoring in Branching Minds Expected impact will be improved TIER II and III student behaviors with less time taken from instruction to address student behaviors and less than 10% of the students will receive an ISS/OSS referral **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Train all staff members in CHAMPS and de-escalation strategies to assist with behavior intervention in the classrooms. Utilize a Foundations Behavior team to regularly examine and disaggregate behavioral data to effect changes as needed. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Training logs Expected impact will be improved student behaviors with less time taken from instruction to address student behaviors; 100% of teachers will be trained **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Evaluate the use and effectiveness of behavior resources and strategies through completion of the Tiered Fidelity Inventory (TFI). Utilize the data resulting from the TFI to identify areas in which opportunities for improvement exist. Identify professional development opportunities for staff who require further training and make provision for attendance. Implement clear systems and expectations in response to data. Communicate plans to all staff with the expectation that plans are implemented with fidelity. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Training certificates *TFI results (increase in score from prior year) Expected impact will be improved student behaviors with less time taken from instruction to address student behaviors **Staff Responsible for Monitoring:** Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Increase campus student attendance from 94% to 96%.

Evaluation Data Sources: 5Lab, PEIMS Reports

Strategy 1 Details	Reviews			
Strategy 1: Use Blackboard Communication System to call students absent from school to remind them to bring a note and check on well-being.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of the strategy's result will include: Call logs Expected impact will be increased student attendance to 96% **Staff Responsible for Monitoring:** Principal, PEIMS Clerk				

Strategy 2 Details	Reviews			
Strategy 2: The Attendance Team will examine weekly attendance information and the campus will utilize the campus PCL to contact parents and make home visits for excessive absences.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of the strategy's implementation will include: * PEIMS attendance reports * PCL notes, log, and parent contact *Copies of truancy letters Expected impact will be increase in student attendance rate to 96% **Staff Responsible for Monitoring:** Principal; PEIMS Clerk				

Strategy 3 Details	Reviews			
Strategy 3: Host a Perfect Attendance Luncheon for all students achieving perfect attendance first semester if possible.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of the strategy's expected result will include: *Attendance lists Expected impact will be increase in student attendance rate to 96% **Staff Responsible for Monitoring:** Principal, PEIMS clerk				

Strategy 4 Details	Reviews			
Strategy 4: Log all tardies and early departures. Send notes to parents each six weeks whose students have excessive tardies.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of the strategy's expected result will include: *Tardy database *Log of letters sent Expected impact will be increase in student attendance rate to 96% **Staff Responsible for Monitoring:** Office Clerk, Principal, PEIMS Clerk				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Announce student birthdays during the morning announcements, display on marquee and post on school Facebook page to encourage attendance. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: * Student birthday list *Student attendance data Expected impact will be increase in student attendance rate to 96% **Staff Responsible for Monitoring:** Counselor, PEIMS Clerk				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 3: To build a safe and secure learning environment, all stakeholders will have an awareness of appropriate health and safety practices.

Evaluation Data Sources: Log of Monthly Safety Drills, Health Screenings in Eduphoria, Training Logs, Guest speakers

Strategy 1 Details	Reviews			
Strategy 1: Review campus emergency plans with staff members.	Formative			Summative
Strategy's Expected Result/Impact: Evidence: *Sign in sheet *Agenda Outcome: *100% of staff will be aware of emergency procedures and plans **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure safety procedure posters are displayed in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: 100% of classrooms and common areas will have the safety posters displayed **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize the Campus Safety Committee to address safety and risk concerns on campus. Conduct regular meetings of the campus safety committee.	Formative			Summative
Strategy's Expected Result/Impact: Evidence: * Sign in sheets, agendas, minutes Outcome: * Safety concerns will be identified and addressed *At least 90% of stakeholders will indicate the campus is safe on annual survey **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure the Campus Threat Assessment Team members have attended professional development provided by the Texas School Safety Center and that they asses all potential threats on campus. **Strategy's Expected Result/Impact:** Evidence: *Certificate of attendance Outcome: *100% of campus threat assessment team will be trained **Staff Responsible for Monitoring:** Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Staff will be trained on safety procedures and processes including COVID protocols and available resources. The current COVID plan will be made available in the Mountainview Handbook. Conduct safety drills as required by state and district standards. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Sign in sheets *Logs of safety drills *Sign in sheets *Enhanced awareness of safety measures to prevent illness Outcome: *100% of staff and students will be able to respond to simulated emergencies in a timely and prescribed manner **Staff Responsible for Monitoring:** Principal, Counselor				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teachers will complete annual required online staff development on bloodborne pathogens, Stop the Bleed, sexual harassment, bullying, suicide prevention, cybersecurity and reporting child abuse to ensure state/federal compliance and a safe, secure learning environment for all students. Campus administrators will ensure compliance with SafeSchools Training. **Strategy's Expected Result/Impact:** Evidence: *Certificates of completion Outcome: *100% of staff will be trained in required areas **Staff Responsible for Monitoring:** Principal, HR Department				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Use the campus nurse to coordinate school health activities such as vision exams, dental screenings, and health presentations. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *List of activities offered *List of student participants *Sign In Sheets Expected impact includes an increased awareness of health and safety practices; 100% of students will have access to these activities **Staff Responsible for Monitoring:** Nurse				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize the campus nurse to be an advocate for students' health and to act as the liaison to the county health department, and district health officials to ensure the health and safety of staff and students. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include:: *All fevers/illnesses are followed up with parents and doctors *District nurses collaborate when siblings are sick at other campuses *Data is collecting regarding students not allowed to enter school due to fever *Contacts outside sources such as health department, daycares and other schools when outside cases arise Expected impact: Mitigation of the spread of disease at the campus along with a higher attendance rate due to rapid identification of possible contagions **Staff Responsible for Monitoring:** Principal, District Nurse				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Implement strategies to support teacher induction, retention and appreciation.

Performance Objective 1: Recruit, support and retain employees who work collaboratively, are innovative in their teaching styles and are accountable for all students.

Evaluation Data Sources: Employee/staff attendance rates, staff/faculty roster, , T-TESS observations and walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Recruit highly qualified staff for open vacancies and support them through district/campus mentor program.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of the strategy's expected result will include: *Sign in Sheets *Rosters of Attendance at Mentor/Mentee meetings in Eduphoria *Climate Survey Expected impact will be that 100% of staff are highly qualified **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use design thinking framework to design strategies for teacher retention.	Formative			Summative
Strategy's Expected Result/Impact: Evidence: *Sign in sheets *Strategies created during activities Outcome: *Less than 15% turnover rate at the end of the school year **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide dedicated time for teachers' collaborative planning and reflection through weekly meetings with the PYP Coordinator.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of the strategy's expected result will include: *Sign in Sheets *Climate Survey *Grade level planners Expected impact will be 100% of staff involved in collaborative planning process **Staff Responsible for Monitoring:** IB Coordinator, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure new teachers are paired with a highly qualified campus mentor and enrolled in the district mentor program. Veteran new teachers to the campus will be teamed up with a point of contact person to orient them to the campus. Regularly scheduled meetings will be held with new teachers and the assigned veteran teacher to discuss upcoming activities and answer concerns and questions. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Professional Development Office Sign in Sheets *Attendance rosters at Mentor/Mentee meetings *Sign in sheet for scheduled new teacher meetings *Climate Survey Expected impact will include increased retention of staff (less than 15% turnover rate at the end of the year) **Staff Responsible for Monitoring:** Principal, New Teacher Mentor Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: In conjunction with Baylor University, assign Interns with highly qualified mentors to ensure a positive and meaningful learning experience for the candidates and teachers. Interns and mentors will participate in a co-teach model. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Intern Surveys *Walkthroughs and observations *Capacity Reports Expected impact will include a positive learning experience for teachers and exposure to current research-based trends in education for staff and students **Staff Responsible for Monitoring:** Principal, Baylor University **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Recognize and celebrate faculty and staff to foster a healthy school environment and build morale. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Calendar of celebrations / weekly staff newsletter *Teacher/Paraprofessional of the month posted to Facebook and campus website *Hospitality Committee Expected impact will include a healthy school environment and positive staff morale **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Identify grade level and core content area teachers to participate in curriculum writing to provide teachers a voice in curriculum design. **Strategy's Expected Result/Impact:** Evidence of strategy includes: *List of teachers *Sign in sheet/roster of those attending Expected impact will be that teachers have a voice and buy-in for curriculum design **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Successfully implement the IB Primary Years Programme at all grade levels.

Performance Objective 1: Build capacity of staff to support the PYP.

Evaluation Data Sources: Planners, Lesson Plans, Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure that every certified teacher/administrator participates in a Level 1 Primary Years Program training within the first year of being hired to enable them to understand IB and fully implement the program with fidelity.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of the strategy's result will include: *Walkthroughs/observations *Training certificates will be posted in Eduphoria. Expected impact will be improved teacher performance; 100% of teachers will be trained in the PYP **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: Provide the opportunity for all certified teachers/administrators to increase their knowledge and implementation of the IB program through additional/supplemental Level II, III and round table training opportunities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of the strategy's result will include: *Training certificates posted to Eduphoria *Walkthroughs and Observations *Elements of the PYP program will be observed in teaching and classroom environment. Expected impact will be improved teacher performance and implementation of PYP program with fidelity across the campus; 100% of teachers and administrators will have access to IB training opportunities **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide purposeful collaborative planning opportunities for all core content and support faculty and staff to plan, reflect and revise planners in alignment with the Program of Inquiry. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Scheduled planning dates *Sign in Sheets *Agendas *Revised Planners *Extended PLC Schedule Expected impact will be improved teacher performance and implementation of PYP program with fidelity across the campus; 100% of teachers will attend planning meetings offered **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide planning time for teachers to include more research-based learning experiences into the Unit of Inquiry. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Reflected Planners *Student Products *Student Presentations and Showcases Expected impact will be increased student achievement and engagement; 100% of teachers will have planning time with the IB Coordinator to facilitate this endeavor **Staff Responsible for Monitoring:** Principal, IB Coordinator **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ensure teachers have access to professional development opportunities to increase their knowledge of concept-based learning and inquiry in order to raise the rigor in their classrooms. **Strategy's Expected Result/Impact:** Evidence of the strategy's result will include: *Sign In Sheets *Agendas *Student products Expected impact will be implementation of engaging, effective and rigorous lessons resulting in increased student achievement; 100% of teachers will have access to this professional development **Staff Responsible for Monitoring:** IB Coordinator, Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teacher Professional Development - Title 1 - $5,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize a strategic plan for teaching the IB Learner Profile, and CHAMPS strategies to establish an orderly school environment/climate. (Self-Management, Social, Thinking and Communication Skills) **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Student Discipline Summary Reports *Campus Climate Surveys *Learner Profile Assessments *Parent Surveys Expected impact will be fewer discipline referrals and improved student behaviors with less time taken from instruction to address student behaviors; 100% of stakeholders will have access to the strategic plan **Staff Responsible for Monitoring:** Principal, Counselor, IB Coordinator **Title I Schoolwide Elements:** 2.5				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Hold regularly scheduled Pedagogical Leadership Team meetings comprised of teacher representatives from each grade level, district personnel, and the IB Coordinator to discuss leadership and implementation strategies and activities impacting instruction and the IB PYP at the campus, thus giving staff an active voice in the programme				

and school.

Strategy's Expected Result/Impact: Evidence of the strategy's expected result will include:
*Sign in Sheets
*Climate Survey

Expected impact will be that 100% of staff are aware of and involved in the implementation of the IB programme on campus

Staff Responsible for Monitoring: IB Coordinator

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 5: Successfully implement the IB Primary Years Programme at all grade levels.

Performance Objective 2: Increase the number of students achieving at the advanced level (masters) on the STAAR test in reading to 20%, math to 17%, and science to 10%.

Evaluation Data Sources: STAAR Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use the resources and expertise of the community to enhance learning within the IB program (i.e. field trips, guest speakers and special programs). **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Student Reflections *Planner Reflections *STAAR report Expected impact will be an increase in student engagement and achievement (advanced level on the STAAR test in reading to 20%, math to 17%, and science to 10%) **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 2.5, 3.2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Successfully implement the IB Primary Years Programme at all grade levels.

Performance Objective 3: Stakeholders will have the opportunity to understand and participate in elements of the IB programme.

Evaluation Data Sources: Title 1 Survey, Climate Surveys, Discipline Reports, Parent Sign In Logs and Reflections

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Encourage a high level of interest and parental support by holding a minimum of one parent/family involvement and/or learning activity per month throughout the year to foster the development of the whole child. This will include PTA meetings, parent conferences, Meet the Teacher, in-person/virtual open houses, in-person/virtual conferences, and perfect attendance rewards. (Social, thinking, communication, research and self-management) **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Campus Climate Surveys *Title 1 Parent Involvement Surveys *Parent Sign in Sheets *Programs/Brochures from Events *Pictures *Attendance Lists *Parent/Student Reflection sheets Expected impact includes increased parental involvement; Attendance at Parent Involvement events **Staff Responsible for Monitoring:** Principal, IB Coordinator, Counselor **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - Title I Parent Involvement - $1,090				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for students and parents new to Mountainview to learn about an IB school including in-person/virtual parent meetings implemented in the Parent Engagement Google Classroom, information posted on the school web site, and the weekly PYP Newsletter. (Thinking, Social, Communication) **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Counseling/ Guidance Lessons *Sign in sheets *School web site *PYP Newsletter Expected impact includes increased parental involvement; 100% of stakeholders will have access to this information **Staff Responsible for Monitoring:** Principal, IB Coordinator **Title I Schoolwide Elements:** 3.2				

0% No Progress 100% Accomplished 580 Continue/Modify Discontinue

Goal 5: Successfully implement the IB Primary Years Programme at all grade levels.

Performance Objective 4: Apply literacy, learning and life skills to produce a well-rounded, life-long learner.

Evaluation Data Sources: Student Products, Participation Rates in Extracurricular Activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The school library will provide students access to a wide variety of genres coupled with Makerspace and STEM activities to ensure access to information on global issues and diverse perspectives and to support instruction and intervention for all students (virtual lessons). **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Library Schedule *Products *Circulation Records *Sign Up Sheets Expected impact will include increased student participation and engagement resulting in higher student achievement; 100% of students will have access to these resources **Staff Responsible for Monitoring:** Principal, IB Coordinator, Library Aide **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Lessons on library skills will be provided. Students will become more proficient in using the library to support learning. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Circulation Report *Lesson Plans Expected impact will include an increase in students' ability to utilize the library to support learning; 100% of applicable students will have access to these resources/lessons **Staff Responsible for Monitoring:** Library Aide, PYP Coordinator **Title I Schoolwide Elements:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will design and provide more project-based learning experiences enabling students to become more proficient in research skills. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Lesson Plans *Walkthroughs *Student Products *Student Presentations Expected impact will include increased student participation and engagement resulting in advanced level (masters) on the STAAR test to 20% in reading, 17% in math, and 10% in science **Staff Responsible for Monitoring:** IB Coordinator, Principal **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop an awareness of student leadership and the governmental process through the election of a classroom representative and an alternate from each classroom to student council. **Strategy's Expected Result/Impact:** Evidence of the strategy's expected result will include: *Meeting Attendance Sheets *Participation in Extracurricular Activities Expected impact will include increased leadership skills in students and creation of a culture in which students have a voice in their campus **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.5				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Mountainview Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Mountainview Elementary School

Name	Position	FTE
Karen Workman	SIT	1
Yulianna Gonzalez	RESET Aide	1

Title I Personnel

Name	Position	Program	FTE
Sherry Bagby	SIT teacher	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11	Supplemental Instruction Teacher		$62,000.00
1	1	11	Tutor		$24,440.00
3	1	4	RESET/Behavior staff		$90,919.00
				Sub-Total	$177,359.00
				Budgeted Fund Source Amount	$152,568.00
				+/- Difference	-$24,791.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Extra duty - tutoring and Sat. School		$9,750.00
1	1	10	Supplemental Instruction Teacher & Aide		$107,833.00
1	1	14	PebbleGo!		$780.00
5	1	5	Teacher Professional Development		$5,000.00
				Sub-Total	$123,363.00
				Budgeted Fund Source Amount	$123,240.00
				+/- Difference	-$123.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	1			$1,090.00
				Sub-Total	$1,090.00
				Budgeted Fund Source Amount	$1,232.00
				+/- Difference	$142.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16	K-2 Supplemental Instruction Teacher		$52,747.00
				Sub-Total	$52,747.00
				Budgeted Fund Source Amount	$52,747.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00
				Grand Total	$354,559.00

Addendums

From: **Sheila Whitehead** sheila.whitehead@wacoisd.org
Subject: Mountainview CDMC - Final Campus Improvement Plan review
Date: June 12, 2020 at 10:22 AM
To: Meghan Green meghan.green@wacoisd.org, Amanda Headrick amanda.headrick@wacoisd.org, dbounds946@aol.com, Katelyn Best katelyn.tuisawau@wacoisd.org, Mary Duske mary.duske@wacoisd.org, Laramie Kettler laramie.aars@wacoisd.org, Anna Coe anna.coe@wacoisd.org, Ashley Duncan ashley.duncan@wacoisd.org, Michael Haskett michael.haskett@wacoisd.org, Jennifer Davidson jennifer.davidson@wacoisd.org, Laura Alford laura.alford@wacoisd.org, Ashlee Brewster ashlee.brewster@wacoisd.org
Cc: Melissa Pritchard melissa.pritchard@wacoisd.org
Bcc: sheila.whitehead@wacoisd.org

SW

Good morning Mountainview Elementary CDMC members!

As you know, it is the responsibility of the CDMC to review the Campus Improvement Plan at the end of the year to determine strategy effectiveness and levels of implementation and to determine if strategies should be continued in the 2020/21 school year. Unfortunately, current health restrictions do allow us to meet face to face to accomplish this task!

Rather than hold a Zoom meeting and reading through the 79 strategies in the plan together, we are asking that you take a moment to review the Mountainview CIP (attached) in “draft” format with proposed levels of implementation for March and proposed strategy continuations for next year. Please reply to this email with any feedback you have (including “no changes needed” or specific feedback regarding implementation levels and continuation recommendations for next year). This will constitute our final CDMC meeting for the 2019/20 school year.

Feedback is needed by next Wednesday, June 17th in order to meet the district deadline. Please let me know if you have any questions or concerns (cell – 254-749-0499).

Thank you for serving on our CDMC and for helping to make our CIP a valuable and valid document!



CIP 6-12-20.pdf

Sheila Whitehead
Assistant Principal
Mountainview Elementary

PLC Agenda
Oct. 21, 2020
Sign In Link

Specials
Weekly Planning Connections
Spanish Scope and Sequence and Continuum

ALL
Expectations for exemplars and objectives

1st-5th
Analyze Renaissance Data/Tier Students
Upcoming SATS
BAS Progress

4th
Math Unit 2 Data Meeting
- 4.4A K&S Template
- Unit 2 Test

5th
Reflect on How the World Works

Reminders/Resources
GT Nomination window runs through Oct. 30 (Grades 1,3,4)
- Flier--pushed out on Seesaw
- Testing Calendar
- Referral Checklist
- Referral Form
- Referral Questionnaire (printable)
- Referral Questionnaire (google form)

Freckle Alignment Document
ESF Survey-90% by 10/21 for jean pass
- **Teachers:** bit.ly/esfteacher **Staff:** bit.ly/esfstaff

BAS window open through Oct. 29
- Enter BAS data into Eduphoria directions--Closes on Oct. 29

Straight, still, and silent line expectation
2 laps - Recess or after lunch 135 min/wk 100 min. in PE. Need 35 min/wk.
Virtual learner concerns

Campus Improvement Plan - http://bit.ly/mvecip
Feedback by Friday, October 23rd - email Whitehead

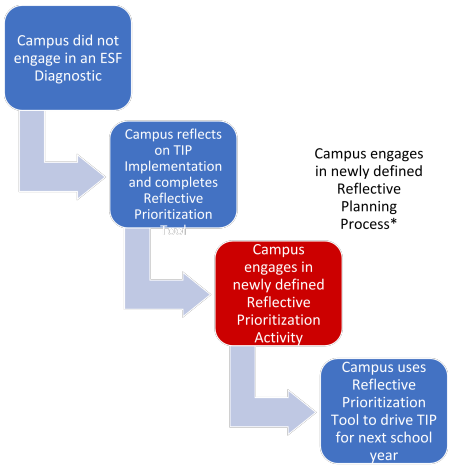
Pathway 1 - Effective Schools Framework Reflective Prioritization Activity

Campuses that were unable to engage in a scheduled Spring ESF Diagnostic Visit

To be completed May 2020-August 2020

The purpose of the Effective Schools Framework Reflective Prioritization Activity is to provide campuses and districts a structured opportunity to thoughtfully reflect on the progress made so far in their school improvement efforts, and prepare for how to continue moving forward in their efforts for the next school year. Due to the disruption of COVID-19, we want to ensure we are providing campuses with a process to reflect on their current progress, and adapt their improvement plans to move forward for the 2020-2021 school year. All campuses will engage in a reflective planning process, however, the process may look different, depending on the campus' context.

For campuses that were unable to engage in a scheduled Spring ESF Diagnostic Visit (approximately 90 campuses) the Reflective Planning Process is outlined below:



The newly defined Reflective Planning Process is designed to serve as a bridge connecting the pre-work campuses completed in preparation for the diagnostic visit and the self-assessment that campuses completed during the summer/fall of 2019. Campuses will engage in this process during the summer/early fall of 2020, prior to their initial TIP submission in September. The purpose of the process is to allow campuses to evaluate the progress made since the start of the 2019 school year, reflect on the pre-work they collected in preparation for the diagnostic, and collaborate with their School Improvement case manager from their Regional Service Center to continue moving forward with school improvement efforts.

The components of the Reflective Planning Process are listed below:

I. Artifact Review aligned to the Essential Actions from pre-work for ESF diagnostic and any additional artifacts created since then

II. Review relevant data (benchmark data, PEIMS data including discipline and attendance data)

III. Determine current Implementation Levels aligned to Essential Actions, engaging in an Essential Action Prioritization Activity (including guiding questions to determine Focus Essential Actions for 2020-21 School Year).

IV. Collaboration with School Improvement case manager/ESC SI Lead to Complete Prioritization Synthesis Tab in reflective Prioritization Tool

Pathway 1 - ESF Reflective Prioritization Activity (RPA)			Notes
Optional	ESF Essential Action and Key Practice Review	It may be helpful to refamiliarize your campus leadership team with the ESF Essential Actions and Key Practices prior to completing the RPA.	Please refer to the Key Practices and District Commitments Tab for quick review or go to TexasESF.org for more information.
Step 1	Artifact Collection	Gather artifacts submitted during your Pre-Work for each Essential Action (EA), any new artifacts/evidence aligned to ESF Essential Actions, and updated data sources (benchmark data, staff retention/hiring, PEIMS, etc.).	According to Pre-Work, campus should have submitted at least 2 artifacts per Essential Action. Refer to Key Practices Tab for suggested Aligned Artifacts at the bottom.
Step 2	Artifact Review	Beginning with tab "EA 1.1", DCSI and campus leadership team will review submitted artifacts and determine if newly identified data and documents need to be submitted for that Essential Action.	Refer to the Essential Action Key Practices as you review artifacts.
Step 3	Identify **Previous** Implementation Levels	Select the previous implementation level for each Essential Action based on your original Self-Assessment (2019-2020).	Use the Self-Assessment Tool you used to create your original TIP to find your original Implementation Levels for each Essential Action.
Step 4	Identify **Current** Implementation Levels	DCSI and campus leadership team will reflect on guiding questions and artifacts to help determine updated implementation level for the 2020-2021 school year.	This section will auto-populate to the Prioritization Synthesis tab.
Step 5	Essential Action Prioritization	Once you have identified your current implementation level, determine if the Essential Action will be used as a Prioritized Focus Areas.	Only 2 -3 Essential Actions should be selected for Prioritized Focus Areas.
Step 6	Prioritization Synthesis	Repeat the above process for All EA tabs. After completing this process for each Essential Action Tab below, collaborate with your School Improvement Case Manager and ESC SI Lead to complete the Prioritization Synthesis tab.	This tab will take the place of Cycle 4 of your TIP.
Step 7	Submit to ISAM	Once you have completed the Prioritization Synthesis with your School Improvement Case manager and ESC SI Lead, submit the completed document in ISAM.	Due: August 2020

Essential Action 1.1

Develop campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and respon

Artifact Review

Directions

The purpose of the Evidence Collection Update is to identify if key sources of information, including observations and artifacts (which can support the campus and facilitator in reflecting on current practices aligned to the actions within the Effective Schools Framework) have changed over the course of school closures.

1. Review the original evidence and artifacts submitted during your pre-work Essential Action 1.1: Develop Campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

2. Review any new relevant data sources (benchmark data, campus/district survey data, PEIMS data including attendance and discipline data)

3. Identify potential artifacts that should be considered in addition to or in place of originally submitted artifacts.

4. Below, list all of the artifacts that were submitted as part of pre-work.

5. If you are replacing an artifact, add the name of the new document under "Replace With" column and add your rationale. If you are not replacing the document, leave "Replace With" and "Rationale" columns blank.

6. If you are adding new documents, add the name of the document under "New Document Name" and add your Rationale for the addition.

7. List any new data sources you used while reviewing Essential Action 1.1

Essential Action 1.1: Develop campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

Original Document Name	Replace With	Rationale
Performance Expectations		
Roles and Responsibilities		
Leadership Tracking Tools		
Leadership Calendars and Agendas		
Student Progress/Data Analysis		
Campus Instructional Protocols and Processes		
Job Embedded Professional Development		

New Document Name	Rationale for Addition

Data Sources Used for review of this Essential Action

Below, list the data sources you used for this activity.

Identify Current Implementation Levels

Essential Action 1.1: Develop campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

Directions

1.Select the Implementation Level from the 2019-2020 Pre-Work Document in the drop down box
2. Reflect on the questions below. (The questions are for reflection purposes only, no answers are required.)
3. Consider current artifacts and your question reflections, select your Updates Self-Assessment Implementation Level for 2020-2021
*Implementations levels can remain the same if you feel no changes are required.

Questions to consider as you reflect on your current implementation:

What changes have occurred with the campus leadership team?
Have you made any updates to leadership roles and responsibilities this year? What outcomes have resulted?
Have you designed any structures to enable ongoing coaching and development of your campus leadership team?
Have you implemented those changes? What outcomes have resulted?
Have there been any changes with the role of the DCSI for the district?
Have you connected with any capacity builders to provide professional development or support in relation to this essential action?

Questions to consider specific to Distance Learning:

Have you revised your leadership roles and responsibilities to reflect distance learning?

Implementation Level on 2019-2020 Self Assessment	Action Steps Taken Since Self-Assessment	Updated Self-Assessment Implementation Level for 2020-2021
3 - Beginning Implementation	***What observations, updated artifacts, evidence can you provide on the status/progress of this essential action?***	**4 - Partial Implementation**
1 - Not Yet Started 2 3 4 5 - Full Implementation	Training was provided in DDI and Instructional Leadership development. Action coaching was beginning. Additionally, agendas and actions were developed that were grade level differentiated and focused. Walkthroughs were preplanned with instructional focuses. Based upon classroom observations, leadership team conducted calibration exercises.	1 - Not Yet Started 2 3 4 5 - Full Implementation

Essential Action Prioritization

Consider the data above and current implementation level. Will Essential Action 1.1 be a Prioritized Focus Area?	**No**

Essential Action 2.1

Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Artifact Review

Directions

The purpose of the Evidence Collection Update is to identify if key sources of information, including observations and artifacts (which can support the campus and facilitator in reflecting on current practices aligned to the actions within the Effective Schools Framework) have changed over the course of school closures.

1. Review the original evidence and artifacts submitted during your pre-work Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

2. Review any new relevant data sources (benchmark data, campus/district survey data, PEIMS data including attendance and discipline data)

3. Identify potential artifacts that should be considered in addition to or in place of originally submitted artifacts.

4. Below, list all of the artifacts that were submitted as part of pre-work.

5. If you are replacing an artifact, add the name of the new document under "Replace With" column and add your rationale. If you are not replacing the document, leave "Replace With" and "Rationale" columns blank.

6. If you are adding new documents, add the name of the document under "New Document Name" and add your Rationale for the addition.

7. List any new data sources you used while reviewing Essential Action 2.1

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Original Document Name	Replace With	Rationale
Marketing Materials		
Hiring and Induction Processes		
Strategies for Teacher Retention		
Substitute Prioritization		

New Document Name	Rationale for Addition
Campus Coordinator Guidelines ADD to Hiring and Induction	
MVE Staff Capacity	Provides information on staff assignments and capacity.

Data Sources Used for review of this Essential Action

Below, list the data sources you used for this activity.

Identify Current Implementation Levels

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Directions

1.Select the Implementation Level from the 2019-2020 Pre-Work Document in the drop down box
2. Reflect on the questions below. (The questions are for reflection purposes only, no answers are required.)
3. Consider current artifacts and your question reflections, select your New Implementation Level for 2020-2021
*Implementations levels can remain the same if you feel no changes are required.

Questions to consider as you reflect on your current implementation:

What does staff retention look like from the 2019-2020 to the 2020-2021 school year?
Did you adjust course for recruitment strategies?
Have you adjusted interview process and questions to vet applicants for alignment to your campus' vision/mission/ values?
Have you made process adjustments to include performance tasks that provide insight into the applicant's instructional skills?
Are there new positions you need to consider (additional SW, counselor, etc.)
Has there been any update to your teacher induction practices?

Questions to consider specific to Distance Learning:

How has your selection criteria changed (if it has) as a result of the possibility of distance learning ?

Implementation Level on 2019-2020 Self Assessment	Action Steps Taken Since Self-Assessment	Updated Self-Assessment Implementation Level for 2020-2021
4 - Partial Implementation	***What observations, updated artifacts, evidence can you provide on the status/progress of this essential action?***	**4 - Partial Implementation**
1 - Not Yet Started 2 3 4 5 - Full Implementation	We are in the process of developing a staff capacity document which will help guide and justify teacher assignments.	1 - Not Yet Started 2 3 4 5 - Full Implementation

Essential Action Prioritization

Consider the data above and current implementation level. Will Essential Action 2.1 be a Prioritized Focus Area?	**No**

Essential Action 3.1

Compelling vision, mission, values, and goals focused on a safe environment and high expectations.

Artifact Review

Directions

The purpose of the Evidence Collection Update is to identify if key sources of information, including observations and artifacts (which can support the campus and facilitator in reflecting on current practices aligned to the actions within the Effective Schools Framework) have changed over the course of school closures.

1. Review the original evidence and artifacts submitted during your pre-work Essential Action 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations.

2. Review any new relevant data sources (benchmark data, campus/district survey data, PEIMS data including attendance and discipline data)

3. Identify potential artifacts that should be considered in addition to or in place of originally submitted artifacts.

4. Below, list all of the artifacts that were submitted as part of pre-work.

5. If you are replacing an artifact, add the name of the new document under "Replace With" column and add your rationale. If you are not replacing the document, leave "Replace With" and "Rationale" columns blank.

6. If you are adding new documents, add the name of the document under "New Document Name" and add your Rationale for the addition.

7. List any new data sources you used while reviewing Essential Action 3.1

Essential Action 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations.

Original Document Name	Replace With	Rationale
Campus Improvement Plan		
Campus Essential Agreements		
Campus Climate Surveys (include Safe and Civil Schools)		
Student Council Timeline 2019-20		
Morning Announcements		
Learner Profile		
Focus on College Cards		

New Document Name	Rationale for Addition
IB Policies	Demonstrates shared ownership
Academic Honesty Policy	Created Summer 2020
Title I Parent Involvement Survey Results	
Parent Involvement Policy/Home School Compact	

Data Sources Used for review of this Essential Action

Below, list the data sources you used for this activity.

Identify Current Implementation Levels

Essential Action 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations.

Directions

1.Select the Implementation Level from the 2019-2020 Pre-Work Document in the drop down box
2. Reflect on the questions below. (The questions are for reflection purposes only, no answers are required.)
3. Consider current artifacts and your question reflections, select your New Implementation Level for 2020-2021
*Implementations levels can remain the same if you feel no changes are required.

Questions to consider as you reflect on your current implementation:

Has the campus vision, mission, goals, and/or values changed from the start of the 2019/2020 school year?
Is there a plan to revisit this as part of the beginning of the year professional development? If so, what does that process look like?
Are there any new campus/district level initiatives that will impact your vision, mission, goals, and/or values?
Have you connected with any capacity builders to provide professional development or support in relation to this essential action?

Questions to consider specific to Distance Learning:

Given the disruption to the school year, what needs do you anticipate in relation to school climate?
Are there any new policies/procedures to address given the distance learning reality?

Implementation Level on 2019-2020 Self Assessment	Action Steps Taken Since Self-Assessment	Updated Self-Assessment Implementation Level for 2020-2021
3 - Beginning Implementation	***What observations, updated artifacts, evidence can you provide on the status/progress of this essential action?***	**3 - Beginning Implementation**
1 - Not Yet Started 2 3 4 5 - Full Implementation	We began creating an academic honesty policy in May, 2020. We plan to revisit the campus mission and vision to ensure that they are aligned and supportive of the new district mission and vision statements.	1 - Not Yet Started 2 3 4 5 - Full Implementation

Essential Action Prioritization

Consider the data above and current implementation level. Will Essential Action 3.1 be a Prioritized Focus Area?	**No**

Essential Action 4.1

Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Artifact Review

Directions

The purpose of the Evidence Collection Update is to identify if key sources of information, including observations and artifacts (which can support the campus and facilitator in reflecting on current practices aligned to the actions within the Effective Schools Framework) have changed over the course of school closures.

1. Review the original evidence and artifacts submitted during your pre-work Essential Action 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

2. Review any new relevant data sources (benchmark data, campus/district survey data, PEIMS data including attendance and discipline data)

3. Identify potential artifacts that should be considered in addition to or in place of originally submitted artifacts.

4. Below, list all of the artifacts that were submitted as part of pre-work.

5. If you are replacing an artifact, add the name of the new document under "Replace With" column and add your rationale. If you are not replacing the document, leave "Replace With" and "Rationale" columns blank.

6. If you are adding new documents, add the name of the document under "New Document Name" and add your Rationale for the addition.

7. List any new data sources you used while reviewing Essential Action 4.1

Essential Action 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Original Document Name	Replace With	Rationale
Unit Prioritizing Documents		Reflected and updated following DDI Training
IB Units of Inquiry		
IB Programme of Inquiry 2019-20		Updated biannually and indicated primary IB scope
Scope and Sequence		
Instructional Materials		
PLC September 11		Shows plan for adjusting instruction/intervention
Assessment Matrices Samples		
2019-20 Revised Spring Assessment		
Professional Development		

New Document Name	Rationale for Addition
2020-21 District Assessment Calendar	Unit assessment focus broadened for K-5 rather than 3-5.
2020-21 POI Update	
Examples of Unit Tests (Aars and Bagby)	

Data Sources Used for review of this Essential Action

Below, list the data sources you used for this activity.

Identify Current Implementation Levels

Essential Action 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Directions

1.Select the Implementation Level from the 2019-2020 Pre-Work Document in the drop down box
2. Reflect on the questions below. (The questions are for reflection purposes only, no answers are required.)
3. Consider current artifacts and your question reflections, select your New Implementation Level for 2020-2021
*Implementations levels can remain the same if you feel no changes are required.

Questions to consider as you reflect on your current implementation:

Have there been any changes to the resources available to staff?
How are you using baseline assessments?
Are you planning PD to target specific topics such as online learning/differentiation/remediation/ SEL?
Have there been any changes to how the campus/district is creating and/or monitoring the scope and sequence?
Have you connected with any capacity builders to provide professional development or support in relation to this essential action?

Questions to consider specific to Distance Learning:

How are you addressing the Scope and Sequence to account for learning gaps?
How are you addressing corrective action time?

Implementation Level on 2019-2020 Self Assessment	Action Steps Taken Since Self-Assessment	Updated Self-Assessment Implementation Level for 2020-2021
4 - Partial Implementation	***What observations, updated artifacts, evidence can you provide on the status/progress of this essential action?***	**3 - Beginning Implementation**
1 - Not Yet Started 2 3 4 5 - Full Implementation	WISD is currently considering modification of scope and sequence to address learning gaps due to distance learning constraints.	1 - Not Yet Started 2 3 4 5 - Full Implementation

Essential Action Prioritization

Consider the data above and current implementation level. Will Essential Action 4.1 be a Prioritized Focus Area?	**Yes**

Essential Action 5.1

Objective-driven daily lesson plans with formative assessments

Artifact Review

Directions

The purpose of the Evidence Collection Update is to identify if key sources of information, including observations and artifacts (which can support the campus and facilitator in reflecting on current practices aligned to the actions within the Effective Schools Framework) have changed over the course of school closures.

1. Review the original evidence and artifacts submitted during your pre-work Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

2. Review any new relevant data sources (benchmark data, campus/district survey data, PEIMS data including attendance and discipline data)

3. Identify potential artifacts that should be considered in addition to or in place of originally submitted artifacts.

4. Below, list all of the artifacts that were submitted as part of pre-work.

5. If you are replacing an artifact, add the name of the new document under "Replace With" column and add your rationale. If you are not replacing the document, leave "Replace With" and "Rationale" columns blank.

6. If you are adding new documents, add the name of the document under "New Document Name" and add your Rationale for the addition.

7. List any new data sources you used while reviewing Essential Action 5.1

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Original Document Name	Replace With	Rationale
Lesson Plan Feedback		
Fall Lesson Plan Examples		
Spring Lesson Plan Examples		Objectives became more specific and aligned with the
Lesson Plan Questions and Objectives		
Lesson Plan Expectations		
IB Planning Reflection Samples		
Walkthrough Observations 4th grade math		
Walkthrough Observation 4th grade science		

New Document Name	Rationale for Addition
(Planner)	To show teachers are aligning TEKS to IB Planners. Also provides an example of backwards design.

Data Sources Used for review of this Essential Action

Below, list the data sources you used for this activity.

Identify Current Implementation Levels

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Directions

1.Select the Implementation Level from the 2019-2020 Pre-Work Document in the drop down box
2. Reflect on the questions below. (The questions are for reflection purposes only, no answers are required.)
3. Consider current artifacts and your question reflections, select your New Implementation Level for 2020-2021
*Implementations levels can remain the same if you feel no changes are required.

Questions to consider as you reflect on your current implementation:

What changes (if any) will be made to the lesson planning process for the 2020-2021 school year?
How will you train teachers to plan for remediation (previous year standards. or pre-reqs)?
What changes (if any) will be made to how the campus utilizes formative assessments for the 2020-2021 school year?
Have you connected with any capacity builders to provide professional development or support in relation to this essential action?

Questions to consider specific to Distance Learning:

Will lesson plan formats change given online learning?

Implementation Level on 2019-2020 Self Assessment	Action Steps Taken Since Self-Assessment	Updated Self-Assessment Implementation Level for 2020-2021
3 - Beginning Implementation	***What observations, updated artifacts, evidence can you provide on the status/progress of this essential action?***	**4 - Partial Implementation**
1 - Not Yet Started 2 3 4 5 - Full Implementation	District level staff and coaches have worked with all staff (teachers and leadership) numerous times on using data to inform instruction, identification of critical TEKS and spiraling instruction to meet student needs.	1 - Not Yet Started 2 3 4 5 - Full Implementation

Essential Action Prioritization

Consider the data above and current implementation level. Will Essential Action 5.1 be a Prioritized Focus Area?	**No**

Essential Action 5.3

Data-driven instruction

Artifact Review

Directions

The purpose of the Evidence Collection Update is to identify if key sources of information, including observations and artifacts (which can support the campus and facilitator in reflecting on current practices aligned to the actions within the Effective Schools Framework) have changed over the course of school closures.

1. Review the original evidence and artifacts submitted during your pre-work Essential Action 5.3: Data-driven Instruction

2. Review any new relevant data sources (benchmark data, campus/district survey data, PEIMS data including attendance and discipline data)

3. Identify potential artifacts that should be considered in addition to or in place of originally submitted artifacts.

4. Below, list all of the artifacts that were submitted as part of pre-work.

5. If you are replacing an artifact, add the name of the new document under "Replace With" column and add your rationale. If you are not replacing the document, leave "Replace With" and "Rationale" columns blank.

6. If you are adding new documents, add the name of the document under "New Document Name" and add your Rationale for the addition.

7. List any new data sources you used while reviewing Essential Action 5.3

Essential Action 5.3: Data-driven instruction

Original Document Name	Replace With	Rationale
4th Grade Data Meeting Sample		
Teacher Schedules 19-20 as of Sept. 6, 2019		
Grade Level Spiraling Documents		
Spring Leadership Calendar		
Assessment Calendars		Shows common district assessments
Intervention Groupings		Change in groupings based on testing data every 6 weeks.
PLC Agenda September 11	PLC Agenda for Lever 5.3	Shows differentiation by grade level and inclusion of planning by data disagregation aligned with TEKDS
Assessment Matrixes		
Grade Level Growth Trackers		Shows student growth tied to measurable goals

New Document Name	Rationale for Addition
Data Cards Template	Shows student growth tied to measurable goals

Data Sources Used for review of this Essential Action

Below, list the data sources you used for this activity.

Identify Current Implementation Levels

Essential Action 5.3: Data-driven instruction

Directions

1.Select the Implementation Level from the 2019-2020 Pre-Work Document in the drop down box
2. Reflect on the questions below. (The questions are for reflection purposes only, no answers are required.)
3. Consider current artifacts and your question reflections, select your New Implementation Level for 2020-2021
*Implementations levels can remain the same if you feel no changes are required.

Questions to consider as you reflect on your current implementation:

Are there any updates on how data will be used to drive instruction during the 2020-2021 school year?
What is the plan for DDI going into this school year?
Do you have the building blocks and pre-reqs needed to engage in DDI (formative assessments?)
How do you know where your students are starting and what gaps exist?
Have you connected with any capacity builders to provide professional development or support in relation to this essential action?

Questions to consider specific to Distance Learning:

Are there any additional DDI structures you need to put in place to address learning gaps?

Implementation Level on 2019-2020 Self Assessment	Action Steps Taken Since Self-Assessment	Updated Self-Assessment Implementation Level for 2020-2021
2 - Planning for Implementation	***What observations, updated artifacts, evidence can you provide on the status/progress of this essential action?***	**3 - Beginning Implementation**
1 - Not Yet Started 2 3 4 5 - Full Implementation	Data meetings were being held regularly during PLCs and district staff have assisted as needed to provide professional development for leadership team members and to assist staff in identifying critical data indicators to drive instruction.	1 - Not Yet Started 2 3 4 5 - Full Implementation

Essential Action Prioritization

Consider the data above and current implementation level. Will Essential Action 5.3 be a Prioritized Focus Area?	**Yes**

Campus Focus Areas

Use the completed Reflective Planning Process to complete this portion

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Impl
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**4 - Partial Implementation**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**4 - Partial Implementation**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**3 - Beginning Implementation**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3 - Beginning Implementation**
5.1 Objective-driven daily lesson plans with formative assessments.	**4 - Partial Implementation**
5.3 Data-driven instruction.	**3 - Beginning Implementation**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Pri
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	
Rationale	Due to COVID 19 pandemic, our students lost three months of face-to-face instruction. It will be essential to identify and address learning gaps that we foresee students may have. It will be necessary to utilize preassessments and formative assessments to drive instruction and create maximum time for intervention and reteach. It will be critical that teachers understand standards from the prior grade level which aligns with their learning standards.	The campus began the DDI process in the 2019-2020 school year. They learned how to understand the specificity of their standards through analysis and creating knows and shows. Teachers began to understand how to use data through analaysis of student work, grouping into high/medium/low work samples and determining if misconceptions were procedural or conceptual. Teachers developed a reteach plan and conducted a model teach in PLCs. By focusing on this EA, teachers will have a strong understanding of student data, be able to plan effective lessons, and be able to teach students how to set goals and self monitor.	
How will the campus build capacity in this area? Who will you partner with?	We will partner with our district curriculum team. We will build capacity by holding horizontal and vertical plannning meetings to discuss and align standards.	The campus will partner with the district to receive DDI training and data disaggregation training and to assist in data disaggregation. Provide ELAR and math district curriculum support.	
Barriers to Address throughout this year	Teachers will be fearful of not teaching missed curriculum and TEKS which weren't covered last spring. An additional barrier will be adapting for potential school closures and processes for online instruction while filling these gaps.	Training new staff and K-2 teacher on the DDI process.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Inform teachers that the district has adjusted the scope and sequence to address prerequisite skills. All teachers will have the opportunity to be trained in Google Classroom and the Seesaw Learning Management System before the start of school. The district will also provide training covering how to teach using these tools.	Staff will be involved in a beginning of the year kick off introducing this process to all teachers including the K - 2 teachers and new teachers who were not officially part of the process last year. Teachers who were involved in the process will provide feedback on how the process works and how outcomes were beneficial to teaching and learning in their classrooms. We will continue this momentum with the addition of a PLC protocol document which will be used during weekly PLC meetings.	
Desired Annual Outcome	Through preassessments and formative assesements we can identify any learning gaps and adjust campus pacing of the face-to-face or online curriculum and instruction to ensure the entire scope and sequence is taught.	Teachers will understand the how to analyze data, prioritize standards, and use the data cycle to design instruction, intervention, and reteach.	
District Commitment Theory of Action	If the district will commit to providing a high quality scope and sequence each six weeks aligned to the state standards, provide rigorous formative assessments, time built into the pacing guides for reteach, leadership coaching and training on data disaggregation by a dedicated data specialist, then the campus will be able to establish strong, data driven instructional practices.	If the district will commit to providing a high quality scope and sequence each six weeks aligned to the state standards, provide rigorous formative assessments, time built into the pacing guides for reteach, leadership coaching and training on data disaggregation by a dedicated data specialist, then the campus will be able to establish strong, data driven instructional practices.	

Summer Planning Action Steps

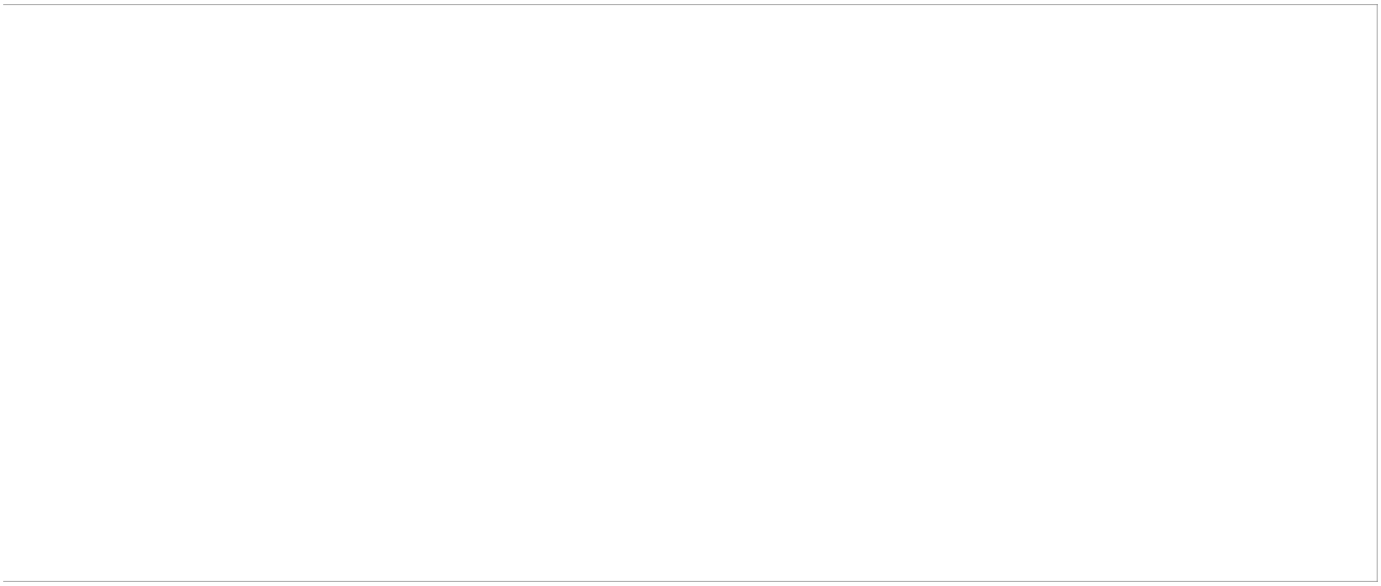
Action Step	Aligned Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Evidence Collection Date	Progress Toward Action Step
Lesson Planning Training for all Staff	5.3 Data-driven instruction.	September 4,2020	Technology, Lesson Planning Expectations, Exemplars, Online planning resources	District, Mountainiew Leadership	Lesson Planfeedback from summer training, lesson plan expectations, weekly lesson plans, Knows and Shows	9/25/20	Not Yet Started
Teach the DDI process to K-2 teachers and reinforce the process for 3-5 teachers. Allow time to look at data, prioritize TEKS, make Know and Shows and write exemplars. Teachers will also be trained on collecting samples of low, medium and high student work samples.	5.3 Data-driven instruction.	October16, 2020	Technology, Lesson Planning Expectations, data from 2019-2020,	Mountainview Leadership	A completed DDI Cycle including samples of student work.	10/30/20	Not Yet Started
Train K-2 teachers on data disaggregation and reinforce the process for 3-5 teachers. Using the assessment calendar, walk teachers through the data disaggregation piece after an assessment, prioritize TEKS and ensure a schedule for reteach and spiraling back of TEKS.	5.3 Data-driven instruction.	October 16, 2020	Technology, Datafrom Eduporia,	Mountainview Leadership	Spriral Review Schedule and DDI Calendar	October 16, 20	Not Yet Started
Form intervention and tiered groups based on data disaggregation of BAS, Fall screener, etc.	5.3 Data-driven instruction.	October9,2020	Eduphoria, DATA, Renaissance Program	Mountainview Leadership	Tiered Intervention Groups	10/16/20	Not Yet Started
Utilize resources from TEKS Resource System and assessments to identify learning needs of the students and plan instruction in response to the data.	4.1 Curriculum	September 25, 2020	TEKS Resource System, Gap Guides, Lead4ward resources such as Scaffolding Guide, etc.	Mountainview Leadership	TEKS needing review will be spiraled into the	September 25,	Not Yet Started
Train PK-5 teachers on technology platforms and the use of the tools in a remote and "in-person" setting.	4.1 Curriculum	September 8, 2020	TCEA Google Classroom and See Saw and district workshops such as designing effective	Mountainview Leadership, Technology Department and	Certificates of course completions and sign in sheets.	September 8, 2	Not Yet Started
Campus staff trained by the district in lesson plan training	5.3 Data-driven instruction.	July 21-22, 2020	Technology, Lesson Planning Expectations, Exemplars, Online planning resources	District Exec. Dir. for Prof. Dev.	Teachers complete training and follow up with completing practice and graded by campus leadership	9/18/20	Significant Progerss
Train PK-5 teachers on technology platforms and the use of the tools in a remote and "in-person" setting.	4.1 Curriculum	July-August 17, 2020	TCEA Google Classroom and See Saw and district workshops such as designing effective	District Technology Director, District Technology Coordinator	TCEA course completion in Canvas	8/17/20	Significant Progerss

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oritized Focus Area #3

Prioritized Lever #1: Strong School Leadership & Planning	Prioritized Lever #2: Effective, Well Supported Teachers	Prioritized Lever #3: Positive School Culture	Prioritized Lever #4: High-Quality Curriculum	Prioritized Lever #5: Effective Instruction	Prioritized Lever #5: Effective Instruction
Essential Action 1.1	**Essential Action 2.1**	**Essential Action 3.1**	**Essential Action 4.1**	**Essential Action 5.1**	**Essential Action 5.3**
Key Practices	**Key Practices**	**Key Practices**	**Key Practices**	**Key Practices**	**Key Practices**
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates	Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values	The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
Performance expectations are clear, written, and measurable and they match job responsibilities	Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.	Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high performing staff.	Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.		Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	Teacher placements are strategic based on student need and teacher strengths	Regular campus climate surveys assess and measure progress on student and staff experiences.	Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.		Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.				
	Preferred substitutes are recruited and retained				
Aligned Artifacts	**Aligned Artifacts**	**Aligned Artifacts**	**Aligned Artifacts**	**Aligned Artifacts**	**Aligned Artifacts**
(At least 2 per Essential Action)	(At least 2 per Essential Action)	(At least 2 per Essential Action)	(At least 2 per Essential Action)	(At least 2 per Essential Action)	(At least 2 per Essential Action)
• Campus administrator job descriptions • Leadership team meeting agenda and minutes • Leadership team sample calendars • Leadership team member goals and performance evaluations	• Teacher recruitment materials • Staff selection tools (rubrics, questions, performance tasks) • Induction schedules and content • Staff culture survey with data • Teacher retention data differentiated by performance • Teacher assignment charts with rationale provided • Teacher leadership selection criteria	•School vision, mission, goals, and/or values artifacts • School vision, mission, goals, development process, including stakeholder input list • Campus Improvement Plan that includes mission, vision, values • Schoolwide student culture routines, procedures, and systems • Campus climate surveys with questions, results, and response plans	• Sample Scope and Sequence • Sample Unit Plans • Sample Assessments • Sample Instructional Materials	• Lesson Plan Templates • Lesson Plan samples with formative assessments • Lesson Plan samples with feedback provided • Lesson Plan submission and feedback cycle expectations and protocols	• PLC/Data Meeting Agendas • Sample PLC/Data Meeting minutes • Progress monitoring and tracking tools • Sample reteach lesson plans



Prioritized Lever #1: Strong School Leadership & Planning	Prioritized Lever #2: Effective, Well Supported Teachers	Prioritized Lever #3: Positive School Culture	Prioritized Lever #4: High-Quality Curriculum	Prioritized Lever #5: Effective Instruction
District Commitments	District Commitments	District Commitments	District Commitments	District Commitments
The district places its most effective school leaders in its highest need schools.	The district provides the campus with sufficient control over teacher hiring and placement.	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).	The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading
The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.	The district provides incentives for the strongest teachers to work in the lowest-performing schools.	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).	The district provide access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days
The district provides opportunities for ongoing support and coaching of the campus leader.	The district effectively recruits adequate numbers of qualified candidates.	The district provides campuses with access to external student support services.	The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.	The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical)
The district provides the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.	The district has timely, efficient, and responsive hiring processes.	The district ensures that campus buildings are well maintained, safe, and conducive to learning.	The district provides a data assessment platform to capture assessment data by item and student level.	The district has effective systems for identifying and supporting struggling learners
The district supports principals by protecting their time dedicated for school instructional leadership.	The district makes it possible for high-needs schools to be fully staffed by July 1st..	District policies and practices align with and promote positive school culture.	District policies support the effective use of standards-aligned GVC and assessments.	District policies and practices support effective instruction in schools
The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).	The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development.			
The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).	The district provides an evaluation system that identifies low and high performers and allows for opportunities to remove low performing staff.			
The district provides effective governance to support and promote student outcomes.	District policies and practices ensure that campuses have effective, well-supported teachers.			



Priority Focus Area			EA	Prioritized Y/N?				
Make Selection			1.1	No				
Yes			2.1	No				
No			3.1	No				
			4.1	Yes				
Implementation Level on 2019-2020 Self Assessment			5.1	No				
Make Selection			5.3	Yes				
1 - Not Yet Started								
2 - Planning for Implementation								
3 - Beginning Implementation								
4 - Partial Implementation			1.1	No		Yes	Yes	Yes
5 - Fully Implementation								

Mission/Vision Statements Zoom Chat
August 19, 2020

Mountainveiw Elementary exists to educate life long global learners.
From laura.alford to Everyone: 12:58 PM
Mountainview Elementary prepares students to become inquisitive life-long learners.
From Caitlin Brandenberger to Everyone: 12:59 PM
Mountainview elementary creates a global society of lifelong learners.
From amanda.krainz to Everyone: 01:01 PM
Mountainview Elementary will nurture inquisitiveness, intercultural understanding, and inclusion in a global society.

From anne.smajstrla to Everyone: 01:01 PM
Mountainview Elementary nutures students to become life-long learners in a global society.
From Davidson, Bagby, Jones, Farris to Everyone: 01:02 PM
Third grade and friends absolutely LOVES what first grade and friends came up with and want to 'ditto' that statement.

From Me to Everyone: 01:03 PM
Wonderful ideas!
From Caitlin Brandenberger to Everyone: 01:04 PM
Thank you :)
From anne.smajstrla to Everyone: 01:06 PM
1st
From amanda.krainz to Everyone: 01:07 PM
Either first of kinder
or
From M. Green to Everyone: 01:07 PM
Kinder
From Davidson, Bagby, Jones, Farris to Everyone: 01:08 PM
first
From Amanda Headrick to Everyone: 01:08 PM
kinder or first
From Laramie Aars to Everyone: 01:08 PM
Kinder

From laura.alford to Everyone: 01:16 PM
Mountainview's vision is to develop a community of inquisitive and open-minded learners.
From Davidson, Bagby, Jones, Farris to Everyone: 01:16 PM
Mountainview's vision is for all to reach their full potential within the learning community.
From anne.smajstrla to Everyone: 01:18 PM
Mountainview will cultivate a lifelong learning community with an international mindset.
mountainview will cultivate lifelong learners who positively impact our global community.

From Laramie Aars to Everyone: 01:19 PM
A caring community where everyone grows and belongs.
From M. Green to Everyone: 01:21 PM
Ms. Johnson loves Ms. Aars take

Waco Independent School District

Parkdale Elementary School

2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Parkdale PDS is a Title One campus serving grades PreK-5. For the 2018-19 school year, there were 105 staff members (69 Teachers, 4 Office Staff, 4 Cafeteria Staff, 5 Custodians, and 2 Tutors) including 21 aides (4 PreK, 10 Literacy, 1 RESET, 3 Behavior, 1 PE, and 2 SPED). Attendance at Parkdale is 690 students as of April 22, 2019. This is an increase of 73 students from the 2018-2019 school year. Attendance averaged 96.1% for the school year. Mobility rates have decreased from 33.3% to 26.6%. The percentage of at-risk students has decreased by 3% from the 2017-2018 school year. The student population is represented as follows:

Parkdale Elementary 2020-2021		**EE**		**PREK**		**KINDER**		**1ST**		**2ND**		**3RD**		**4TH**		**5TH**		**CAMPUS**	
Total Students		12		84		104		118		94		113		68		97		**690**	
Female/ Male		**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**
		6	5	36	28	58	51	44	47	48	57	37	37	43	55	23	42	**295**	**322**
Ethnicity		**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**
African American				26	41%	40	37%	34	37%	50	48%	34	46%	40	41%	39	45%	**253**	**41%**
Asian				1	2%	1	1%	2	2%	2	2%	1	1%	1	1%			**8**	**1%**
Caucasian		2	27%	5	8%	15	14%	16	18%	9	9%	12	16%	17	17%	8	13%	**85**	**14%**
Hispanic		7	64%	28	44%	48	44%	37	41%	41	39%	25	34%	35	36%	26	40%	**247**	**40%**
Pacific Islander				1	2%													**1**	**.2%**
2 or More Races		1	9%	3	5%	5	5%	2	2%	3	3%	2	3%	5	5%	2	3%	**23**	**3.7%**
At-Risk				58	91%	73	67%	65	71%	72	69%	47	64%	48	49%	44	68%	**407**	**66%**
Economic Disadvantage	**1**	6	55%	60	94%	91	83%	75	82%	95	90%	59	80%	77	77%	57	88%	**520**	**84%**
	2			4	.06%	11	10%	8	9%	4	4%	6	8%	7	7%	5	8%	**45**	**7%**
E.D. Total		6	55%	64	100%	102	94%	83	91%	99	94%	65	88%	84	86%	62	95%	**565**	**92%**
Gifted and Talented								1	1%	8	8%	3	4%	10	10%	8	12%	**30**	**5%**
LEP/ BIL/ ESL				7	.11%	14	13%	8	9%	11	11%	10	14%	11	11%	9	14%	**70**	**11%**
Special Education		11	100%	3	.05%	5	5%	6	7%	7	7%	7	%	4	4%	4	6%	**47**	**8%**
504						1	1%	3	3%	6	6%	3	4%	11	11%	7	11%	**31**	**5%**

Demographics Strengths

- Parkdale's strenghts are diversity and inclusivity. Ours students' backgrounds and strong cultural experiences strengthen our campus culture. Our camps leaders and staff are committed to partnering with families and the community to support students academically, socially, and emotionally.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student performance on STAAR test dropped to below 65% for the second year. **Root Cause:** The lack of access to standardized curriculum result in low student performance on STAAR test.

Student Learning

Student Learning Summary

Students scored below the district and state levels in Math and below the state level in English/Language Arts on STAAR (State of Texas Assessment of Academic Readiness). Parkdale had a decrease in school progress and overall perfromance from the 2017-2018 school year. School Progress shows how students perofrm over time and how that growth compares to similar schools. The overall performance shows how well Parkdale prepared students for success, both in school and after high school in college, a career, or the military.

Student Learning Strengths

Parkdale did receive a dinstinction designation for Academic Achievement in Science for 5th grade. In 2018-2019, Parkdale did surpass target in English Language Proficiency Status at 43%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Subpopulation of students scored lower than state average in Reading and Math STAAR. **Root Cause:** Ineffective Tier I instruction, which lacks alignment and rigor.

Problem Statement 2: Majority of students identified as Gifted and Talented did not score in the "Masters" level on Reading and Math STAAR. **Root Cause:** Instructional planning and delivery lacks rigor, depth and complexity.

School Processes & Programs

School Processes & Programs Summary

Relationships are key at Parkdale. Our goal is to establish processes and procedures to strengthen relationships while also increasing student achievement. Parkdale has significant community partners, such as Bears for Books, where student athletes read with our 3rd grade students. The Kappa Kappa Gamma sorority from Baylor is one of our Adopt-A-School Partners. The Kappas conducted a PPE drive and provided the campus with sanitizer and wipes for students. Our goal is to continue to strenghten BUGS initiative and find programs that support academic achievement and mentoring programs for students.

School Processes & Programs Strengths

Parkdale has a great mixture of new and veteran teachers who are willing and wanting to have a unified instrucdtional plan. The campus leadership team is new and is incorporating supports that build leadership capacity for administrators, teachers, support staff, and students. The campus has as its goal to establish consistent and effective processes and procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of tiered support for teachers. **Root Cause:** There is a lack of clarity related to expectations, roles, and responsibilities.

Problem Statement 2: Teachers are often overwhelmed with managing student discipline and instructional workload. **Root Cause:** Lack of intentional focus, high leverage practices, and implementation support for teachers, specifically with blended learning and lack of teaching experience.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: Increase student achievement for all student populations.

Performance Objective 1: Strengthen Tier 1 planning and instruction by aligning curriculum, lesson objectives and assessments.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results, A-F Rating, DDI process in PLC, TCA and DBA, Mock STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strengthen Tier I support for students in grades 3-5 to increase performance in reading from 18% to 44% and in math 3-5 from 15% to 46%. **Strategy's Expected Result/Impact:** Improvement in "Meets" level scores unit assessments, DBA and STAAR **Staff Responsible for Monitoring:** Tutors, Instructional Specialists, Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** Instructional Aide - State Compensatory Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Revise the Master Schedule to allow for daily content area/grade level professional learning communities. **Strategy's Expected Result/Impact:** Allows for backwards design, lesson alignment, PD support for teachers through modeling of lesson execution, and implementation of DDI Process. **Staff Responsible for Monitoring:** Instructional Specialists, MCLs, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Plan and implement Data Driven Instruction (DDI) practices to ensure multi-classroom leaders, instructional specialists and campus administrators are available to assist teachers with data-driven instructional planning and in-class instructional support. **Strategy's Expected Result/Impact:** DDI training for administrators, instructional specialists, multi-classroom leaders in 3rd and 5th, and team leads in grades K, 1, 2, and 4th, with a focus on backwards design with Know and Shows, teacher exemplars, lesson objectives, success criteria, and data meetings to examine student performance on standards and plans for reteaching **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Students will have one-on-one data meetings with all core teachers following unit and district assessments.	Formative			Summative
Strategy's Expected Result/Impact: Students will reflect and monitor their own progress and collaborate with the teacher on a plan for improvement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Schedule data analysis meetings and utilize the DDI Process with core teachers within a week following unit and district assessments during PLC to determine reteach.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will identify conceptual and procedural misunderstandings to develop a specific reteach plan, feedback, and coaching support will be provided based on the effectiveness of the data meeting	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Create teacher professional development sessions as determined through multiple points of data, including Panorama Survey which shows 25% of teachers needed support of professional growth.	Formative			Summative
Strategy's Expected Result/Impact: Identify action steps and create PD plans for individual teachers and teams to increase the capacity of staff input	Nov	Jan	Mar	June
Staff Responsible for Monitoring: IS's, AP, and Principal				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Provide opportunities for teachers to participate in learning walks to improve a problem of practice.	Formative			Summative
Strategy's Expected Result/Impact: Build collegiality and teacher capacity with a focus on improving and learning best practices	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Specialists, AP, Principal, and teachers				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Conduct ILT calibration walks. **Strategy's Expected Result/Impact:** Implementation of lesson plans, identify patterns and trends, and guide individualized learning plans **Staff Responsible for Monitoring:** Instructional Specialists, AP and Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide Instructional Specialists to work with teachers to identify and support at-risk students in all subject areas, integrate technology to support blended learning, and provide instructional support to teachers. **Strategy's Expected Result/Impact:** At-risk students will show academic progress and utilize technology daily; teachers will receive instructional support **Staff Responsible for Monitoring:** AP and Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Salary - State Compensatory Education - $75,000, Salary - Title 1 - $75,547				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide summer planning for each core area prior to the beginning of the school year. **Strategy's Expected Result/Impact:** Teacher will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard **Staff Responsible for Monitoring:** Instructional Specialist, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** EDR's for teachers - Title 1 - $12,000				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide one planning day for each core area prior to the beginning of each six weeks period . **Strategy's Expected Result/Impact:** Teachers will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard **Staff Responsible for Monitoring:** Instructional specialists, assistant principal, principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** School substitutes needed - State Compensatory Education				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 2: Increase academic success of special education students in grades 3-5 who score at the "Meets" level on STAAR from 0% to 23% in math and 0% to 19% in Reading by June 2022.

Evaluation Data Sources: District based assessments, unit assessments, class grades, Renaissance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase differentiated instruction based on the conceptual and procedural student misconceptions as evidenced by student work samples. **Strategy's Expected Result/Impact:** Evidence of differentiation specific to student needs in lesson plan and instructional delivery **Staff Responsible for Monitoring:** Instructional Specialists, Principal, Assistant Principal, SPED team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Explore models of co-teach with general ed and SPED teachers/paraprofessionals to determine effective approach of co-teach model. **Strategy's Expected Result/Impact:** Routine tailored instructional delivery methods to meet the unique needs of students receiving special education services within the classroom **Staff Responsible for Monitoring:** Instructional Specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development on best strategies for differentiating instruction for special education students. **Strategy's Expected Result/Impact:** Increase student performance for students receiving special education services **Staff Responsible for Monitoring:** Instructional Specialists, AP, and Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Ensure student growth by providing intervention and enrichment opportunities that engage and inspire all students.

Performance Objective 1: The percentage of students meeting or exceeding expected academic growth will increase from 66% to 81% in Reading and 65% to 80% in Math by June 2022.

Evaluation Data Sources: STAAR, DBA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Core teachers will develop a reteach plan based on conceptual misunderstandings as evidenced by student work samples and monitor progress using formative assessments. **Strategy's Expected Result/Impact:** Approximately 80% of students will meet or exceed growth goals, reteach plans **Staff Responsible for Monitoring:** Principal, Assistant Principal, IS's, and core teachers. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure GT enrichment is outlined in lesson plans and monitor progress of student growth in the "Meets" and "Masters" categories. **Strategy's Expected Result/Impact:** Intentional observation and feedback conversations with core teachers and GT enrichment teacher based on enrichment lessons and student progress **Staff Responsible for Monitoring:** Instructional Specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Ensure student growth by providing intervention and enrichment opportunities that engage and inspire all students.

Performance Objective 2: Increase student growth through intervention opportunities that engage and inspire all students.

Evaluation Data Sources: Student Achievement Data, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize PK-2 SIT teacher, Reading SIT teacher, Math SIT teacher, and two SIT paraprofessionals to support Tier 2 and Tier 3 students identified as performing below grade level. **Strategy's Expected Result/Impact:** Increase expected percentage of students in approaches and growth in math/reading; increase students' Lexile levels as assessed on Star Renaissance Reading in order to increase the number of students performing on grade level **Staff Responsible for Monitoring:** Instructional Specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Salaries for 2 SIT teachers and 1 SIT aide - State Compensatory Education - $158,009, Salary for SIT aide - Title 1 - $29,117				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase resources as needed to support the reinforcement of priority TEKS within Tier 2 and Tier 3 instruction. **Strategy's Expected Result/Impact:** Resources to be utilized in classrooms and tutoring sessions, reading/math intervention small groups, and instructional aide pullouts; overall impact will be improvement of reading/math DBA and STAAR scores **Staff Responsible for Monitoring:** Instructional Specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** EDR's, Instructional materials - Title 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide after school tutorials and Saturday tutorials for targeted students to participate in engaging activities. **Strategy's Expected Result/Impact:** Increased student achievement scores in reading and math **Staff Responsible for Monitoring:** Core teachers, instructional specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Materials - American Rescue Plan (ARP/ESSER III) - $27,508, Instructional materials and EDR's for teachers - American Rescue Plan (ARP/ESSER III) - $24,276				

Strategy 4 Details	Reviews			
Strategy 4: Provide evidence-based intervention practices with small group instruction, hands-on opportunities, and technology to increase student performance in Math and Reading.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Development of intervention plans, based on level of expected student growth on STAAR **Staff Responsible for Monitoring:** Instructional Specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing training and implementation of small group instruction by literacy aides that focus on the five components of reading.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased knowledge and skills resulting in improved reading instruction and achievement scores **Staff Responsible for Monitoring:** Core teachers, instructional specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: First and second grade teachers will participate in Reading Academy as required by HB3.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase knowledge and skills of first and second grade teachers in the science of reading **Staff Responsible for Monitoring:** Reading IS, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Use results from Renaissance BOY, MOY, and EOY data to identify student growth, deficits, and create intervention groups based on areas of deficiency.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement for students identified in an intervention group **Staff Responsible for Monitoring:** Instructional specialists, AP, and Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide transportation for after-school tutorials and Saturday tutorials. **Strategy's Expected Result/Impact:** Increase the number of students who can attend after school and Saturday tutorial sessions **Staff Responsible for Monitoring:** Instructional specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Transportation for students - American Rescue Plan (ARP/ESSER III) - $8,906				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Review, construct, implement, and document the district Student Assistance Team (SAT) and Response to Intervention (RTI) process to allow for at-risk students to receive timely interventions and accelerated instruction. **Strategy's Expected Result/Impact:** All tier students will have active RTI plans, progress monitoring, and receive documented services **Staff Responsible for Monitoring:** Core teachers, SIT teachers/aides, instructional specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Use the student assistance team (SAT) to coordinate meetings, construct plans, and progress monitor at-risk students. **Strategy's Expected Result/Impact:** Tier 2 and Tier 3 will receive targeted instruction that results in students making academic progress **Staff Responsible for Monitoring:** Core teachers, SIT teachers/aides, instructional specialists, AP, and Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Create a safe and supportive environment that advances the learning for every student.

Performance Objective 1: Increase the overall social, emotional, and learning climate as noted on the Panorama Survey from 42% to 65%.

Evaluation Data Sources: ESF Surveys, campus survey, parental involvement and participation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement and provide continuous training on Positive Behavior Interventions and Supports (PBIS), CHAMPS, and Check In/Check Out (CICO) as interventions and strategies for improving behavior. **Strategy's Expected Result/Impact:** Decrease referrals, improve classroom management and positive change in behavior tiers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Salary for behavior paraprofessional - State Compensatory Education - $29,370				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create rich and meaningful character-building experiences for students by focusing on Character Education. **Strategy's Expected Result/Impact:** Daily morning meeting videos with targeted character-building and monthly character education lessons led by the counselors; students demonstrate self awareness **Staff Responsible for Monitoring:** Counselors, assistant principal, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recognize students with "Pawsitive" behavior or exemplifying PRIDE. Students will be recognized in the classroom, on campus announcements, and posted on Parkdale Facebook. **Strategy's Expected Result/Impact:** Positive student outcomes as a result of exemplifying positive campus behavior traits with the goal of long-term improvement in attitude and academic performance **Staff Responsible for Monitoring:** Core teachers, counselors, AP, and Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue campus Foundations Team to implement a positive behavior support and intervention plan using the Tiered Fidelity Inventory (TFI). **Strategy's Expected Result/Impact:** Campus will have an increase of 5 % in total percentage score on the SWPBIS, 80% to 85% **Staff Responsible for Monitoring:** Assistant Principal, Principal, Foundation team members **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Enforce district policy to address the threat of bullying.	Formative			Summative
Strategy's Expected Result/Impact: Students and parents will feel safe reporting bullying concerns to campus administration and also utilize the Stop-It platform; bullying investigations to be completed according to district guidelines **Staff Responsible for Monitoring:** Counselors, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Improve culture to create a sense of inclusivity and belonging for students.	Formative			Summative
Strategy's Expected Result/Impact: Improve Effective School Framework (ESF) survey perception data for students from 45% to 55% and parents from 75% to 85%; develop a system for tracking and responding to bullying reports; improve relationships, attitudes, and perception of school climate for teachers and staff using School Culture Rewired Survey **Staff Responsible for Monitoring:** Behavior aides, instructional specialists, counselors, assistant principal, and principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training, coaching, consultation, and technology tools.	Formative			Summative
Strategy's Expected Result/Impact: Students in need of behavior supports will have an active plan in Branching Minds with evidence that includes accurately tiered students, active behavior plans, and each student will have up-to-date progress monitoring **Staff Responsible for Monitoring:** Assistant Principal, RESET Teacher, Instructional Specialists, Counselors **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Create a campus behavior team that will examine Fast Form data to determine classroom behavior trends to increase implementation of proactive behavior mechanisms.	Formative			Summative
Strategy's Expected Result/Impact: Opportunity to support teachers by providing proactive behavior strategies **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, behavior staff, teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Implement strategies learned in CASEL training to further meet the social and emotional needs of students. **Strategy's Expected Result/Impact:** Empower students to seek solutions and encourage positive behaviors **Staff Responsible for Monitoring:** Counselors, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Continue No Place for Hate to support social emotional learning for all students and maintain distinction. **Strategy's Expected Result/Impact:** Create a safe social emotional learning environment for all students **Staff Responsible for Monitoring:** Counselors, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				



No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: Create a safe and supportive environment that advances the learning for every student.

Performance Objective 2: Increase the climate survey percentage for students (67% to 82%), teachers (65% to 80%), and parents (71% to 86%) to ensure a safe facility by June 2022.

Evaluation Data Sources: Safe and Civil Schools Climate Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a plan to outline the roles and responsibilities of the campus threat assessment team. **Strategy's Expected Result/Impact:** Ensure threat assessment investigation is conducted to mitigate threats to student safety **Staff Responsible for Monitoring:** Counselors, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure campus Emergency Operations Plan is in compliance with the district and State of Texas legislative requirements. **Strategy's Expected Result/Impact:** Campus EOP is in compliance with district and state requirements and outlines campus safety measures **Staff Responsible for Monitoring:** Assistant Principal, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Improve ratings on school-wide PBIS Tired Fidelity Improvement for Tier 1 from 97% to 100%, Tier 2 from 69% to 84%, and Tier 3 from 74% to 89%. **Strategy's Expected Result/Impact:** Increase research-based practices across the campus **Staff Responsible for Monitoring:** Assistant Principal, Principal, Foundations Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Collaborate with maintenance department to audit the safety of the building. **Strategy's Expected Result/Impact:** Assessment and recommendation summary to improve safety **Staff Responsible for Monitoring:** Custodians, Direction of Maintenance, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Recruit, support and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

Performance Objective 1: Implement effective practices for recruiting, developing, and retaining highly qualified personnel.

Evaluation Data Sources: Teacher Turnover Data, Number of Teachers recruited, teacher satisfaction survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish an onsite New Teacher Academy to provide intentional support and learning opportunities based on specific needs, patterns, and trends. **Strategy's Expected Result/Impact:** First-year teachers will progress instructionally and return to Parkdale after their first year **Staff Responsible for Monitoring:** Mentor teachers, instructional specialists, assistant principal, and principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Deliberately partner new teachers with a grade level buddy to help familiarize them with campus processes and procedures. **Strategy's Expected Result/Impact:** Build collegiality with new personnel and assist in acclimating first-year teachers to campus processes (August); this will lead to increased retention rate for all new employees and an increase of positive comments on year-end surveys from first-year teachers and teachers new to Parkdale **Staff Responsible for Monitoring:** Principal, Assistant Principal, grade level teams **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers new to the campus will be offered a grade level mentor to provide support throughout the school year on the knowledge of grade-level TEKS and appropriate instructional strategies based on age-appropriate developmental stages. **Strategy's Expected Result/Impact:** Teachers will provide instruction to their students based on the appropriate TEKS level **Staff Responsible for Monitoring:** Principal, Assistant Principal, New Teacher Mentor Coordinator				

Strategy 4 Details	Reviews			
Strategy 4: Increase frequency of observation and feedback cycles for novice staff.	Formative			Summative
Strategy's Expected Result/Impact: New staff will receive clear feedback, job embedded professional development and follow-up to improve instructional practices **Staff Responsible for Monitoring:** Instructional specialists, assistant principal, principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Teacher appreciation activities and events will be scheduled throughout the year. Events will include monthly food trucks, holiday meals, and posting of monthly birthday photos. Teachers will also be recognized during teacher appreciation week.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will become an integral part of the school community and new teacher retention will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Sunshine Committee Members	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Attend local or virtual job fairs to recruit highly qualified teachers.	Formative			Summative
Strategy's Expected Result/Impact: Meet and set up interviews to recruit new highly qualified teachers in an effort to ultimately decrease teacher attrition (February - June) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Conduct periodic surveys to gather teacher input on procedures and practices and a final end-of-year survey of overall satisfaction and suggestions for change.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will have a voice in procedures and practices throughout the campus **Staff Responsible for Monitoring:** Instructional specialist, assistant principal, principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Conduct "Stay Interviews" to evaluate overall job performance satisfaction and to solicit feedback.	Formative			Summative
Strategy's Expected Result/Impact: Identify strategies to retain staff and remove barriers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Continue weekly Smore "Panther Pride" to communicate weekly events, behavior support, social emotional support, instructional strategy, upcoming events, a get to know you section highlighting Parkdale teachers, quote of the week, and inspirational video or research article. Campus events could include faculty meetings, ARD/504 meetings, PLC agendas, data meetings and campus and/or district information. **Strategy's Expected Result/Impact:** Teachers will become an integral part of the school community and new teacher retention will increase **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Counselors **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Recruit, support and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

Performance Objective 2: Design and implement professional development to support teacher growth and student achievement (CHAMPS, Lesson Plan Training, DDI training, Accountability training).

Evaluation Data Sources: Professional development plan, PD Google forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators will continue professional development on Action Coaching to increase the effectiveness of observation and feedback. **Strategy's Expected Result/Impact:** Observation and feedback schedules including coaching to provide instructional support for teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure 100% of 1st, 2nd, 3rd, SIT teachers, instructional specialists, and assistant principal complete the Reading Academies prior to the start of the 2022-2023 school year, as outlined in HB 3 by the 86th Texas Legislature, 2019. **Strategy's Expected Result/Impact:** Teachers, instructional specialists, and administrators will have increased knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Administrative leadership team will attend data driven instruction (DDI) planning sessions to support campus data driven planning and instruction. **Strategy's Expected Result/Impact:** Support teachers in planning lessons to close student gaps **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teacher Team Leads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize campus CHAMPS coaches to assist with the implementation of CHAMPS in all classrooms. **Strategy's Expected Result/Impact:** All teachers/staff utilize CHAMPS as the behavior management tool to outline clear expectations for expected behavior in the classroom and throughout the campus **Staff Responsible for Monitoring:** Teachers, paraprofessionals, counselors, instructional specialists, assistant principal, principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Engage, inform, and build trust with students, staff, parents, and community.

Performance Objective 1: Implement internal and external communication systems that engage, inform, build trust, and develop partnerships with students, staff, parents, and community.

Evaluation Data Sources: Communication documents, parent engagement data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct parent involvement activities throughout the year including: Open House, monthly grade level performances, Title 1 Parent Compact Review, Title 1 Parent Involvement Policy/Plan, Meet the Teacher, six weeks celebrations for perfect attendance, A and AB honor roll, Math/ Reading/ Science Nights, and End of Year celebrations. **Strategy's Expected Result/Impact:** Improved collaboration between parents and campus to support student success **Staff Responsible for Monitoring:** Principal, Assistant Principal, Specials Teachers, Classroom Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** refreshments - American Rescue Plan (ARP/ESSER III) - $6,000, supplies - American Rescue Plan (ARP/ESSER III) - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use CNS to provide food and snacks for families to attend activities. **Strategy's Expected Result/Impact:** Increased parent attendance with nutrition, child care, and activities scheduled during meal times **Staff Responsible for Monitoring:** Assistant principal, principal **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Food and snacks for parent involvement activities - American Rescue Plan (ARP/ESSER III) - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure all communication regarding parent involvement opportunities is in English and Spanish. **Strategy's Expected Result/Impact:** Diverse representation at school events **Staff Responsible for Monitoring:** Secretary, assistant principal, principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** EDR's for Spanish-speaking pareaprofessionals - American Rescue Plan (ARP/ESSER III) - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Collaborate with bilingual department to provide translation for Spanish-speaking families on campus activity nights. **Strategy's Expected Result/Impact:** Increase opportunities and participation for Spanish-speaking families and improve communication channel **Staff Responsible for Monitoring:** Bilingual department, secretary, core teachers, instructional specialists, assistant principal, principal **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use Blackboard to communicate with parents through voice, text, and email in English and Spanish. **Strategy's Expected Result/Impact:** Increase parent awareness of events at Parkdale Elementary **Staff Responsible for Monitoring:** Assistant principal, principal **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Create a parent resource center focusing on academic connection to home to increase student achievement. **Strategy's Expected Result/Impact:** Increased performance on district and state assessments and an increase in parent and family engagement **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** supplies and manipulatives - Title 1, books - Title 1 - $25,000, Refreshments - Title 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Use social media platform (Facebook and School website) to keep parents consistently informed by spotlighting learning and campus events. **Strategy's Expected Result/Impact:** Frequent communication using a variety of modes, updated digital platforms **Staff Responsible for Monitoring:** Assistant principal, principal, secretary, instructional specialist **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Continue Panther PawPrints newsletter to communicate with families and community about campus activities, district/campus calendar, social emotional strategies, at home instructional strategies, and behavior/attendance data. **Strategy's Expected Result/Impact:** Monthly family engagement opportunities **Staff Responsible for Monitoring:** Assistant principal, principal, counselors, and instructional specialists **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Host "Lunch with the Principal" every 6 weeks for parents and community members to provide feedback, ask questions, and/or clarify concerns. **Strategy's Expected Result/Impact:** Increase stakeholder knowledge of campus goals and provide feedback **Staff Responsible for Monitoring:** Principal, secretary **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Food for parent engagement events - American Rescue Plan (ARP/ESSER III) - $2,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Purchase and utilize student planners and homework folders as a parent resource focusing on academic connection at home. **Strategy's Expected Result/Impact:** Increased awareness of student academic performance and instructional activities **Staff Responsible for Monitoring:** Core teachers, instructional specialists, AP, and Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Planners - Title I Parent Involvement - $2,386				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 5: Engage, inform, and build trust with students, staff, parents, and community.

Performance Objective 2: Increase overall student attendance from 94% to 97% by June 2022.

Evaluation Data Sources: Campus percentage of attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase instructional supplies to be used during attendance make-up days. **Strategy's Expected Result/Impact:** Increased engagement during make-up days **Staff Responsible for Monitoring:** Instructional specialist, assistant principal, principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional supplies - American Rescue Plan (ARP/ESSER III) - $9,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate with Parent Community Liaison (PCL) on outlining clear expectations for increasing student attendance. **Strategy's Expected Result/Impact:** Student attendance will increase; systems will be in place for ongoing communication and response to student attendance **Staff Responsible for Monitoring:** PCL, assistant principal, principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recognize classes with 97% attendance weekly, at the end of each 6 weeks and throughout the school year and individual students with perfect attendance through the use of certificates, books, and other instructional rewards to emphasize the importance of staying in school. **Strategy's Expected Result/Impact:** Student attendance will improve to 97% **Staff Responsible for Monitoring:** Teachers, principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Attendance instructional rewards - American Rescue Plan (ARP/ESSER III) - $9,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Develop and implement plans, systems, and processes to improve campus A-F rating to ensure success for all students.

Performance Objective 1: Develop campus instructional leaders (principal, assistant principal, instructional specialists, counselors, multi-classroom leaders, and teacher leaders) with clear roles/responsibilities and provide leadership development to ensure campus leaders are equipped with the necessary tools and training to effectively lead.

Evaluation Data Sources: Increased student achievement on STAAR, domain indicators

Strategy 1 Details	Reviews			
Strategy 1: Attend A-F accountability training to identify targeted domains and discuss strategies for improvement in campus rating.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student achievement in Domain School Progress from a "D" to a "C" **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Director of Accountability Systems **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Continue Data Driven Instruction (DDI) for teacher leader, multi-classroom leaders, instructional specialists, assistant principal, and principal.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Assessment calendar, data meetings, reteach plans, feedback, and responsive PD support **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, MCLs, Teacher Team Leads **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
Strategy 3: Continue Action Coaching to increase the effectiveness of observation and feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts using the See It, Name It, Do It coaching protocol to increase effectiveness of feedback given to teachers resulting in improved Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Specialists, Principal, Assistant Principal, MCL's **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Staff Development supplies - State Compensatory Education				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Plan and implement professional development based on analysis of walkthroughs and observation teacher data, the needs identified in all classrooms, and lesson planning. **Strategy's Expected Result/Impact:** Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier 1 instruction **Staff Responsible for Monitoring:** Assistant Principal, Principal, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Instructional leadership team will meet once a week to discuss campus-wide problems of practice, create response plans, monitor progress, and engage in professional learning. **Strategy's Expected Result/Impact:** Communicate goals, growth, needs, and strategies for improvement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Instructional Specialists **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Partner with district and campus leaders or consultants to engage in leadership professional development, glean information, and make adjustments to the instructional program. **Strategy's Expected Result/Impact:** Ensure instructional alignment with district and campus goals, processes/procedures, improved professional practice **Staff Responsible for Monitoring:** Instructional specialists, assistant principal, principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Professional Development - Title 1 - $2,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Parkdale Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 5.8
Brief Description of SCE Services and/or Programs

Personnel for Parkdale Elementary School

Name	Position	FTE
Angela Boettcher	SIT	1
Donual Smith	Behavior Aide	1
Jean Baker	SIT	1
Mandy Curran	Associate OC	0.8
Vacant	IS	1
Vacant	SIT Aide	1

Title I Personnel

Name	Position	Program	FTE
Alyssa Hill	Instructional Specialist	Title I	1
Antonio Luevano	Instructional Aide	Title I	1
Jeffrey Davidson	aide	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Aide		$0.00
1	1	9	Salary		$75,000.00
1	1	11	School substitutes needed		$0.00
2	2	1	Salaries for 2 SIT teachers and 1 SIT aide		$158,009.00
3	1	1	Salary for behavior paraprofessional		$29,370.00
6	1	3	Staff Development supplies		$0.00
				Sub-Total	$262,379.00
				Budgeted Fund Source Amount	$310,419.00
				+/- Difference	$48,040.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Salary		$75,547.00
1	1	10	EDR's for teachers		$12,000.00
2	2	1	Salary for SIT aide		$29,117.00
2	2	2	EDR's, Instructional materials		$0.00
5	1	6	supplies and manipulatives		$0.00
5	1	6	books		$25,000.00
5	1	6	Refreshments		$0.00
6	1	6	Professional Development		$2,000.00
				Sub-Total	$143,664.00
				Budgeted Fund Source Amount	$238,560.00
				+/- Difference	$94,896.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	10	Planners		$2,386.00
				Sub-Total	$2,386.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$2,386.00
				+/- Difference	$0.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	3	Instructional Materials		$27,508.00
2	2	3	Instructional materials and EDR's for teachers		$24,276.00
2	2	8	Transportation for students		$8,906.00
5	1	1	refreshments		$6,000.00
5	1	1	supplies		$6,000.00
5	1	2	Food and snacks for parent involvement activities		$3,000.00
5	1	3	EDR's for Spanish-speaking pareaprofessionals		$3,000.00
5	1	9	Food for parent engagement events		$2,000.00
5	2	1	Instructional supplies		$9,000.00
5	2	3	Attendance instructional rewards		$9,000.00
				Sub-Total	$98,690.00
				Budgeted Fund Source Amount	$101,905.00
				+/- Difference	$3,215.00
				Grand Total	$507,119.00

Addendums

Waco Independent School District

Provident Heights Elementary School

2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff and parents of Provident Heights Elementary School participated in developing a comprehensive needs assessment to fulfill state and federal legislative requirements. Data collected from the needs assessment will drive strategies/activities to ensure the campus meets the 2021-2022 TEA accountability requirements.

The 2020-2021 staff at Provident Heights consisted of 26 teachers, 1 counselor, 1 instructional specialist, 1 part-time student intervention teacher, 12 aides, 1 nurse, 2 administrators, and 1 staff member for Communities in Schools. According to 5 Lab data, campus enrollment is approximately 380 students. The student population is 21.64% African American, 70.71% Hispanic, 4.75% White, and 2.37% Two or More Races. Provident Heights serves 93.93% economically disadvantaged students, 32.45% English Language Learners, and 9.5% of our students are receiving special education services. 504 services are provided for 8% of our students and 6% of our students are labeled GT. 6% of our students are homeless. 84% of our students are At Risk. The mobility rate of the campus is 27%. The attendance rate for the current school year is 94.27%. During the 2020-2021 school year, students were instructed in-person and online. Approximately 77 students received online instruction at the beginning of the year. By the end of the year, the majority of students returned to in-person instruction.

During the 2021-2022 school year, Provident Heights will become an Opportunity Culture campus. The staff will consist of 26 teachers, 1 counselor, 3 full-time intervention teachers, 10 aides, 1 nurse, and 2 administrators. 3 teachers will be master classroom leaders. They will support other classroom teachers with instruction, planning, and data analysis. In addition, with Opportunity Culture, we will be partnering with Tarleton University and adding 3 teacher residents to our staff.

Demographics Strengths

The enrollment at Provident Heights Elementary reflects a diverse group of students from various backgrounds. Our classrooms strive for an improved understanding of ethnic and cultural diversity. The campus was well represented at the 2021 district UIL meet, receiving many awards and distinctions. Some of these awards included a 4th place ribbon in 4th grade team Music Memory, a 5th place ribbon in 5th grade team Music Memory, and a 5th place ribbon in team Art Smart. One of our 5th grade students scored 1st place in Number Sense. Every student on campus is provided an iPad that is used during classroom instruction and for online learning instruction.

Student Achievement

Student Achievement Summary

Due to COVID 19, student assessment data from the 2018-2019 school year is reflectived in the Provident Heights school report card. The Texas Education Agency school report card for the 2018-2019 school year, the 2019 STAAR performance table, and the 2019 accountability ratings overall summary were utilized for the needs assessment. The overall campus rating was a "B". According to the overall summary report, the campus Met Standard in 3 out of 3 indexes. Provident Heights scored a 72 in Index 1 Student Achievement, 89 in Index 2 School Progress, and 74 in Index 3 Closing the Gaps. According to the 2019 STAAR performance table, 78% of all students received an approaching standard or above on STAAR reading assessments, 78% of all students scored approaches or above in math, and 49% of all students scored approaches or above in science. Seventy-eight percent of all economically disadvantaged students scored approaches or above in reading. Overall, 40% of our students scored meets or above in reading, 41% of our students scored meets or above in math, and 25% of our students scored meets or above in science. Thirty-nine percent of the economically disadvantaged sub pop received meets standard or above in reading, 40% of the students received the meets standard or above in math, and 25% of the students scored meets or above in science.

2020-2021 DBA Test Scores

On the STAAR practice assessment, 8.33% of our 3rd grade students scored approaches or higher on the math assessment and 40% of 3rd grade students scored approaches or higher on the reading test. 12% of our 4th grade students scored approaches or higher on the math assessment and 45.83% of these students scored approaches or higher on the reading assessment. On the practice writing STAAR test, 13.04% of the students scored approaches or higher. In fifth grade, 39.29% of the students scored approaches or higher on the math assessment, 50.19% of students scored in this category for reading, and 46.3% of our students scored approaches or higher in science. 2020-2021 STAAR Scores

2020-2021 STAAR Scores

On the STAAR assessment, 22.95% of our 3rd grade students scored approaches or higher on the math assessment and 45.9% of 3rd grade students scored approaches or higher on the reading test. 39% of our 4th grade students scored approaches or higher on the math assessment and 45% of these students scored approaches or higher on the reading assessment. On the writing STAAR test, 39.13% of the students scored approaches or higher. In fifth grade, 55% of the students scored approaches or higher on the math assessment, 71% of students scored in this category for reading, and 55.36% of our students scored approaches or higher in science.

Student Achievement Strengths

Index 1 (Student Achievement) increased 10 percentage points to 72% during the 2018-2019 school year. Academic growth is the campus's biggest strength. Provident Heights received a scale score of 89 on the 2018-2019 accountability ratings report. The campus has received the met standard accountability rating for the past five years. The campus also earned a distinction designation for comparative academic growth.

Our teachers work hard to provide intense intervention for struggling students. In-school intervention and after-school tutoring are provided. The campus SIT teacher and tutors help students who are performing below grade level. With intense intervention, many students show growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students not reading on grade level in kindergarten is 23%, in first grade is 51%, and in 2nd grade is 49%. **Root Cause:** Teachers need to increase their pedagogy and lesson planning skills concerning TIER 1 reading instruction and intervention for struggling students.

School Culture and Climate

School Culture and Climate Summary

As of April 2021 the campus had 11 referrals with in school suspension as the consequence, 0 out of school suspensions, and 0 placements to DAEP. The campus has a RESET room with a certified teacher and two behavior aides. This teacher works closely with the assistant principal and principal. The behavior team provided support to classroom teachers and helped keep students in their classroom when possible. They were able to offer pull out support and daily social lessons, which resulted in less office referrals. Provident Heights has worked hard to improve TIER 1 behavior. The school has established three school expectations for TIER 1: to be safe, respectful, and responsible. In addition, procedures are implemented for all common areas in the school. Teachers have a procedure notebook with all lesson plans and suggestions for reteach/refinement. The counselor provides guidance lessons to every class. These lessons are focused on pro-social skills, citizenship, character development, and how to stop bullying.

School Culture and Climate Strengths

Conscious Discipline continues to be actively used for TIER 1 behavior intervention. Provident Heights continues to have an increased focus on school procedures, which ultimately lessens inappropriate behavior by focusing on what is expected in different areas throughout the school. According to PIEMS data, Provident Heights has had 0 out of school suspensions since the 2018-2019 school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Provident Heights Elementary saw little turnover for the 2020-2021 school year. Three new teachers joined our staff. Two of the teachers were new to the profession and the other was an experienced teacher. The new teachers were provided a mentor and fulfilled the WISD mentor program expectations. All Provident Heights staff are highly qualified. Each pre-kindergarten classroom has a full-time aide. Kinder, first, and second-grade classrooms share an aide. This is our third year for a RESET classroom, which focuses on social skills and decreasing the number of behavioral referrals to the office. Ongoing professional development is offered at the campus and District levels throughout the year. Teachers participate in bi-weekly Professional Learning Communities/staff meetings (one for PLC times and the other for data review using the DDI process), monthly district content meetings, and training with Conscious Discipline and Positive Behavior Intervention and Support.

Staff Quality, Recruitment, and Retention Strengths

Every teacher at Provident Heights is provided a Macbook Air laptop and a mini iPad. In addition, every student is issued an iPad. This initiative helped recruit new staff and has had a positive impact on retaining staff. This resulted in minimal staff turnover and supported stronger relationships between teachers and school families.

Provident Heights has worked hard to improve TIER 1 behavior. The school identified 3 common expectations for all students/staff: to be safe, respectful, and responsible. Procedures and routines for all common areas in the school were developed and are implemented with fidelity. This initiative helped improve TIER 1 behavior, which helps retain teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers do not understand how to implement the DDI process. **Root Cause:** Teachers have not had the opportunity to build their capacity to run DDI effectively.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Provident Heights follows the district pacing guides and assessment calendar. This helps ensure that our lessons are aligned to state standards and expectations. District approved resources and textbook adoptions are used for teaching the required content. Our teachers meet bi-weekly with the campus instructional specialist and other district coaches. During these meetings, upcoming content and ideas for mastery of the TEKS are discussed. Eduphoria and Lead4ward are used to analyze data and plan interventions and/or enrichment. Technology professional development has helped teachers utilize student iPads and other Apple products to increase student engagement. Each classroom utilizes the learning management system, Seesaw. The campus is focused on following research based best practices.

Curriculum, Instruction, and Assessment Strengths

The supplemental instruction teacher and campus tutors continue to pull small groups and provide intense intervention and remediation. iPads and Apple products have provided the opportunity for students to engage in real world experiences and to create projects of their choice.

The campus is continuing to implement the LLI reading intervention system for students reading below grade level. To continue our growth in the area of reading instruction, teachers work closely with the campus instructional specialist to provide support for the effective implementation of guided reading. Additionally, the instructional specialist, principal, assistant principal, kindergarten teachers, third grade teachers and our special education teacher completed the state required Reading Academy. All other teachers in kindergarten through third grade will complete this reading course during the 2021-2022 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

Provident Heights deems parents and teachers as valued stakeholders. An effective relationship with students, parents, and teachers impacts the success of students. According to the latest parent survey, 70% of the 228 parents that returned the survey attended various campus activities. 87% routinely communicate with their child's teacher. 91% of the parents understand the responsibility of the Home-School Compact.

Events during the 2020-2021 school year were adjusted to meet COVID safety guidelines. Provident Heights hosted a wide range of events throughout the school year including a drive through Meet the Teacher and Drive Boo, a drive through Fall Festival. Other events include Thanksgiving Luncheon, Holiday Performance, Spring Round-Up, Spring Family Celebration, Adopt a School Partnership Meetings, Parent Involvement Meetings, CDMC Meetings, Field Day, Literacy Night, Friendzy-Friday Six Week Celebrations, Say No to Drugs School Performance, Holiday Parties, Parent Leadership Meetings, and End of School Award Ceremonies. In order to keep our students and families safe, most of the events were presented in a virtual or drive through format.

Parent and Community Engagement Strengths

Parents appreciate the welcoming campus atmosphere and having a bilingual assistant principal and office clerk to support their needs. Many parents attend school functions and communicate regularly with the teachers. Communication is provided in English and Spanish.

School Context and Organization

School Context and Organization Summary

All grade levels at Provident Heights have common planning times. Teachers attend bi-weekly Professional Learning Communities with the instructional specialist and administrators to discuss curriculum, student data, data driven instruction and intervention strategies. In addition, common grade level plans are developed to maximize student performance. Curriculum standards are sequenced and aligned with state expectations and district goals. Intervention schedules are staggered to utilize staff for small group instruction. Students identified as gifted or receiving special education services are clustered together to increase the rigor rate and meet the diverse needs of students. Teachers serving ESL and gifted students are certified in those areas. There is a bilingual class on each grade level.

All kindergarten through 5th grade classrooms receive 90 minutes of reading and math instruction per day. Students participate daily in approximately 50 minutes of science/social studies instruction and 30 minutes of writing. Special rotations include PE, music, and art. Students identified as TIER 3 in reading meet with the campus SIT teacher daily to help improve their reading abilities. The staff utilizes Branching Minds for targeted areas of improvement in academics and behavior.

Online learning is similar to the learning that is occurring in the classroom. Teachers utilize Zoom to virtually meet with students learning at home. The learning management system, Seesaw, is incorporated for all students, in-person and remote. The majority of assignments are housed in this platform.

School Context and Organization Strengths

Interventions are built into the daily schedule and students are regrouped according to targeted common skills. Literacy aides are utilized in prekindergarten through 2nd grade classrooms for literacy support. The goal of these aides is to help all students read on grade level by the end of the year. The instructional specialist supports teachers in the alignment of common goals and objectives.

Provident Heights provides tutoring for kindergarten through fifth grade students from October to January. After the New Year, the school continues after school tutoring for all 3 rd-5th grade students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: According to the 2021 STAAR results, 29 fourth and fifth grade students failed both the reading and the math assessment. **Root Cause:** Teachers are not using data and standards to develop aligned and rigorous lessons.

Technology

Technology Summary

Our campus has desktop computers in every classroom and one computer lab. Every teacher has a Macbook Air laptop and an iPad Mini. Every student has an iPad. Classrooms have iPad carts, projectors, and Apple TVs. The campus is wired for wireless internet. Students learning online from home are also provided an iPad. Online students who do not have internet access are provided a hotspot to use at home for instruction. The campus continues to participate in continuous professional development concerning technology integration.

The district has purchased many programs such as myOn, STEMscopes, and Accelerated Reader, which have helped increase student achievement. The campus also purchased licenses for Measuring Up and Education Galaxy online. Throughout the school year, teachers received training on how to effectively use these programs in their classrooms.

Technology Strengths

The technology available at our campus has equipped us for digital learning for online and in-person students. Being a 1:1 campus has allowed our teachers to provide targeted and differentiated instruction. In addition, it has allowed us to utilize student projects for accelerated learning, which has helped increase rigor and student engagement.

Priority Problem Statements

Goals

Goal 1: Increase student achievement.

Performance Objective 1: By June 2022, 65% of all 3rd, 4th, and 5th-grade students will score approaches or above on the STAAR reading and math test. 70% of K, 1st, and 2nd-grade students will show one year's growth on Renaissance Reading and BAS reading levels.

Evaluation Data Sources: 2022 STAAR Results, TAPR, Eduphoria Reports, Renaissance Reading, and BAS Reading Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted interventions for at-risk students in reading, math, writing, and science using blended learning during the school day and outside the school day (Saturday school), tutors, teachers, multi-classroom leaders, teacher residents, the student intervention teacher, paraprofessionals, and volunteers. **Strategy's Expected Result/Impact:** Improved performance on district and campus assessments (see performance objective above). **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders **Funding Sources:** SIT - State Compensatory Education, Tutors - Title 1 - $25,000, Instructional Aide - State Compensatory Education - $27,092				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with research-based materials/equipment to improve reading achievement while incorporating other content areas such as science, social studies, math, and writing. **Strategy's Expected Result/Impact:** Student improvement by 10% on district and campus assessments as compared to 2020 cohort data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders **Funding Sources:** - Title 1 - $2,928, - State Compensatory Education - $7,500, - State Compensatory Education - $14,350				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide data binders so that students can monitor their progress using multiple sources of data including personal goal setting, progress reports, district assessments, and Renaissance data. **Strategy's Expected Result/Impact:** At least 3% increase on weekly/monthly progress monitoring. **Staff Responsible for Monitoring:** Multi-Classroom Leaders, Classroom Teachers **Funding Sources:** - State Compensatory Education - $600				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Improve access and usage of technology by purchasing computers, iPads, equipment, and licenses to increase student achievement of at risk-students; repair broken iPads and laptops as needed to ensure technology is not interrupted; and plan a technology fair to showcase project-based learning. **Strategy's Expected Result/Impact:** Sign-in sheets indicate parent attendance and student participation. Usage reports from software show that teachers are using programs to increase student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Funding Sources:** - State Compensatory Education - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Fund Project Manager for Communities In Schools to provide family and student support/mentoring. **Strategy's Expected Result/Impact:** Identified CIS students will show an increase of 3% on district and campus assessments. **Staff Responsible for Monitoring:** Principal, CIS Program Manager **Funding Sources:** Contracted Services - State Compensatory Education - 199.61.6299.00.121.30.000 - $5,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teachers will develop effective lessons that use state standards and student data that result in aligned and rigorous TIER 1 and reteach lessons. **Strategy's Expected Result/Impact:** Student improvement by 10% on district and campus assessments as compared to 2020 cohort data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase student achievement.

Performance Objective 2: Ensure 1.25 years of growth in reading and math for sub groups.

Evaluation Data Sources: STAAR Data, Reading Renaissance Data

Strategy 1 Details	Reviews			
Strategy 1: Identify students who qualify for the 5th grade Duke Talent Search.	Formative			Summative
Strategy's Expected Result/Impact: Identify and celebrate elementary scholars, encouraging them to continue to advance their academic achievement.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, GT Specialist				
Title I Schoolwide Elements: 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Build confidence in students who are taking the TELPAS assessment through oral language development and practice with headphones and oral speech.	Formative			Summative
Strategy's Expected Result/Impact: Improved student performance by 10% on TELPAS assessments.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers				
Title I Schoolwide Elements: 2.4				

Strategy 3 Details	Reviews			
Strategy 3: Provide Leveled Literacy Intervention (LLI) and support for struggling English Learners and special education students below grade level in reading according to campus reading level data.	Formative			Summative
Strategy's Expected Result/Impact: Improved student performance by 10% on campus and district assessments.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus SIT Teachers				
Title I Schoolwide Elements: 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Create and implement a DDI schedule that targets analyzing data for each sub group.	Formative			Summative
Strategy's Expected Result/Impact: Improve student performance for all sub pops by 10% on campus and district assessments.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Multi Classroom Leaders				
Title I Schoolwide Elements: 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Utilize Action Coaching to support instruction and learning of subgroups.	Formative			Summative
Strategy's Expected Result/Impact: Improved student performance by 10% on campus and district assessments as compared to 2020 cohort data.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal				
Title I Schoolwide Elements: 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Develop effective lesson plans that incorporate language objectives and special education accommodations. **Strategy's Expected Result/Impact:** Increased teacher understanding of how to effectively meet the needs of all student populations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Build the capacity of all employees to support campus goals.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement.

Evaluation Data Sources: Walkthrough tracker, T-TESS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Plan and implement professional development on Data-Driven Instruction to improve student achievement. **Strategy's Expected Result/Impact:** Improved performance by 10% on campus, district, and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Plan and implement Action Coaching to increase the effectiveness of observation and feedback. **Strategy's Expected Result/Impact:** Coaching scripts using the See It, Name It, Do It coaching protocols will improve teaching effectiveness in the management and rigor trajectory. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure teachers have an understanding of the lesson planning process. **Strategy's Expected Result/Impact:** Improved TIER 1 instruction will result in stronger achievement and growth outcomes for students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure 100% of K-3 teachers and school leaders complete state mandated Reading Academies throughout the 2021-2022 school year. **Strategy's Expected Result/Impact:** Teachers and principals have increased knowledge and skills in the science of reading instruction that results in an increased number of students reading on grade level by grade 3. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Implement strategies to support teacher induction, retention, and appreciation.

Performance Objective 1: Increase current teacher retention rates.

Evaluation Data Sources: Walkthrough Reports, Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Assign first year teachers a mentor through the WISD mentor program. **Strategy's Expected Result/Impact:** Retention rates of first year teachers will increase by 2%. **Staff Responsible for Monitoring:** Principal, Trained Mentors, First Year Teachers	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Use the Design Thinking framework to identify strategies to improve teacher retention. **Strategy's Expected Result/Impact:** Teacher retention rates will increase by 2%. **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Provide time during weekly PLC meetings to work with the campus administration to develop pedagogy and instructional content knowledge. **Strategy's Expected Result/Impact:** 50% of all students will be reading on grade level by the end of the year. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders	Nov	Jan	Mar	June



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Decrease discipline referrals to ISS, OSS, and alternative school by 3% for the 2021-2022 school year.

Evaluation Data Sources: TEAMS Discipline Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Fund RESET teacher, RESET aides, and behavior aides to reduce behavior incidents and increase learning time for all students. **Strategy's Expected Result/Impact:** Reduction in behavior referrals by 3% as evidenced by the six-week discipline reports and decrease assignments to ISS by 3%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Funding Sources:** - State Compensatory Education - $111,908				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide resources for the behavior team to plan and provide professional development on positive behavior interventions using Conscious Discipline, CHAMPS, First Step Next, and PBIS. **Strategy's Expected Result/Impact:** Walkthrough evidence will show that Conscious Discipline and PBIS components are being implemented with fidelity throughout the building. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Participate in the No Place For Hate program and and implement school-wide activities in 2021-2022. **Strategy's Expected Result/Impact:** Greater respect of individual differences will be evident amongst students. **Staff Responsible for Monitoring:** Assistant Principal, RESET Teacher, Counselor				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Increase attendance from 94% to 96%.

Evaluation Data Sources: ADA Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Call students with 3 or more unexcused absences and follow up with parent conferences. **Strategy's Expected Result/Impact:** Student average daily attendance exceeds 96%. **Staff Responsible for Monitoring:** PCL, PEIMS Clerk, Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish an attendance committee that focuses on creating structures/plans that helps increase attendance. **Strategy's Expected Result/Impact:** Student average daily attendance exceeds 96%. **Staff Responsible for Monitoring:** PCL, PEIMS Clerk, Assistant Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Engage families and community members to support campus goals and increase student achievement.

Performance Objective 1: Increase parent/community engagement and participation rates by 5%.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host campus-wide College and Career Days by having all students and staff wear college t-shirts and invite community speakers to discuss different careers. **Strategy's Expected Result/Impact:** Increase stakeholder engagement and participation by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Offer students additional opportunities to participate in UIL events. **Strategy's Expected Result/Impact:** Increase participation rate for UIL activities by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, GT Teacher				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Engage families and community members to support campus goals and increase student achievement.

Performance Objective 2: Increase parent satisfaction participation rates on parent surveys from 30% to 45%.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host at least two family academic events throughout the school year that focus on improving student achievement and performance. **Strategy's Expected Result/Impact:** Student academic performance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase take-home and homework folders for all students to improve communication between school and home. **Strategy's Expected Result/Impact:** Improved communication between parents/guardians and the school. **Staff Responsible for Monitoring:** Principal, Secretary, Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Mail information to parents as needed. **Strategy's Expected Result/Impact:** Improved communication between parents/guardians and the school. **Staff Responsible for Monitoring:** Principal				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 6: Identify and implement strategies to reduce the district's dropout rate.

Performance Objective 1: Ensure students are aware and have an understanding of the importance of high school graduation.

Evaluation Data Sources: Number of college and career readiness activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a culture of language around college and career readiness through school wide strategies and activities. **Strategy's Expected Result/Impact:** Increase students' awareness on the importance of high school graduation. **Staff Responsible for Monitoring:** Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Provident Heights Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 4.3
Brief Description of SCE Services and/or Programs

Personnel for Provident Heights Elementary School

Name	Position	FTE
Holly Liles	SIT	0.5
Kanyon Mitchell	Behavior Aide	1
Shamya Degrate	Behavior Aide	1
Stephanie Irby	SIT	1
Yadhira Soria	Instructional Aide	0.8

Title I Personnel

Name	Position	Program	FTE
Ashley Burris	Teacher Resident	Title I	1
Cassandra Marin	Teacher Resident	Title I	1
vacant- position open	Teacher Resident	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SIT		$0.00
1	1	1	Instructional Aide		$27,092.00
1	1	2			$7,500.00
1	1	2			$14,350.00
1	1	3			$600.00
1	1	4			$5,000.00
1	1	5	Contracted Services	199.61.6299.00.121.30.000	$5,000.00
4	1	1			$111,908.00
				Sub-Total	$171,450.00
				Budgeted Fund Source Amount	$191,855.00
				+/- Difference	$20,405.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutors		$25,000.00
1	1	2			$2,928.00
				Sub-Total	$27,928.00
				Budgeted Fund Source Amount	$143,220.00
				+/- Difference	$115,292.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,432.00
				+/- Difference	$1,432.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$61,179.00
				+/- Difference	$61,179.00
				Grand Total	$199,378.00

Addendums

Waco Independent School District

South Waco Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

South Waco Elementary will provide a safe, nurturing, environment that empowers all student to be responsible and purposeful citizens.

Core Beliefs

South Waco will instill in students everyday tools and strategies to ensure that they believe in themselves and possess the skills and knowledge to be successful citizens.

The core values to which we aspire at South Waco Elementary are:

P Proud of our School	We take care of our building
R Ready to Work	We are prepared
I "I Can" Attitude	We will try our best
D Driven to Success	We celebrate successes- even small ones
E Everyone is Important	We treat everyone with respect, and we model by not yelling and by keeping our hands ourselves

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Waco Elementary is a neighborhood school with an average of 480-535 students. The school serves a diverse student population in Prekindergarten through 5th grade. Student enrollment for 2020-2021 was 484 students, a drastic decrease from previous years. The student population is approximately 57.8% African American, 34% Hispanic, 4% White, 2.7% two or more races, and 1.4% Asian. This demographic information is representative of the general trend at South Waco Elementary for the past several years. South Waco Elementary serves various special populations of students. 7.1% (34 students) of students are Limited English Proficiency (LEP). 99.2% (476 students) of students are economically disadvantaged and 6.6% (32 students) of students are considered homeless. 2% (12 students) are identified as gifted/talented while 9.4% (45 students) receive Special Education services. 2.9% (14 students) are identified as Dyslexic and 4.5% (22 students) are identified as 504. Campus demographics and attendance rates remain steady. Campus mobility remains around 21%.

Attendance rate for the 2020-2021 school year was 91.9% which is much lower than in previous years. Campus procedures to track and respond to unexcused absences and tardies include: phone calls to parents, emails, letters, notifying the PEIMS clerk, and finally taking parents to court for truancy when the absences are excessive. Practices to improve attendance include incentives such as pizza parties and popcorn parties. Teachers also greet students at their door each morning to make students feel welcomed and encouraged to be at school each day.

For the 2020-2021 school year, there were 59 staff members (35 teachers, 3 office staff, 5 cafeteria staff, 4 custodians) including 12 aides (1 PreK, 7 Literacy, 1 RESET, 1 Behavior, 1 PE, and 2 SPED). The current staff includes 57% African American, 37.5% Anglo and 5% Hispanic.

Demographics Strengths

South Waco Elementary is one of the 14 elementary schools serving students Prekindergarten through 5th grade in Waco Independent School District. The demographic makeup of the campus allows our students to have a culturally diverse learning experience. This enriched environment prepares our students to better function in a global society. Cultural differences are explored and celebrated throughout the school year. Cultural differences are explored and celebrated throughout the school year. Cinco de Mayo and Black History Programs are two multi-cultural celebrations that take place at South Waco Elementary. Teachers celebrate multiculturalism in the classroom by using diverse classroom libraries of books written by diverse authors with diverse characters.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Average daily attendance is below 97% for the school year. **Root Cause:** The campus needs to stress the importance of regular attendance in school to parents and students with excessive absences and tardies. The current plan of positively affecting attendance is not effective due to lack of consistency and follow through.

Problem Statement 2: Student performance on STAAR test dropped to below 65% for the second year. **Root Cause:** The lack of consistent implementation of a standardized curriculum result in low student performance on STAAR test.

Student Learning

Student Learning Summary

The following data is from the 2020-2021 STAAR Assessment:

Assessment	Approaches	Meets	Masters
3rd Math	25%	2%	0%
3rd Reading	39%	19%	7%
4th Math	29%	10%	2%
4th Reading	37%	14%	3%
5th Math	27%	3%	1%
5th Reading	46%	27%	17%
5th Science	40%	6%	3%

Analysis of the 2020-2021 STAAR Assessment data:

Third Grade: There was a decrease of 18% in the approaches category in reading and a decrease of 27% in the approaches category in math.

Fourth Grade: There was a 10% decrease in the approaches category in reading and a 21% decrease in the approaches category in math.

Fifth Grade: There was a decrease of 33% in the approaches category in reading and a 54% decrease in the approaches category in math. Students in 5th grade did not have three opportunities to pass the math and reading assessment; however, the scores are low when compared to the first round of testing in previous years. Also, there was a decrease of 20% in the approaches category in science.

-

Summary:

Campus intervention was built into the campus schedule as well as campus-wide professional development that targeted small group instruction and intervention. The campus participates in the DDI process to identify low-performing TEKS and subpopulations as well as how to target these students and areas of concern. The campus struggled to make any progress this year, mainly because of the inconsistencies of student attendance, faculty attendance, intervention support covering classes, and the school completely shutting down due to the pandemic.

Student Learning Strengths

Due to the COVID-19 pandemic and the closing of schools last year, our students returned this year with significant learning gaps. Our teachers have worked hard to close these gaps by incorporating small group instruction, in-school intervention, and Saturday school. More of our students have been identified and qualified for special services during the 2020-21 school year and specifically dyslexia.

Teachers are unpacking their TEKS with the Know and Show document. This is helping them focus on rigor and what specifically needs to be taught for Tier 1 instruction.

Teachers have been able to focus on high-leverage TEKS and explicitly reteach procedural or conceptual misunderstandings. Teachers have been trained on an explicit and systematic approach to phonics with the Fountas and Pinnell Word Study and Phonics Mini lessons in grades K-5 as well as the Jan Richardson model for guided reading. Teachers have had the opportunity to work with Region 12 curriculum specialists on lesson alignment and Ter 1 instructional strategies for math, reading, and science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Average daily attendance is below 97% for the school year. **Root Cause:** The campus needs to stress the importance of regular attendance in school to parents and students with excessive absences and tardies. The current plan of positively affecting attendance is not effective due to lack of consistency and follow through.

Problem Statement 2: Students are not performing on grade level in math. **Root Cause:** Foundational skills are not being mastered in lower grades due to spending more time on practicing basic facts and not applying math concepts to real-world problems.

Problem Statement 3: Students are not performing on grade level in reading. **Root Cause:** Foundational skills are not being mastered in lower grades due to lack of training on phonics instruction for teachers.

Problem Statement 4: 61% of our student population taking STAAR Reading did not meet the approaches standards and 73% of our student populating taking STAAR Math did not meet the approaches standards **Root Cause:** There is a lack of a guaranteed viable curriculum to include what was written, taught, assessed, and learned at the Tier I level. There is a lack of clear campus systems to implement, monitor, and respond to curricular concerns.

School Processes & Programs

School Processes & Programs Summary

South Waco Elementary classrooms are expected to be highly engaging and the delivery of lessons is expected to be data-driven in order to ensure mastery of the curriculum for all students. Teachers and Instructional Specialists are currently working with Region 12 Specialists to strengthen teaching and learning in the classroom. Teachers and Instructional Specialists work on developing Know and Shows which helps to deepen the knowledge and understanding of the TEKS. Teachers can utilize TEKS Resource System and Lead4ward as a resource. These resources allow teachers to view vertical alignments, sample questioning, and an assessment bank that is aligned to the rigor of the STAAR. Teachers create objectives and success criteria for each daily lesson. Lead4ward strategies are utilized to increase student engagement.

Teachers and Instructional Specialists regularly review TCA data through the DDI process at 3rd through 5th-grade levels. This process serves to further clarify and refine the understanding of the TEKS and what students need to know and be able to do in order to master the TEKS. It also provides a structured reteach platform to ensure procedural and conceptual misunderstandings are diminished for students as much as possible.

The administrative team has established a master schedule to include the appropriate number of minutes required for core content, including meeting PE requirements.

South Waco Elementary serves PreK-5th grade students. Each grade level has three to four teachers with one or more veteran teachers. The master schedule is designed to support self-contained classes for grades Prek-2nd and departmentalization for grades 3-5. All kindergarten through 5th-grade classrooms receive 90 minutes of reading and math instruction per day. Students participate daily in approximately 50 minutes of science/social studies instruction and 30 minutes of writing. Special rotations include PE, music, and art. Armor Time was included in the schedule for all students to ensure the Tier 2 and Tier 3 students received pullouts for additional targeted instruction. However, because of COVID-19, often times the Tier 2 and Tier 3 intervention staff were pulled to cover classes. The staff utilizes Branching Minds for targeted areas of improvement in academics and behavior.

Online learning is similar to the learning that is occurring in the classroom. Teachers utilize Zoom to virtually meet with students learning at home. The learning management system, Seesaw, is incorporated for all students, in-person and remote. The majority of assignments are housed in this platform

All grade levels at South Waco Elementary have common planning times. Teachers attend weekly Professional Learning Communities with the instructional specialist and administrators to discuss curriculum, student data, data-driven instruction, and intervention strategies. In addition, common grade-level plans are developed to maximize student performance. Curriculum standards are sequenced and aligned with state expectations and district goals. Intervention schedules are staggered to utilize staff for small group instruction. Students identified as gifted or receiving special education services are clustered together to increase the rigor rate and meet the diverse needs of students. Teachers serving ESL and gifted students are certified in those areas.

The campus utilizes social media for families and the community to keep up to date on school events. The text messages and phone calls about upcoming events on campus improve access to school events. Student suggestions and ownership of activities on campus would be the next step. Resources to implement student suggestions would help us better support their visions for the campus. There is a need for more parent involvement.

District personnel contribute to improving student academic performance by providing training, such as Reading Academy, literacy aide training, enVision math, and STEMscopes. Teachers have expressed concern over the specificity of the training and would like more input in campus professional development. Teachers' daily observations and interactions with individual students create a better understanding of students' overall academic and behavioral needs. Teachers would like to have more opportunities to have personalized professional development and selection of curriculum and resources.

During the pandemic, the school has effectively created a safe environment such as implementing mask-wearing and having extra masks for students. Mental and Emotional safety needs to be reviewed. We have Spartan Circle, which was not always implemented with fidelity and did not always connect to SEL.

Teachers are given the opportunity to voice their concerns through the lead teacher meeting; however, there need to be additional opportunities.

School Processes & Programs Strengths

Because parents were not allowed on campus due to COVID-19 restrictions, teachers found creative ways to involve parents and the community through Class Dojo, Seesaw, and Facebook. Additionally, the campus recorded events and other activities for parents to view later if they were unable to attend during the exact time. Communication is provided in English and Spanish.

South Waco Elementary ensures common planning time for each grade level. Lower-grade levels PreK-K have full time instructional aides, while 1st and 2nd grade teachers share an instructional aide. The campus has a safe learning environment, but the focus will shift to also implementing social-emotional learning regularly through Spartan Circle time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Average daily attendance is below 97% for the school year. **Root Cause:** The campus needs to stress the importance of regular attendance in school to parents and students with excessive absences and tardies. The current plan of positively affecting attendance is not effective due to lack of consistency and follow through.

Problem Statement 2: Teacher involvement in campus planning and decision making should be increased. **Root Cause:** The leadership team needs to increase teacher opportunities to give input through grade-level representatives.

Problem Statement 3: Strategies for accomplishing goals and objectives are not communicated well. Faculty and staff are not given enough processing time before implementation/procedures/policies. Teachers are not always given consistent quality form of feedback in a timely manner. **Root Cause:** We allow day to day challenges to overwhelm our goals of student achievement.

Perceptions

Perceptions Summary

Family and community members are involved in meaningful activities that support learning all throughout the campus. South Waco has strong partnerships with various local businesses and organizations that help by providing supplies, snacks and treats, tutoring, mentors and reading buddies so that our students are successful.

South Waco holds events monthly so parents and community members are always invited to attend and get involved in school activities. These events educate and inform our parents of our school culture and keep them informed of various strategies our school uses to assist in our student growth.

Parent surveys are sent out to that help us monitor families' thoughts and ideas on family and community events. Parent and community members are involved in our Home School Compact and help create our Parent Involvement Policy. We have several Hispanic families that only speak Spanish, so utilizing translators to help communicate with our non-English speakers is important during school functions.

Due to the effects of the pandemic and the necessary constraints to keep all stakeholders safe, many of the programs that had been put into place to build capacity and involvement in prior years had to be re imagined and established in new and creative forms. Parents were supported in their decisions to keep their children at home for remote learning or to send them for in-person instruction and were given freedom to make these decisions according to their needs. Teachers taught all students, whether they were at home or at school and, early in the school year, teachers were supported in asynchronous teaching by being given more planning time and less faculty meetings.

Examples of new approaches to parent involvement included online communication such as SeeSaw, newsletters, texts, emails, and phone calls. ARDS and 504 meetings were held on Zoom so parents could attend remotely or could call in to attend the meeting.

Perceptions Strengths

The strengths of South Waco Elementary for the 2020-2021 school year include frequent and positive communication between the school and parents via FaceBook, fliers in English and Spanish, and teacher communication through SeeSaw, texts, and phone calls. A strong partnership with local organizations and businesses ensure that the staff is energized and appreciated throughout the school year and helps with mentoring students. The musical programs at South Waco improve every year. During Family Nights different grade levels perform before musical acts that pave the way for instructional/educational engagement activities. These programs are a way to provide parents at South Waco an opportunity to see their children perform and allow us to nurture creativity through the arts. School programs generate positive feedback from the parents and community members who faithfully come and support our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Twenty-six percent of the teachers state that they do not have good attendance at parent teacher conferences. **Root Cause:** Lack of training for teachers on parent-teacher conferencing and building relationships outside the classroom.

Problem Statement 2: 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.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 1: The percentage of students in grades 3-5 who score at the "Meets" level will increase in Reading from 24% to 45% and Math from 15% to 46% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores, District Based Assessments, Checkpoints, A-F Rating, DDI process in PLC, TCA, Mock STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Partner with Region 12 Service Center to improve unit lesson planning process prior to each unit. **Strategy's Expected Result/Impact:** Teacher will have more clarity and exemplar guidance prior to delivery of instruction **Staff Responsible for Monitoring:** Instructional Specialists, Principal, Assistant Superintendent of Curriculum and Instruction **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Region 12 Contract - State Compensatory Education - $11,654				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Revise the master schedule to allow daily planning time for core content teams in Professional Learning Communities. **Strategy's Expected Result/Impact:** Ensure lesson alignment and professional development support through teacher modeling, data analysis, and lesson plan development **Staff Responsible for Monitoring:** Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: Provide one planning day for each core area prior to the beginning of each six-week period.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Specialists, Principal				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
Funding Sources: School Business-Subs Needed - State Compensatory Education - $6,000				

Strategy 4 Details	Reviews			
Strategy 4: Students will have one-on-one data meetings with all core teachers following unit and district assessments.	Formative			Summative
Strategy's Expected Result/Impact: Students will reflect and monitor their own progress and collaborate with the teacher on a plan for improvement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Instructional Specialists, Principal				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5 Details	Reviews			
Strategy 5: Schedule data analysis meetings with core teachers within a week following unit and district assessments.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will identify conceptual and procedural student misunderstandings to develop a specific reteach plan. Feedback and coaching support will be provided based on the effectiveness of the data meeting	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Instructional Specialists, Principal				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 6 Details	Reviews			
Strategy 6: Create professional development sessions as determined through multiple points of data.	Formative			Summative
Strategy's Expected Result/Impact: Identify action steps and create specific professional development plans for individual teachers and teams to increase the capacity of staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Instructional Specialists, Principal				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide opportunities for teachers to participate in learning walks to improve a problem of practice. **Strategy's Expected Result/Impact:** Build collegiality and teacher capacity with the focus on improving and learning best practices. **Staff Responsible for Monitoring:** Instructional Specialist, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Conduct leadership calibration walks to ensure leadership team members have equal abilities to evaluate the implementation of lesson plans. **Strategy's Expected Result/Impact:** Evaluate the implementation of lesson plans to identify patterns and trends to individualize professional learning plans. The leadership team will provide aligned feedback plans on lesson plans. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide summer planning for each core area prior to the beginning of the school year. **Strategy's Expected Result/Impact:** Teachers will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard **Staff Responsible for Monitoring:** Instructional Specialist, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** EDR's for Teachers - Title 1 - $5,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide Instructional Specialists to work with teachers to identify and help meet the needs of at-risk students in all subject areas, integrate technology to support blending learning, and provide instructional support to teachers. **Strategy's Expected Result/Impact:** Students identified as at-risk will show academic progress; Teachers will have instructional support **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Funding Sources:** Salaries - Title 1 - $147,900				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Create primary and intermediate model literacy classrooms to support implementation of literacy professional development and planning using a effective literacy. **Strategy's Expected Result/Impact:** Deepen teachers knowledge and skills in effective literacy instruction, STAAR Results **Staff Responsible for Monitoring:** Principal, Reading Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Choose literacy leaders to attend additional professional development focused on literacy to support implementation and instructional planning on the campus. **Strategy's Expected Result/Impact:** Increased teacher knowledge and skills of effective literacy instruction **Staff Responsible for Monitoring:** Principal, Reading Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Strengthen the quality of Tier 1 planning and instruction by aligning curriculum, lesson objectives, and assessments.

Performance Objective 2: The percentage of special education students in grades 3-5 who score at the "Meets" level will increase on STAAR from 4% to 25% in Math and 3% to 20% in Reading by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: District Based Assessment, Checkpoints, Class Grades, Let's Go Learn

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase differentiated instruction based on the conceptual and procedural student misunderstandings as evidenced by student work. **Strategy's Expected Result/Impact:** Evidence of differentiation specific to student needs in the lesson and in instructional deliveries **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal, SPED team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Explore models of co-teach with general ed and sped teachers/paraprofessionals to determine effective approach for co-teach model. **Strategy's Expected Result/Impact:** Routine tailored instructional delivery methods to meet the unique needs of students receiving special education services within the classroom **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development on best strategies for differentiating instruction for special education students. **Strategy's Expected Result/Impact:** Increase student performance for students receiving special education services **Staff Responsible for Monitoring:** Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop clear processes and systems for DDI that are communicated with all staff and implemented with fidelity; including carrying the DDI processes into how lesson plans are created each week to support reteaching at the point of error as well as after a taught curriculum assessment. **Strategy's Expected Result/Impact:** Misconceptions discussed prior to teaching to allow teachers to address during direct teach as well as the point of error, STAAR results **Staff Responsible for Monitoring:** Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Ensure student growth by providing enrichment and intervention opportunities that engage and inspire all students.

Performance Objective 1: The percentage of students meeting or exceeding expected academic growth will increase in reading from 53% to 68% and in math 69% to 84% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, DBA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Core teachers develop a reteach plan based on conceptual misunderstandings as evidenced in student work and monitor progress using a formative assessment. **Strategy's Expected Result/Impact:** 80% of students will meet or exceed growth goals, reteach plans **Staff Responsible for Monitoring:** Assistant Principal, Core Teachers, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure GT enrichment is outlined in lesson plans and monitor student progress in the "meets" and "masters" categories. **Strategy's Expected Result/Impact:** Intentional observation and feedback conversations based on enrichment lessons and student progress. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use multiple data sources to identify students in need of enrichment and/or adjust existing interventions plans. **Strategy's Expected Result/Impact:** Increase expected growth percentage of students scoring at meets and mastery level **Staff Responsible for Monitoring:** Assistant Principal, Core Teachers, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop clear processes and systems for DDI that are communicated with all staff and implemented with fidelity. This will include carrying the DDI processes into how lesson plans are created each week to support reteaching at the point of error as well as after a taught curriculum assessment. **Strategy's Expected Result/Impact:** Misconceptions discussed prior to teaching to allow teachers to address during direct teach as well as the point of error, STAAR results **Staff Responsible for Monitoring:** Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop clear systems and processes that explain all roles, responsibilities, deliverables, and timelines for implementing intervention systems and processes on campus. **Strategy's Expected Result/Impact:** Maximize Tier 2 and Tier 3 interventions; decrease in tier 2 and tier 3 numbers **Staff Responsible for Monitoring:** Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide training and support for teachers around the implementation of Tier 2 intervention in the classroom setting to ensure high quality strategies are being used to meet the needs of students. **Strategy's Expected Result/Impact:** Systemized interventions implemented for small group remediation **Staff Responsible for Monitoring:** Instructional Specialists, Principal. Student Intervention Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Ensure student growth by providing enrichment and intervention opportunities that engage and inspire all students.

Performance Objective 2: Reduce the number of Tier 2 and Tier 3 students from 139 to 75 in grades 3-5 through targeted intervention opportunities by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Student Achievement Data, STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize SIT PK-2 SIT Teacher, SIT Reading Teacher, and two SIT paraprofessionals to support Tier 2 and Tier 3 students who are identified as performing below grade level. **Strategy's Expected Result/Impact:** Increase expected percentage of students in approaches and growth in mathematics/reading; Increase in students' Lexile levels as assessed on Star Renaissance Reading and increase the number of students performing on grade level **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Salaries for teachers and paraprofessionals - State Compensatory Education - $196,335				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase resources, as needed, to support the reinforcement of priority TEKS within Tier 2 & Tier 3 instruction. **Strategy's Expected Result/Impact:** Use of the resources both in classroom and tutoring sessions, reading/math interventionist small groups, instructional aides pull outs. Improved DBA and STAAR scores in reading and math **Staff Responsible for Monitoring:** Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Consumables and instructional supplies - American Rescue Plan (ARP/ESSER III) - $18,762, Instructional supplies - Title 1 - $2,338				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide after-school tutorials and Saturday camps to invite targeted students to participate in engaging activities based on student data. **Strategy's Expected Result/Impact:** Subgroups will see increase in student achievement scores in reading and math **Staff Responsible for Monitoring:** Assistant Principal, Core Teachers, Instructional Specialist, Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** EDR's for teachers - American Rescue Plan (ARP/ESSER III) - $20,088, EDR's for teachers - Title 1 - $8,662				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide evidence-based intervention practices with small group instruction, hands-on opportunities, and technology to increase student performance in math and reading. **Strategy's Expected Result/Impact:** Development of intervention plans, which are implemented based on the level of expected student's growth on STAAR **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Education Galaxy - American Rescue Plan (ARP/ESSER III) - $4,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide ongoing training and implementation for literacy aides that focus on the five components of reading. **Strategy's Expected Result/Impact:** Increased knowledge and skills resulting in improved reading instruction and achievement scores **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Continue the implementation process for all first and second grade teachers that participated in state Reading Academy as required by HB3. **Strategy's Expected Result/Impact:** Increased knowledge and skills of first and second-grade teachers by understanding the science of teaching reading **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
Strategy 7: Use results from Renaissance BOY, MOY, and EOY data to identify student growth, deficits, and to create tutorial groups based on deficit areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement for students identified in an intervention group **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 8 Details	Reviews			
Strategy 8: Provide transportation for after-school tutorials and Saturday school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase number of students attending tutorials and Saturday School. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Transportation for students - American Rescue Plan (ARP/ESSER III) - $7,370				

Strategy 9 Details	Reviews			
Strategy 9: Review, implement, and document the District Student Assistance Team (SAT) and Response to Intervention (RTI) process to ensure at-risk students to receive timely interventions and accelerated instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of Tier students will have active RTI plans, progress monitoring and services **Staff Responsible for Monitoring:** Core Teachers, Instructional Specialists, Principal, Supplemental Instruction Teachers **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 10 Details	Reviews			
Strategy 10: Use the Student Assistance Team (SAT) to coordinate meetings to monitor and develop plans for at-risk students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Tier II and III students will receive targeted instruction that results in students making academic progress **Staff Responsible for Monitoring:** Core Teachers, Instructional Specialists, Principal, Supplemental Instruction Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Hire and support training for one Reading Recovery teacher leader to attend TWU and then implement clear processes and systems for integrating the Reading Recovery framework of intervention to support students in first grade who are significantly behind in reading. **Strategy's Expected Result/Impact:** Increased teacher capacity to support intensive reading instruction for struggling students, increased student achievement **Staff Responsible for Monitoring:** Director of Intervention Services, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Create a safe and supportive learning environment that advances the learning of every student.

Performance Objective 1: Increase the overall social, emotional and learning of the climate percentage on the Panorama Survey from 30% to 65% by June 2022.

Evaluation Data Sources: ESF Surveys, Campus Survey, Parent Involvement Participation Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement and provide continuous training on Positive Behavior Interventions and Supports (PBIS), CHAMPS, Second Step, and Check In Check Out (CICO) as interventions and strategies for improving behavior. **Strategy's Expected Result/Impact:** Decrease in discipline referrals, improved classroom management, and positive change in Behavior Tiers **Staff Responsible for Monitoring:** Assistant Principal, Principal **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** Salaries for RESET paraprofessional and Behavior paraprofessional - State Compensatory Education - $57,784				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create rich and meaningful character building experiences for students by focusing on Character Education. **Strategy's Expected Result/Impact:** Monthly character education lessons led by the counselor and implementation of student celebrations for students who exemplify character traits. Students demonstrate self-awareness and make good choices. The decline in student anxiety and behavior problems **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recognize students with good character through positive referrals, weekly star student selections, incentives, and monthly character presentation awards. **Strategy's Expected Result/Impact:** Positive student outcomes as a result of competencies being taught, modeled and practiced should produce long term improvement in student skills, attitude and academic performance **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a No Place for Hate to support social emotional learning for all students. **Strategy's Expected Result/Impact:** Create a safe social emotional environment for all students. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Enforce the district policy to address any threats of bullying	Formative			Summative
Strategy's Expected Result/Impact: Students and parents will feel safe reporting bullying concerns to campus administration or by utilizing the Stop-It platform; bullying investigations will be completed according to district guidelines	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Counselors				
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training, coaching, consultation, and technology tools.	Formative			Summative
Strategy's Expected Result/Impact: All students in need of behavior supports will have an active plan in the RTI/MTSS System; evidence will include accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring, and teacher/staff notes	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Counselors, Instructional Specialists, Principal				
Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
Strategy 7: Implement strategies learned in CASEL training to further meet the social and emotional needs of students.	Formative			Summative
Strategy's Expected Result/Impact: Empower students to seek solutions and encourage positive behaviors	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Counselors				
Title I Schoolwide Elements: 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Create a safe and supportive learning environment that advances the learning of every student.

Performance Objective 2: Increase the climate survey percentage for students (69% to 84%), teachers (58% to 73%), and parents (70% to 85%) to ensure a safe facility by June 2022.

Evaluation Data Sources: ESF Survey, Campus Surveys, Parent Involvement Participation Rates

Strategy 1 Details	Reviews			
Strategy 1: Create a plan that outlines the roles and responsibilities of the threat assessment team.	Formative			Summative
Strategy's Expected Result/Impact: Implementation of plan that mitigates threats to student safety **Staff Responsible for Monitoring:** Assistant Principal, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure campus Emergency Operations Plan is in compliance with the District and state of Texas legislative requirements.	Formative			Summative
Strategy's Expected Result/Impact: Campus EOP is in compliance with district and state requirements **Staff Responsible for Monitoring:** Assistant Principal, Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Improve ratings on School-wide PBIS Tiered Fidelity Inventory.	Formative			Summative
Strategy's Expected Result/Impact: Increased research-based practices across the campus **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Foundations Team, Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with the maintenance department to audit the safety of the building.	Formative			Summative
Strategy's Expected Result/Impact: Assessment and recommendation summary to improve safety **Staff Responsible for Monitoring:** Custodians, Director of Maintenance, Principal	Nov	Jan	Mar	June

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

Goal 4: Recruit, support, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

Performance Objective 1: Implement effective practices for recruiting, supporting and retaining highly-qualified personnel to increase the retention rate from 60% to 80% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Reviews			
Strategy 1: Establish an onsite New Teachers Academy to provide intentional support and learning opportunities based on specific needs, patterns, and trends.	Formative			Summative
Strategy's Expected Result/Impact: First-year teachers will progress instructionally and return to South Waco after first year **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide new teacher orientations to assist teachers who are new to the campus.	Formative			Summative
Strategy's Expected Result/Impact: Increased knowledge of campus initiatives and to acclimate teachers to the school campus **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct "Stay Interviews" to evaluate overall job satisfaction and solicit feedback.	Formative			Summative
Strategy's Expected Result/Impact: Identify strategies to retain staff and remove barriers. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Lead Teachers, Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase frequency of observation and feedback cycles for novice staff.	Formative			Summative
Strategy's Expected Result/Impact: New staff will receive clear feedback, job embedded professional development and follow up to improve instructional practices. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Mentor Coordinator, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement the Effective School Framework (ESF) and campus survey to evaluate climate and needs of the campus from staff. **Strategy's Expected Result/Impact:** Develop strategies to ensure that the learning environment meets the needs of staff and students through intentional activities. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Organize a Lead Teacher Team to allow teachers to provide input and help establish roles and responsibilities **Strategy's Expected Result/Impact:** Increase teacher input to make campus decisions that align with the mission and build capacity on the campus **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Attend local job fairs to recruit highly qualified teachers. **Strategy's Expected Result/Impact:** Set up interviews to recruit new highly qualified teachers in an effort to decrease teacher turnover. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Teachers new to the campus will be assigned a buddy to help familiarize them with campus procedures. **Strategy's Expected Result/Impact:** New teachers will have a successful year and will remain at South Waco Elementary. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Conduct periodic surveys to gather teacher input on procedures and practices and a final end-of-year survey of overall satisfaction and suggestions for change. **Strategy's Expected Result/Impact:** Teachers will have a voice in procedures and practices throughout the campus. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Engage, inform, and build trust with students, staff, parents and community.

Performance Objective 1: We will implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, and parents.

Targeted or ESF High Priority

Evaluation Data Sources: Communication Documents, Parent Engagement Data

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with the bilingual department to provide translation for Spanish speaking families.	Formative			Summative
Strategy's Expected Result/Impact: Increasing opportunities and participation for Spanish speaking families and improve communication channel. **Staff Responsible for Monitoring:** Bilingual Department, Parent & Community Engagement Specialist, Principal, Secretary **Title I Schoolwide Elements:** 3.2	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Establish a system to communicate with parents to intervene and respond to students' need.	Formative			Summative
Strategy's Expected Result/Impact: Increase parent and teacher communication to increase student performance academically and socially **Staff Responsible for Monitoring:** Assistant Principal, Classroom Teachers, Counselors, Family & Community Engagement Specialist, Principal **Title I Schoolwide Elements:** 3.2	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Partner with feeder schools to improve transition.	Formative			Summative
Strategy's Expected Result/Impact: Provide information for a successful transition to Cesar Chavez Middle School or Tennyson Middle School and gain knowledge of the middle school experience **Staff Responsible for Monitoring:** Atlas Dean, Cesar Chavez Middle School Principal, Counselors, Principal **Title I Schoolwide Elements:** 3.1	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Host 'Lunch with the Principal' meetings every six weeks to provide parents and community members an opportunity to provide feedback, ask questions, and share concerns.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase stakeholders knowledge of campus goals and provide feedback in a nonthreatening environment **Staff Responsible for Monitoring:** Principal, Secretary **Title I Schoolwide Elements:** 3.2 **Funding Sources:** Food for parent engagement events - American Rescue Plan (ARP/ESSER III) - $2,000, Food for parent engagement events - Title I Parent Involvement - $1,974, Parent Engagement supplies - American Rescue Plan (ARP/ESSER III) - $2,405				

Strategy 5 Details	Reviews			
Strategy 5: Ensure all communication regarding parent involvement opportunities is in English and Spanish.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Diverse representation at school events **Staff Responsible for Monitoring:** Assistant Principal, Principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** EDR's for Spanish speaking paraprofessionals - American Rescue Plan (ARP/ESSER III) - $3,000				

Strategy 6 Details	Reviews			
Strategy 6: Use Blackboard to communicate with parents through voice, text, and email in English and Spanish.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase parent awareness about events at South Waco Elementary. **Staff Responsible for Monitoring:** Assistant Principal, Principal **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 7 Details	Reviews			
Strategy 7: Use the social media platform, Facebook, to keep parents consistently informed by spotlighting learning and campus events.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Frequent communication using a variety of modes, and updated digital platforms **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 8 Details	Reviews			
Strategy 8: Use CNS to provide food and snacks for families to attend activities.	Formative			Summative
Strategy's Expected Result/Impact: Increased parent attendance with nutrition, child care, and activities scheduled during meal times.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Principal				
Title I Schoolwide Elements: 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**				
Funding Sources: Food and snacks for parent involvement events. - American Rescue Plan (ARP/ESSER III) - $2,000				

Strategy 9 Details	Reviews			
Strategy 9: Hire a Family & Community Engagement Specialist to organize and manage family engagement activities.	Formative			Summative
Strategy's Expected Result/Impact: Increased family involvement in activities and increased awareness of campus resources.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**				
Funding Sources: Salary for paraprofessional - Title 1 - $32,000				

Strategy 10 Details	Reviews			
Strategy 10: Create and communicate newsletters and campus activities calendar with opportunities for family engagement.	Formative			Summative
Strategy's Expected Result/Impact: Monthly family engagement opportunities	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Family & Community Engagement Specialist, Principal				
Title I Schoolwide Elements: 3.1				

Strategy 11 Details	Reviews			
Strategy 11: Increase the use of the LMS Seesaw to support instruction and connect parents to what is happening in the classroom.	Formative			Summative
Strategy's Expected Result/Impact: Increase parent knowledge of student's education	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Specialist, Teachers				
Title I Schoolwide Elements: 2.4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Engage, inform, and build trust with students, staff, parents and community.

Performance Objective 2: Increase overall student attendance through incentives and interventions.

Strategy 1 Details	Reviews			
Strategy 1: Purchase instructional supplies to be used during attendance make ups.	Formative			Summative
Strategy's Expected Result/Impact: Increased engagement during attendance make ups.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Instructional supplies - American Rescue Plan (ARP/ESSER III) - $8,699				

Strategy 2 Details	Reviews			
Strategy 2: Provide clear expectations for Parent Community Liaison (PCL) on roles and responsibilities to assist with increasing student attendance.	Formative			Summative
Strategy's Expected Result/Impact: Student attendance will increase, and systems will be in place for ongoing communication and response to student attendance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				

Strategy 3 Details	Reviews			
Strategy 3: Implement attendance monitoring and intervention strategies to include personalized plans for students with excessive absences.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance to 97% and have individual plans in place for students with excessive absences.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal, Parent Community Liaison **Title I Schoolwide Elements:** 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Recognize classes with an average of 97% attendance weekly, at the end of each six-weeks and throughout the school year by recognizing individual students with perfect attendance through the use of certificates, books, and other instructional rewards to emphasize the importance of staying in school and not dropping out.	Formative			Summative
Strategy's Expected Result/Impact: Student attendance will improve to 97%.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Teachers **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** Attendance instructional rewards - American Rescue Plan (ARP/ESSER III) - $9,199				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide extra duty pay for paraprofessionals and teachers to make phone calls for students who are not attending school. **Strategy's Expected Result/Impact:** Increase attendance rates. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** EDR's for teachers - American Rescue Plan (ARP/ESSER III) - $4,000, EDR's for paraprofessionals - American Rescue Plan (ARP/ESSER III) - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Develop and implement plans, and systems and processes to improve the campus A-F rating and remove the "targeted" label to ensure academic success for all students.

Performance Objective 1: Develop campus instructional leaders (principal, assistant principal, instructional specialists, counselors, and teacher leaders) by defining clear roles, responsibilities, and by providing leadership development to ensure campus leaders are equipped with the necessary tools and training to effectively lead.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student achievement on STAAR Domain indicators.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue Data Driven Instruction from (TIL) Texas Instructional Leadership framework for principals and leadership designee(s). **Strategy's Expected Result/Impact:** Assessment calendar, data meetings, reteach plans, feedback, and responsive professional development support. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attend A-F training to identify targeted domains and discuss strategies for improvement in campus rating. **Strategy's Expected Result/Impact:** Improve student achievement in Domain II School Progress from a "D" to a "C." **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Director of Accountability Systems **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue Action Coaching from TIL (Texas Instructional Leadership) framework. **Strategy's Expected Result/Impact:** Observation and feedback calendars, observation and feedback scripts, improved leader and teacher performance. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Professional Development, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instructional leadership team will meet once a week to discuss campus-wide problems of practice, create response plans, monitor progress, and engage in professional learning. **Strategy's Expected Result/Impact:** Communicate goals, growth, needs, and strategies for improvement. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct a tri-year campus survey to gather perceptions on retention, culture, behavior, campus instruction, and leadership. **Strategy's Expected Result/Impact:** Evaluate leadership practices in order to alter, adapt, or enhance campus processes. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Partner with district and campus leaders or consultants to engage in leadership professional development to glean information, and make adjustments to the instructional program. **Strategy's Expected Result/Impact:** Ensure instructional alignment with district and campus goals, written frameworks, processes and procedures, and improved professional practice. **Staff Responsible for Monitoring:** Assistant Principals, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Travel/Professional Development - Title 1 - $1,500				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Partner with TNTP as a TEA outside approved vendor and district leadership to support leadership development and campus improvement goals connected to the ESF plan. **Strategy's Expected Result/Impact:** Increase instructional leadership capacity. **Staff Responsible for Monitoring:** Exec. Director Elementary Education, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Develop and implement plans, and systems and processes to improve the campus A-F rating and remove the "targeted" label to ensure academic success for all students.

Performance Objective 2: Meet TEA requirements for schools labeled as Targeted Improvement and/or Comprehensive.

Targeted or ESF High Priority

Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans Submitted to TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement and update roles and responsibilities of campus instructional leaders to improve daily functions and monitor improvements that address the causes of low performance. **Strategy's Expected Result/Impact:** Campus instructional leaders will increase the instructional leadership capacity for themselves and others based on evidence such as action steps. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve campus leaders through regularly scheduled, job-embedded professional development consistent with best practices. **Strategy's Expected Result/Impact:** Campus leaders will increase their skills for providing support and feedback to teachers through practice-based professional development, evidenced by revised plans, scripts, and processes. **Staff Responsible for Monitoring:** Executive Director of Curriculum and Professional Development, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish a system to maximize leaders' engagement in instructional leadership responsibilities. **Strategy's Expected Result/Impact:** Coordinated calendar strategically planned to ensure that teachers receive consistent and frequent feedback. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Improve leadership capacity for teacher leaders in lesson planning, instructional delivery, monitoring instruction and improving culture. **Strategy's Expected Result/Impact:** Teacher leaders will be able to support other teachers and engage in decision making related to instructional leadership tasks. **Staff Responsible for Monitoring:** Assistant Principal, Instructional Specialists, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**				

No Progress


Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for South Waco Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for South Waco Elementary School

Name	Position	FTE
Jerry Dancer	Behavior Aide	1
Leasa Minyard	SIT	1
Mamie Hall	SIT	1
Roosevelt Alexander	RESET Aide	1
Tiffany Guerrero	SIT Aide	1
Vacant	SIT Aide	1

Title I Personnel

Name	Position	Program	FTE
Becky Kersh	Instructional Specialist	Title I	1
Stephanie Satchell	Instructional Specialist	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Region 12 Contract		$11,654.00
1	1	3	School Business-Subs Needed		$6,000.00
2	2	1	Salaries for teachers and paraprofessionals		$196,335.00
3	1	1	Salaries for RESET paraprofessional and Behavior paraprofessional		$57,784.00
				Sub-Total	$271,773.00
				Budgeted Fund Source Amount	$271,773.00
				+/- Difference	$0.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	EDR's for Teachers		$5,000.00
1	1	10	Salaries		$147,900.00
2	2	2	Instructional supplies		$2,338.00
2	2	3	EDR's for teachers		$8,662.00
5	1	9	Salary for paraprofessional		$32,000.00
6	1	6	Travel/Professional Development		$1,500.00
				Sub-Total	$197,400.00
				Budgeted Fund Source Amount	$197,400.00
				+/- Difference	$0.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	4	Food for parent engagement events		$1,974.00
				Sub-Total	$1,974.00
				Budgeted Fund Source Amount	$1,974.00
				+/- Difference	$0.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Consumables and instructional supplies		$18,762.00
2	2	3	EDR's for teachers		$20,088.00
2	2	4	Education Galaxy		$4,000.00
2	2	8	Transportation for students		$7,370.00
5	1	4	Food for parent engagement events		$2,000.00
5	1	4	Parent Engagement supplies		$2,405.00
5	1	5	EDR's for Spanish speaking paraprofessionals		$3,000.00
5	1	8	Food and snacks for parent involvement events.		$2,000.00
5	2	1	Instructional supplies		$8,699.00
5	2	4	Attendance instructional rewards		$9,199.00
5	2	5	EDR's for teachers		$4,000.00
5	2	5	EDR's for paraprofessionals		$2,000.00
				Sub-Total	$83,523.00
				Budgeted Fund Source Amount	$84,323.00
				+/- Difference	$800.00
				Grand Total	$554,670.00

Addendums

Waco Independent School District

Tennyson Middle School

2021-2022 Campus Improvement Plan



Mission Statement

At Tennyson Middle School we believe our duty is to educate the whole child by expecting, modeling, and reinforcing both social-emotional and academic development in a consistently positive environment.

Value Statement

At Tennyson Middle School we have G.R.I.T:

Gratitude

Respect

Integrity

Teamwork

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tennyson Middle School (TMS) serves approximately 920 students in grades 6-8. As of the 2019-2020 Texas Academic Performance Report (TAPR), TMS was 27.3% African American, 56.8% Hispanic, and 11.8% White. Of these 920 students 84.8% are economically disadvantaged and 60% at-risk. 7.6% of the students receive Special Education (SPED) services, 8% Section 504, and 15.4% Limited English Proficiency (LEP). Since the campus houses the District's Gifted and Talented (GT) ATLAS Academy, the percentage of GT students is currently 27.9%. The Atlas Academy is a Gifted and Talented program within Tennyson Middle School. Students that have been identified as Gifted and Talented by the Advanced Academics Department may apply to attend the Academy. The campus also houses a functional academic classroom and a behavioral unit (BASE). The mobility rate is 17.1%, and 2.8% of students are coded homeless.

According to the 2019-20 TAPR report, TMS had a staff of 82.9 with 64.9 being teachers. There are five administrators, two counselors, and 4.3 support staff. Of the teachers, 25.7% are minorities with 14.3% of the teachers being African American, 9.8% Hispanic, and 72.7% White. 30.7% of the teachers have a Master's Degree or higher. 16.6% of the teachers are first-year teachers while 18% of teachers have more than five years of experience.

Demographics Strengths

Tennyson Middle School is one of the most diverse campuses in the area. While the campus as a whole is **81.6%** economically disadvantaged, **72%** of the ATLAS Academy students are also economically disadvantaged. There are students from all socio-economic levels particularly attracted to the specialized gifted and talented instruction within the ATLAS Academy. Gifted students from throughout Waco ISD and surrounding districts apply to attend ATLAS including several students that leave local private schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance percentage continues to be below the goal of 96.4%. **Root Cause:** The campus does not have a specific plan to address how to positively affect attendance.

Problem Statement 2: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Achievement

Student Achievement Summary

According to the 2019-2020 School Report Card, Tennyson Middle School met standard overall with an 82% and met standard in all three accountability domains: student achievement (scaled score of 78), school progress (scaled score of 85), and closing the gaps (scaled score of 74). Tennyson did not receive Distinction Designations in 2019-2020. The campus as a whole performed above the district average on all STAAR tests but fell short of the state average in all but three STAAR tests. Sixth-grade Reading scores fell from 69% approaches grade level in 2018 to 62% in 2019. Sixth-grade Math grew by 1% with 75% of students approaching grade level. Seventh-grade Reading grew from 71% to 79% approaches grade level. Seventh-grade Writing grew from 64% to 69%. Seventh-grade Math grew from 68% approaching grade level to 76%. Eighth-grade Reading decreased from 88% in 2018 to 83% approaching grade level in 2019. Eighth-grade Math increased from 87% approaches grade level to 91%. Eighth-grade Science increased from 77% in 2018 to 82% in 2019. Social Studies maintained a level of 62% of students approaching grade level. Algebra I maintained an approaching grade level of 99% in 2019. Most content areas had marginal growth or losses in 2019. Exceptions include 8th and 6th grade Reading, which saw significant losses in percentage differences between 2018 and 2019. Tennyson also saw significant increases in 7th grade Reading, Math, and Writing as well as Science for 2019. For approaching grade level, Hispanic populations scored better than or equal to the state average in all areas except 6th grade Reading, 6th grade Math, and 7th grade Social Studies. African American populations performed significantly lower in all subjects than state averages, and in most cases, this was by double-digit percentage differentials. The African American population scored better than the state in Algebra. Economically disadvantaged students performed close to the state level with the exception of 6th grade Reading, 6th grade Math, 7th grade Math, Writing, 8th grade Reading, Science, and Social Studies. Students struggled to maintain and grow across all content areas and were impacted by limited knowledge of the learning management software and limited access to technology during the Spring CoVID-19 shutdown.

Student Achievement Strengths

The campus continues to score higher than the District average in all areas but slightly below state averages. With the ATLAS Academy, the masters scores are significantly higher than the District and in some areas higher than the state.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement in Reading (6th grade: -7%, 8th grade: -5%) and Social Studies (maintained level) continue to fall below campus expectations with an overall growth of 2% and multiple teachers scoring below the district averages. **Root Cause:** The Tier 1 instruction is not aligned to the standards.

Problem Statement 2: The percentage of students achieving Masters level in all areas except Algebra have been below the state averages. **Root Cause:** Tier 1 Instruction is not aligned to the standards and the rigor is low.

Problem Statement 3: ELL students continue to struggle with passing STAAR tests and scoring Advanced or Advanced High on the TELPAS. **Root Cause:** The campus' intervention for ELL students is not comprehensive nor rigorous enough to produce adequate growth.

Problem Statement 4: Several students are below grade-level in reading and struggle to pass STAAR tests or show growth. **Root Cause:** Students need more intense small

group and individual interventions.

Problem Statement 5: Even though math achievement has improved overall in the past several years, 6th and 7th graders continue to struggle due to lack of knowledge of basic math skills and understanding of math processes. **Root Cause:** Students need more intense small group and individual interventions.

Problem Statement 6: The campus failed to receive any distinctions. **Root Cause:** Attendance was below the 96.1% quartile 1 threshold needed for multiple distinctions. The campus failed to meet quartile 1 targets in other areas as well.

Problem Statement 7: Our African American population continues to score significantly lower than state averages on STAAR. **Root Cause:** There is a lack of adequate Tier 2 and Tier 3 interventions to help bridge the gaps in achievement.

School Culture and Climate

School Culture and Climate Summary

- The House System was introduced last year and all students have been sorted into one of three houses. The houses are used to develop another layer of community on the campus and give students the ability to interact with others from different grade levels and programs. These houses are tied to our GRIT value system with each of the houses representing one of the core values. Houses compete against each other for points associated with our PBIS point system.
- Continued gains have been made to form a united campus staff. This will be improved through a focus on collaboration and communication regarding the campus as a whole. The teachers are also sorted into houses and participate in house competitions and mentor students in their houses.
- Most teachers model behaviors making a special effort to reach out to those most at risk. The students are encouraged to be understanding of their peers. A school-wide anti-bully program "No Place For Hate" was implemented this year.
- Great strides have been made in uniting the gifted & talented academy, ATLAS, with the rest of the student population. This continues to be a focus for the campus and ATLAS students have also been sorted into the houses.
- Discipline referrals have increased and a focus on collaboration and communication among the staff is needed. Many referrals that are processed are for minor infractions, and a collaborative effort is needed with a focus on campus-wide behavior intervention plans and Positive Behavioral Interventions and Supports (PBIS) systems. The house system cultivates a positive and supportive climate for both staff and students and aligns with current PBIS systems in place. The students are rewarded with "GRIT points" which can be used in a store to purchase prizes.
- Extensive Behavior Interventions such as PASS have had a positive impact on the overall climate of the campus but some fine-tuning and modifications are needed. Currently, the PASS system is proving to be an effective mechanism for intervening with our Tier 3 students while also providing documentation for disciplinary decisions if needed. Additional Tier 3 behavior interventions are needed.
- The Behavior Intervention Team has had a tremendous impact on the overall campus climate as well but lacks consistency and well-defined roles. Communication and collaboration strategies need to be implemented.
- The 6th-grade team has established a more controlled environment to ease the transition from elementary to middle school with a gradual reduction of structure. The focus has been on interventions and transitions. With a collaborative approach to refining the 6th-grade system, significant gains can be made both academically and behaviorally.
- The majority of students participate in some type of extracurricular activity. The students who participate in these activities tend to perform better academically and have a more positive social influence among their peers. This has been encouraged by the staff and this encouragement will continue.
- The physical environment of the school has been shown to have an impact on student success and a focus on renovation continues.

With the addition of AVID in the 6th grade this year, a shift to a college-bound focus and attitude has begun and the AVID culture reinforced.

Refocus on this area is needed to spread it campus-wide with fidelity.

- Expectations are evident and some grade-level teams have demonstrated positive outcomes. These expectations need to be developed and supported campus-wide. The campus motto “Grit” has been implemented and will be expanded on as a common language and focus. GRIT serves as the core of the campus value system with each letter representing a core value and representing one of the houses: Gratitude, Respect, and Integrity with all exhibiting Teamwork.
- Professional Learning Communities (PLC) have been in place for many years in core content areas. With a renewed focus on interdisciplinary instruction, PLCs will be by grade level this year. A continued effort and focus in this area will increase collaboration and individual ownership.

School Culture and Climate Strengths

- We have a collaborative environment.
- People are willing to go beyond their subject areas, job descriptions, and boundaries to help each other.
- We continue to update the physical school environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: TMS utilizes PBIS rewards to encourage students to model core values; however, we need to do more for our teachers, so they can understand how appreciated they are, and we must continue to motivate/support students. **Root Cause:** Teachers can easily become overwhelmed and feel underappreciated. We need to make sure they are recognized so they will continue to work and help students achieve at the highest level

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers on the campus are highly qualified. All first-year teachers and teachers new to the District have a mentor teacher assigned to them. These mentors are assigned at the campus level but managed through central administration. Communication, collaboration, and organization within the campus level of the mentor program will be addressed to provide a more functional support system for first-year teachers and teachers new to the district.

In regards to professional development, teachers need training on specific teacher needs, how to teach our student demographics, and the opportunity to grow within the district. Professional Development in rigor and differentiation is also needed according to observations and walkthroughs. These walkthroughs and observations provide data that drives leadership decisions. Teachers need training in Data Driven Instruction to align the instruction to the TEKS and improve Tier 1 instruction. Teachers that fail to perform at district and state standards are provided with several interventions, professional development, and an administrator coach.

If a teacher leaves during the year or at the end of the year, the administrative team will meet to develop a list of qualifications needed for replacement. Likewise, the team will decide if a currently employed teacher would be better in the vacant position. Student achievement and T-TESS data is used to determine if this change of assignment was necessary.

Teacher Turnover Rates over the last five years:

School Year	16/17	17/18	18/19	19/20	20/21
Teacher Separations	14	13	19	10	--
Teacher Turnover	22.76%	20.44%	29.28%	16.37%	18.55%

Reasons for leaving (20/21): one promotion within the campus, one promotion within the district, three retirements, three relocating to a different town, three accepted positions in a nearby district, two positions collapsed through attrition.

Staff Quality, Recruitment, and Retention Strengths

- Hiring highly qualified staff members
- Professional development offered on campus based on high needs
- New Teacher mentor program
- Implementation of PLC+ and time dedicated to PLCs daily

- Staff personally invested in the campus and our students
- Multiple morale-boosting activities provide teachers with motivation
- Teachers have also been divided into houses to increase a sense of community and ownership

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers were provided time to collaborate and PLC+ was introduced; however, it was not fully implemented. **Root Cause:** Due to the restraints in place for the 2020-2021 school year, time was not available to practice the PLC+ model. The campus needs to provide time to implement PLC+ practices.

Problem Statement 2: Staff surveys and input indicate teachers experience frustration with lack of professional development geared toward teacher needs, teaching our student demographics, and growing within the district. **Root Cause:** Campus needs to seek additional professional development in high-need areas specific to student, teacher, and overall campus needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Tennyson Middle School (TMS) teachers use curriculum that is aligned with the state standards. All curriculum at TMS is research-based and instructionally centered on best practices. We make data-driven decisions for improvement in our written curriculum and instructional methodologies using district based assessments (DBA's), district assessments, campus assessments, and campus walkthrough data. The world of education is ever-evolving and TMS teachers and staff require new learning and updates to the written, taught, and assessed curriculum areas in order to stay abreast of latest educational trends and instructional best practices. Student engagement, rigorous coursework, and innovative educational strategies are focus areas.

Curriculum, Instruction, and Assessment Strengths

- Use of data by teachers and students
- Staff and leadership participation in school year and summer professional development
- Implementation of small group instruction
- Implementation of WICOR strategies school-wide as adopted through AVID
- Collaboration with district coordinators on pacing guide updates
- Enhanced the understanding of rigor and relevance
- Student centered instruction has improved and teachers feel it benefits students and teachers building individualized relationships, leading to greater opportunities of learning needs, and differentiation.
- More kinesthetic learning opportunities seen across campus
- Higher Costas level of questioning across the campus
- Backwards planning has improved across all contents
- ATLAS - positive early implementation of depth and complexity
- Adequate planning time
- Core teachers get to focus on their content without being stretched across multiple preps

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students lack the critical thinking skills necessary to excel in academic areas. **Root Cause:** Teachers need additional training on best practices, such as Depth & Complexity, RtI strategies, Rigor & Relevance. blended learning, guided reading, differentiation, and AVID.

Problem Statement 2: Students are not meeting achievement expectations in multiple areas. **Root Cause:** Teachers need professional development in aligning curriculum and data-driven instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Tennyson Middle School (TMS) is committed to the development of family and community involvement. TMS strives to achieve family and community partnerships that positively impact the lives of all TMS students. We incorporate the components of the school, family, and community partnerships to help our students succeed.

Our structure includes parental organizations that regularly interact with the campus such as the Parent-Teacher Association (PTA) which is involved in campus activities and initiatives. The Campus-based Decision Making Committee (CDMC) welcomes parents, teachers, and members of the community to TMS 4-5 times throughout the year to discuss pressing business and update the Campus Improvement Plan as needed.

We know that communication is key to the effectiveness of family and community involvement. Through the use of electronic and printed communication, such as the School Messenger System, mail correspondence, and social media, TMS keeps parents informed of campus-wide alerts and information. We also maintain a school website (http://tennyson.wacoisd.org/home/) that showcases the latest happenings on and around campus. TMS strives for frequent interactions between school, family, and community so that students are more likely to receive a message of solidarity.

Parent and Community Engagement Strengths

- Parent Teacher Association (PTA)
- Campus-based Decision Maiking Committee (CDMC)
- Website
- Frequent use of Social media (Facebook, Twitter, and Instagram)
- School Messenger System
- Parent/Community volunteer support at campuses
- Parent/Community feedback (campus survey)- pending

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Communication between all stakeholders needs to increase. **Root Cause:** Some methods have been implemented consistently. New methods have been implemented. The campus still lacks an app that is easy for parents and staff to use.

Problem Statement 2: Parent engagement with our most at-risk families is inconsistent. **Root Cause:** Continuous implementation of monthly plans/events has not been executed

and events are not offered at varying times throughout the year (morning, lunch, evening) to reach all families.

School Context and Organization

School Context and Organization Summary

Tennyson Middle School places an emphasis on making sure that the most qualified teachers are employed at the campus. Core-content teachers have the opportunity to meet daily in grade-level PLCs which focus on planning, professional development/growth, RtI, AVID strategies, student assessment, interventions, and data disaggregation.

Tennyson provides many opportunities for tutoring, both during the school day and before/after school by TMS teachers.

Teachers are invited and encouraged to be an integral part of the Campus Decision-Making Committee.

School Context and Organization Strengths

- Teachers provide before/after school tutorials to increase student achievement and close the achievement gaps. Currently, teachers have at least two mornings and/or two afternoons a week identified as tutoring times.
- Snacks are provided to students who attend after-school tutoring.
- Teachers are invited to attend and become involved in the Campus Decision Making Committee.
- Teachers have many opportunities to participate in committees and participate in decision-making.
- Core teachers have grade-level PLC/planning periods daily.
- Monthly grade level meetings are attended by teachers and staff to discuss struggling students and strategies to help them
- We have a collaborative environment.
- People are willing to go beyond their subject areas, job descriptions, and boundaries to help each other.
- We continue to update the physical school environment.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need a better incorporation of social emotional learning across the whole school day in order to really serve the "whole child." We can utilize peers,

advisory, and a Tiered system. **Root Cause:** The staff cares about students and works on building relationships with them; however, the majority of our students are from low SES backgrounds.

Technology

Technology Summary

TMS has laptops, iPads, iPods, laptop mobile labs, Mobis, Clickers, TI-Nspire calculators, desktops, printers, studio recording equipment, document cameras, and projectors. This equipment is accessible to all teachers. TMS is a one-to-one campus, where all students are equipped with a Chromebook. Some of the equipment is not in working order, so TMS began a process of getting rid of technology that is no longer working, but this is still a work in progress. A replacement cycle is needed for technology.

Teachers continue using Canvas with positive results in student engagement and achievement. New iPads and computers were bought but more are still needed. We use Eduphoria and TEAMS for curriculum, instruction, and assessment support.

Technology Strengths

TMS leadership is dedicated to seeing better use of technology. District and campus funds are allocated to buying and repairing technology. Interactive whiteboards have been installed and are used regularly in math classrooms.

Problem Statements Identifying Technology Needs

Problem Statement 1: TMS teachers should receive more training in instructional technology, including the SAM-R model, to work with students and move beyond the minimum so students can reach their academic potential. **Root Cause:** A lack of training in technology limits teachers in improving instruction so that they can do more independent teaching.

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

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

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

Goals

Goal 1: Increase student achievement for all student populations.

Performance Objective 1: Ensure an aligned, guaranteed, and viable curriculum as the foundation for student achievement.

Evaluation Data Sources: Curriculum Documents, Instructional Materials, Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement Data-Driven Instruction (DDI) to systematically inform responses to data and reteach plans. **Strategy's Expected Result/Impact:** Support of systems and processes around DDI to be used in data meetings and creation of cycles for coaching of teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reset the Professional Learning Communities (PLC) process using the PLC+ model. Time is provided for PLCs for core content teachers every day that follows a recurring schedule of professional learning, data analysis, team planning, and vertical alignment. **Strategy's Expected Result/Impact:** Teachers will develop high-yield instructional strategies, align their instruction both by grade level team and vertically, and use data to drive instruction and intervention. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create, post, and communicate measurable and aligned learning objectives each day. **Strategy's Expected Result/Impact:** Students will be provided with a clear focus on their learning efforts. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Place students into enrichment/advisory classes to target areas of growth and fill gaps in learning through differentiated instruction. **Strategy's Expected Result/Impact:** Increased student achievement through targeted instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use Renaissance assessments (or other benchmarks) to identify areas of instructional focus and interventions. **Strategy's Expected Result/Impact:** Document outlining areas of leverage. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Use Lexile data from Renaissance assessments at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) to assess students' level and level of progress in light of COVID-19. **Strategy's Expected Result/Impact:** Identify areas for intervention. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Adopt a focus on rigor using AVID's Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies. **Strategy's Expected Result/Impact:** Improvement in student achievement. **Staff Responsible for Monitoring:** Principal, Assitant Principal, Dean, Instructional Specialists, AVID Site Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 2: Implement a strategic, targeted focus on reading and writing instruction using the workshop model.

Evaluation Data Sources: STAAR Scores, ELAR Curriculum Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement writing assignments in all classes a minimum of twice per week. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide all teachers with professional development to support the implementation of writing across the curriculum. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 3: Increase STAAR scores in all areas, including passing rates, progress measure rates, and masters measure rates.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase percent of students achieving Masters in Reading from 22% to 30%. **Strategy's Expected Result/Impact:** Increase in Student Achievement Domain performance to a B. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the percentage of students scoring Masters in Social Studies from 13% to 20% and Meets from 28% to 40% **Strategy's Expected Result/Impact:** Increase in Student Achievement Domain performance to a B. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Maintain the Masters and approaches level of performance for students in Math. **Strategy's Expected Result/Impact:** Increase in school progress rating, **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean **Title I Schoolwide Elements:** 2.4, 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase the number of students showing growth despite not meeting standards in reading. **Strategy's Expected Result/Impact:** Increase in school progress rating. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean **Title I Schoolwide Elements:** 2.4, 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Meet the ELP status goal of number of students meeting standard on TELPAS.	Formative			Summative
Strategy's Expected Result/Impact: Improved rating on Closing the Gaps Accountability rating.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, ELLA Teacher, Campus Assessment Coordinator, and Campus TELPAS Coordinator				
Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Hit targets of Academic Achievement and Growth for African American students in Reading and Math	Formative			Summative
Strategy's Expected Result/Impact: Improved rating on Closing the Gaps Accountability rating.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Use common unit assessments to ensure equity across classrooms and as benchmarks to evaluate learning and guide instructional adjustments.	Formative			Summative
Strategy's Expected Result/Impact: Reliable data to drive instructional decisions.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Instructional Specialist				
Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
Strategy 8: Provide support for PLCs and teachers to use common assessment data to determine instructional adjustments and targeted interventions for students in need of additional support.	Formative			Summative
Strategy's Expected Result/Impact: Schedule outlining campus-level support for teachers to evaluate common assessment data and develop campus and/or student-specific interventions.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Instructional Specialist				
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
Strategy 9: Research and purchase necessary resources for achievement needs.	Formative			Summative
Strategy's Expected Result/Impact: Increase in STAAR measures.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Leadership Team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: Materials and resources - Title 1 - $8,000				

Strategy 10 Details	Reviews			
Strategy 10: Implement consistent student data analysis centered on growth in each content area.	Formative			Summative
Strategy's Expected Result/Impact: Increased student ownership of learning and growth.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Dean, Assistant Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 11 Details	Reviews			
Strategy 11: Provide a half-day of planning to teachers to develop engaging and aligned lessons, analyze data, and develop aligned assessments.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement due to clarity in instruction.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Dean, Assistant Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 12 Details	Reviews			
Strategy 12: Schedule data analysis meetings within one week following both Unit and District Assessments.	Formative			Summative
Strategy's Expected Result/Impact: Improved reteach and reassessment strategies.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Dean, Assistant Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 4: Increase reading and math levels by more than one year's growth and comprehension abilities by achieving a 1 on progress measures for STAAR for MTSS Level II and III students using various resources, including personnel to provide intervention services.

Evaluation Data Sources: Renaissance Data, STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Employ 2 Supplemental Instruction Teachers (SIT) to focus on reading interventions for Tier II & III students. **Strategy's Expected Result/Impact:** Increase in STAAR measures. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Reading Intervention Teacher - State Compensatory Education - $130,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development for the Reading Supplemental Instruction Teachers focusing on Reading Plus. **Strategy's Expected Result/Impact:** Increase in STAAR measures for Tier II students. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Employ three instructional specialists to work with teachers and students. **Strategy's Expected Result/Impact:** Increase in STAAR measures. **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** Two instructional specialists - Title 1 - $195,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Employ two Supplemental Instruction Teachers (SIT) to focus on math interventions for Tier II & III students. **Strategy's Expected Result/Impact:** Increase in STAAR measures. **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Part-time math intervention teacher - State Compensatory Education - $130,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize math labs to support Tier III students who have previously failed the Math STAAR test. **Strategy's Expected Result/Impact:** Increase in the number of students meeting approaches on the Math STAAR tests as well as meeting growth targets. **Staff Responsible for Monitoring:** Principal, Dean, Instructional Specialists **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 5: Increase the use of small group instruction, differentiation, and MTSS level II and III interventions by providing teachers with the materials and resources necessary to positively affect student growth and achievement enabling students to meet progress measures at the "Expected" level or above.

Evaluation Data Sources: STAAR Data, Branching Minds data

Strategy 1 Details	Reviews			
Strategy 1: Purchase resources and provide PD in the areas of guided reading instruction and blended learning.	Formative			Summative
Strategy's Expected Result/Impact: Increase in STAAR measures in all areas.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** PD - State Compensatory Education - $3,000, materials - Title 1 - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Hire tutors to provide tutoring before and after school for academically struggling students.	Formative			Summative
Strategy's Expected Result/Impact: Increase in STAAR results.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy** **Funding Sources:** tutors - American Rescue Plan (ARP/ESSER III) - 6118 - $35,602				

Strategy 3 Details	Reviews			
Strategy 3: Provide tutorials and other opportunities for credit and attendance recovery outside of normal school hours for academically struggling students.	Formative			Summative
Strategy's Expected Result/Impact: Increase in credit awarded. Reduced dropout rate. Attendance improvement.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Dean.				

Strategy 4 Details	Reviews			
Strategy 4: Provide transportation for after-school tutorials and Saturday school.	Formative			Summative
Strategy's Expected Result/Impact: Increase the number of students attending tutorials and Saturday school.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Dean, Instructional Specialists, Principal, Assistant Principals **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Transportation - American Rescue Plan (ARP/ESSER III) - 6494 - $13,061				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Hire a librarian to serve as a support to the instructional programs of the school. **Strategy's Expected Result/Impact:** Increased access, understanding, and utilization of printed and media materials. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 6: Provide opportunities for academic rigor and acceleration for GT students.

Evaluation Data Sources: STAAR Scores, Attendance Data, Parent and Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development in Kaplan's Depth and Complexity strategies and Project-Based Learning in order to help teachers meet the unique needs of GT students. **Strategy's Expected Result/Impact:** Increase in STAAR performance and meet the specific needs of GT students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Advertise the ATLAS Academy's application window and hold virtual meetings with all elementary 5th grade GT students. Provide information to staff, students, parents, and the community about the benefits of the Academy's specialized approach to GT instruction. **Strategy's Expected Result/Impact:** The majority of GT students in Waco ISD attend the academy. **Staff Responsible for Monitoring:** Principal, Dean **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Require all teachers who teach GT students to have the initial 30 hours of GT training and stay current with their annual 6-hour update. Encourage all GT teachers to obtain their GT certification. **Strategy's Expected Result/Impact:** Increased and consistent use of instructional strategies proven to be successful with GT students. **Staff Responsible for Monitoring:** Principal, Dean **Title I Schoolwide Elements:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Require all GT students to complete their choice of a Science Fair, History Fair, or Passion Project that aligns with the rquirements of the TPSP (Texas Performance Standards Project). **Strategy's Expected Result/Impact:** Students are encouraged to participate in a rigorous, long-term project. **Staff Responsible for Monitoring:** Principal, Dean **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Advertise Duke Talent Search to ensure students and families know about the benefits of taking the ACT/SAT. Meet with eligible students and hold parent information meetings to encourage more participation. **Strategy's Expected Result/Impact:** Increased enrollment in the Duke Talent Search program. **Staff Responsible for Monitoring:** Principal, Dean **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Spring Board, a robust enrichment curriculum, for ELAR teachers and ADI training for Science teachers to provide rigor and engage GT students in learning. **Strategy's Expected Result/Impact:** Increased engagement and increased achievement. **Staff Responsible for Monitoring:** Prinicpal, Dean, Teachers **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide all ATLAS students the choice between a rigorous and engaging STEM-based or Humanities based mini-course for each 12 week period. **Strategy's Expected Result/Impact:** Students enrolled in mini-courses, selection of mini-courses. **Staff Responsible for Monitoring:** Dean **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 7: Increase knowledge and skills of staff in understanding the A-F accountability system.

Evaluation Data Sources: Increased student achievement on STAAR

Strategy 1 Details	Reviews			
Strategy 1: Participate in Denise Bell's training to understand A-F accountability and clarify any misconceptions.	Formative			Summative
Strategy's Expected Result/Impact: Campus leadership has a clear understanding of accountability system allowing an identification of areas of focus to improve and areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to teachers on the A-F system.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement as a result of focus on high-leverage areas **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use the A-F accountability system in PLCs and clarify any misconceptions once in the fall and once in the spring.	Formative			Summative
Strategy's Expected Result/Impact: Teachers have a clear understanding of the state accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist **Title I Schoolwide Elements:** 2.4	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct review of data to identify instructional leverage points and verify all A-F accountability coding is accurate.	Formative			Summative
Strategy's Expected Result/Impact: Student data coded and mined for A-F accountability will be an accurate account of student data and achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide additional professional development for the Dean in Lead4ward's accountability training. **Strategy's Expected Result/Impact:** Increase campus leadership's understanding of the accountability system to identify areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Dean, Principal **Title I Schoolwide Elements:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 8: Ensure a well-developed framework for language acquisition is developed with the curriculum documents and professional development is in place to ensure the academic success of Emergent Bilinguals.

Evaluation Data Sources: TELPAS, ESL STAAR Assessments, PBMAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure that all Emergent Bilingual students have the opportunity to practice and become comfortable with the TELPAS speaking, listening, and writing assessments. **Strategy's Expected Result/Impact:** Increase in TELPAS scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, LPAC Coordinator **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Encourage all staff to pursue ESL certification. Teachers will register for the ESL Academy provided by the English Learners Department to help teachers prepare for the ESL certification test. **Strategy's Expected Result/Impact:** Increase the percentage of teachers with ESL certification, increased use of strategies found effective with English Learners **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Dean **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Encourage all staff to continue professional development and attend or participate in Emergent Bilingual Toolkits, book studies, workshops, and academics offered by the English Learners Department throughout the school year and focus on strategies found effective with Emergent Bilingual students. Teachers and administrators at Tennyson will complete Higher Level Questioning Strategies PD and Abuelito Who: A Glimpse Into the Life of English Learners as Told Through Poetry, PD provided by the English Learners Department. **Strategy's Expected Result/Impact:** Increase in the use of strategies found effective with Emergent Bilingual students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Differentiate instruction for the various levels of language proficiency of EB students through the use of English language acquisition strategies, sheltered instruction, simplified language, visuals, pre-teaching vocabulary, small group instruction, sentence stems, question stems, and cognates. Utilize the Emergent Bilingual Schoolhouse located in CLEVER as a resource to support Emergent Bilingual students and differentiate during instruction based on the student's level of English language proficiency. Utilize Bloom's and Costa's Questioning Resource Cards as resources for planning and during instruction for Emergent Bilinguals (the planning cards can be found in the Emergent Bilingual Schoolhouse). **Strategy's Expected Result/Impact:** Student achievement will increase in each subject area. Increase student language proficiency. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize the Freckle program, Imagine Language and Literacy, and the English 3D curriculum from HCM during English Learner Language Acquisition (ELLA) classes and advisory periods. **Strategy's Expected Result/Impact:** Increase in English Language acquisition by Emergent Bilingual students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide ELLA classes for students at a beginning or intermediate level of proficiency according to TELPAS. **Strategy's Expected Result/Impact:** Increased student achievement and language proficiency. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialists, and LPAC Chair **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 9: Prepare students for post-secondary success by providing a rigorous curriculum embedded with lessons focused on job skill development as well as offering courses that prepare students for CTE, dual credit, and advanced placement programs.

Evaluation Data Sources: Course Catalog, PBMAS Data, PSAT Results

Strategy 1 Details	Reviews			
Strategy 1: Continue to support and expand the use of AVID methodologies by training more teachers through campus and district level professional development and attendance of AVID Summer Institute.	Formative			Summative
Strategy's Expected Result/Impact: Increased use of AVID strategies in instruction, increased use of AVID methodologies, and language used through all classrooms.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Instructional Specialist, Teachers				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Hire AVID tutors to provide additional support to AVID students twice a week.	Formative			Summative
Strategy's Expected Result/Impact: Increase in STAAR measures.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Leadership Team, AVID teacher				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Connect high school to career and college				
Funding Sources: Hire AVID teachers. - State Compensatory Education - $13,700				

Strategy 3 Details	Reviews			
Strategy 3: Offer AVID elective classes for grades 6-8 to support students with the opportunity to be the first person in their family to attend college.	Formative			Summative
Strategy's Expected Result/Impact: Increase in the number of students enrolled in Advanced courses.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, AVID Coordinator, Counselors				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Evaluate and refine the process for identifying students for TSI testing.	Formative			Summative
Strategy's Expected Result/Impact: Increase in the number of students taking the TSI and passing rate.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals				
Title I Schoolwide Elements: 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ensure all ARD committee members are trained in coding and students are accurately coded in PEIMS. **Strategy's Expected Result/Impact:** Students are correctly coded in PEIMS. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Diagnosticians				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement for all student populations.

Performance Objective 10: Ensure students and teachers are equipped with the knowledge, skills, and resources to integrate technology as a viable and integral instructional practice.

Evaluation Data Sources: Classroom Walkthroughs, Observations, Teacher and Student Feedback, STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase additional technological resources to support the 1:1 initiative including supplemental hardware, software, backup devices, and management tools. **Strategy's Expected Result/Impact:** Increase the utilization of technology to provide differentiation. **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify one PLC meeting each month to focus on Blended Learning. **Strategy's Expected Result/Impact:** Teachers will acquire an increasing depth of knowledge in instructional technology. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development for teachers to earn micro-credentials including but not limited to Google Educator level 1 & 2, Nearpod Certified Educator, AVID DigitalXP, and Edpuzzle. **Strategy's Expected Result/Impact:** Teachers will acquire an increasing depth of knowledge in instructional technology. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Incorporate lessons into advisory focused on technological literacy including emailing, typing, finding sources, navigating software, and navigating the learning management software. **Strategy's Expected Result/Impact:** Increase in Student Achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialists				

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

Goal 2: Create a safe and supportive environment in which students, parents, staff, and community members are meaningfully and actively engaged, increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: Sustain a safe and supportive environment to provide a secure, nurturing, non-threatening, respectful, and disciplined learning environment where all members excel and exhibit moral excellence.

Evaluation Data Sources: Sign-In Sheets, Safety Drill Record, Safety Audits

Strategy 1 Details	Reviews			
Strategy 1: Practice safety drills on a scheduled and unscheduled basis and at increasing levels of difficulty to determine campus readiness in addressing emergency and crisis situations.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Drills were implemented in a timely manner, demonstrated familiarity with safety procedures, and reduced response time. **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 2 Details	Reviews			
Strategy 2: Create a Campus Safety Committee comprised of staff with varying levels of related experience that meets monthly.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Emergency Operation Plans are kept up to date and communicated to staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 3 Details	Reviews			
Strategy 3: Ensure that all staff members, regardless of date hired, successfully complete "Safe Schools" training annually.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All staff trained and demonstrate competency in campus safety needs. **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 4 Details	Reviews			
Strategy 4: Ensure identification badges are consistently worn by staff and students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Campus personal can identify strangers on campus, and students are easily identified enhancing school safety. **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 5 Details	Reviews			
Strategy 5: Conduct ongoing professional development for staff on safety and crisis-related topics including Stop the Bleed, bullying investigation procedures, protocol for reacting to an intruder, anonymous reporting system, community mental health services.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All staff are trained in critical safety response skills and knowledge. **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Ensure administrators are trained on the implementation of threat assessment teams using the Texas School Safety Center as a resource. **Strategy's Expected Result/Impact:** Threat assessment team implemented with fidelity. **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Ensure classrooms have standard response protocol materials/charts posted. **Strategy's Expected Result/Impact:** Teachers have a common language for responding to emergencies. **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Ensure that all members of the Campus Crisis Team are trained in Crisis Prevention Intervention (CPI) training. **Strategy's Expected Result/Impact:** Improved support for students dealing with a behavioral crisis through the use of proper de-escalation strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Create a safe and supportive environment in which students, parents, staff, and community members are meaningfully and actively engaged, increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: Create, implement and monitor a campus behavior intervention plan that teaches students how to self-regulate behavior in the classroom and common areas.

Evaluation Data Sources: Discipline Data, Attendance Data, Climate Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a behavior intervention team comprised of a behavior specialist and a behavior aide to implement Positive Behavior Intervention Supports (PBIS), check-in and check-out, SEL, and restorative practices. **Strategy's Expected Result/Impact:** Reduced referrals and incident reports. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 2.4 **Funding Sources:** Hiring behavior team - State Compensatory Education - $105,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a comprehensive behavior support program utilizing PBIS Strategies and Safe and Civil School Practices to provide a multi-tiered System of Support for all students. **Strategy's Expected Result/Impact:** Decrease in discipline referrals by 5%. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a house system based loosely on the Ron Clark Academy Model supported through weekly house activities that encourage another level of community and promote ownership in the school. **Strategy's Expected Result/Impact:** Reduction in student-to-student conflict incidents, positive climate surveys. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilitate the PBIS "GRIT Coins" that award behaviors that align with the campus value system. These GRIT Coins will be used to participate in reward activities and to purchase incentives in the campus store, GritMart. **Strategy's Expected Result/Impact:** Reduction in the number of incident reports, positive climate surveys, inclusive attitudes. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development on the specific behavioral traits and needs of gifted and twice-exceptional students. **Strategy's Expected Result/Impact:** Improvement in meeting the needs of gifted students. **Staff Responsible for Monitoring:** Principal, Dean **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Create a tool to evaluate the effectiveness of the behavior intervention program including ISS, PASS, behavior specialists, and behavior aides. **Strategy's Expected Result/Impact:** Accountability and increased effectiveness of the behavior intervention program. **Staff Responsible for Monitoring:** Principal, Behavior Specialist				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Attend professional development in Safe & Civil Schools, PASS, and TFI . **Strategy's Expected Result/Impact:** Up to date action plan tied directly to TFI. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Specialist				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize an identification badge system that encourages use through association with the PBIS system in place. **Strategy's Expected Result/Impact:** High rate of ID use and increased use of PBIS system. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Establish a system of interventions and supports in ISS and detention to shift from a punitive mindset to an intervention/growth mindset. **Strategy's Expected Result/Impact:** Reduction in the number of incident reports, positive climate surveys, and inclusive attitudes. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Create a safe and supportive environment in which students, parents, staff, and community members are meaningfully and actively engaged, increasing positive behavior, regular attendance, and academic success.

Performance Objective 3: Create and sustain a culture in which the full diversity of Tennyson Middle School is appreciated and respected.

Evaluation Data Sources: Survey Results, Feedback from Stakeholders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a comprehensive plan for Social-Emotional Learning (SEL) lessons to be delivered weekly during the advisory period and throughout all class periods. **Strategy's Expected Result/Impact:** Decrease in referrals, decrease in bullying reports, climate survey. **Staff Responsible for Monitoring:** Principal, Assistant Principal, SEL Team **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide teachers with opportunities to learn the characteristics of a culturally responsive classroom and the principles of culturally relevant pedagogy. **Strategy's Expected Result/Impact:** Increased cultural competency creating a positive learning environment for all learners. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers **Title I Schoolwide Elements:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement multiple campus-wide activities that promote a celebration of our diversity and gain the campus a "No Place for Hate" distinction. **Strategy's Expected Result/Impact:** Decrease in referrals and bullying reports and increase positive campus climate surveys. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Cultural Celebration Committee **Title I Schoolwide Elements:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement "Restorative Practices" as a tool to intervene in incidents involving a lack of empathy. **Strategy's Expected Result/Impact:** Reduction in the number of referrals, specifically those that are student to student. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I Schoolwide Elements:** 2.4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Coordinate referrals with community mental health resources to support students and families in need of services. **Strategy's Expected Result/Impact:** Students and families in need are connected to the applicable community resource. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement social and emotional competencies into the counseling curriculum at all grade levels in order to prevent and create awareness of topics such as violence prevention, sexual abuse, bullying, and alcohol and drug abuse. **Strategy's Expected Result/Impact:** Reduction in violence, bullying, and alcohol/drug abuse-related incidents. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Kindness Thursdays are consistently celebrated by the whole campus. Staff and students are encouraged to wear a Kindness shirt and demonstrate at least one act of kindness throughout the day with reinforcement in announcements and hallway video displays. **Strategy's Expected Result/Impact:** Reduction in bullying reports, improved campus culture, increase in attendance rate, and reduction in behavior referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Tie Tuesdays (Dress for Success) are practiced weekly by staff and students. The day is designed to expose students to the importance of dressing for success and its relationship with professionalism and leadership. Throughout the day students are given mini-lessons on professionalism skills: communication, handshakes, posture, etc. **Strategy's Expected Result/Impact:** Improved campus culture, improved attendance rate, and reduction in behavior referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Build a college-going environment through consistent positive messages, highlights of successful TMS alumni, and AVID college-readiness strategies. **Strategy's Expected Result/Impact:** Improved district dropout rate. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, parents, staff, and community members are meaningfully and actively engaged, increasing positive behavior, regular attendance, and academic success.

Performance Objective 4: Increase campus attendance through a more thorough and targeted plan that addresses daily attendance for students with excessive absences so that the campus average attendance is not less than 96.5% for the year.

Evaluation Data Sources: Attendance Data, Tardy Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a multi-tiered system of supports for students in four attendance categories (regular attendance, at-risk attendance, chronic attendance, and severe chronic attendance). **Strategy's Expected Result/Impact:** An attendance rate of 96.5% or more for the school year, increase in STAAR performance. **Staff Responsible for Monitoring:** Leadership Team, Attendance Clerk, PCL, Counselors **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create an attendance task force consisting of various stakeholders on the campus to create a coordinated, multi-tiered approach to attendance issues on campus. **Strategy's Expected Result/Impact:** The committee will create policy, recognition, and interventions for students in the various categories. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Make attendance issues a recurring agenda item for staff and leadership meetings. **Strategy's Expected Result/Impact:** Increased awareness of attendance issues on the campus will result in increased staff interventions and increased attendance rates for all student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Gather data from students on the reason for absences and analyze the data with the attendance committee to identify the most common reasons for the absences. **Strategy's Expected Result/Impact:** Data to create appropriate school-wide interventions. **Staff Responsible for Monitoring:** Principal, Assistant Principals				

Strategy 5 Details	Reviews			
Strategy 5: Educate teachers and parents about the importance of regular attendance and the impact of absences from school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased awareness of the impact of absences will motivate teachers to intervene with all student groups and improve attendance rates overall. **Staff Responsible for Monitoring:** Principal, Counselors **Title I Schoolwide Elements:** 2.5				

Strategy 6 Details	Reviews			
Strategy 6: Create lessons for students to be delivered during advisory about the importance of regular attendance.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student awareness of the impact of absences. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I Schoolwide Elements:** 2.5				

Strategy 7 Details	Reviews			
Strategy 7: Use the Campus Decision Making Committee (CDMC) to review, evaluate, and make recommendations for addressing attendance.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in attendance rate. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
Strategy 8: Purchase and consistently use software used for monitoring and enforcing the tardy policy.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students are in class for the first part of the lesson cycle. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
Strategy 9: Purchase and consistently use software used for monitoring students' hall pass usage.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reduced loss of instructional time. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist				

Strategy 10 Details	Reviews			
Strategy 10: Provide extra duty pay for paraprofessionals and teachers to make phone calls for students not attending school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance rate. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Extra Duty Pay - American Rescue Plan (ARP/ESSER III)				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide positive awards for students reaching attendance goals. **Strategy's Expected Result/Impact:** Increased attendance rate. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Rewards: Books, Instructional supplies, materials, plaques - American Rescue Plan (ARP/ESSER III) - 6399 - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, parents, staff, and community members are meaningfully and actively engaged, increasing positive behavior, regular attendance, and academic success.

Performance Objective 5: Promote shared partnerships with students, parents, schools, community, and alumni by providing clear, informative, timely, and concise communications.

Evaluation Data Sources: Survey Responses, Social Media Posts, Website

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hire a part-time Parent Involvement Coordinator to work with all stakeholders to increase their involvement in the campus. **Strategy's Expected Result/Impact:** Increased parent involvement which in turn increases student attendance to at least 96.5% for the school-year average and increases STAAR performance. **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 3.2 **Funding Sources:** Parent Involvement Coordinator - American Rescue Plan (ARP/ESSER III) - 6118 - $27,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Jointly develop and distribute to parents and family members a written Parent and Family Engagement Policy. **Strategy's Expected Result/Impact:** Increased parent involvement which in turn increases student attendance to at least 96.5% for the school-year average and increases STAAR performance. **Staff Responsible for Monitoring:** Leadership Team, Parent Involvement Coordinator **Title I Schoolwide Elements:** 3.1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Convene an annual meeting in which all parents/guardians are invited, and provide information about programs, curriculum, and opportunities to provide suggestions in decisions relating to the education of their children. **Strategy's Expected Result/Impact:** Increased parent involvement which in turn increases student attendance to at least 96.5% for the school-year average and increases STAAR performance. **Staff Responsible for Monitoring:** Leadership Team, Parent Involvement Coordinator **Title I Schoolwide Elements:** 3.2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize social media, call-outs, campus calendar, and website to communicate frequently with parents. **Strategy's Expected Result/Impact:** Increased family support and involvement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Family Engagement Specialist **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Send a monthly parent newsletter to highlight upcoming events, student success, and other pertinent information.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will be aware of upcoming events and be more involved and supportive of school activities. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: Use large video displays in the hallways to inform students about upcoming events, campus expectations, and to highlight student achievements.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be more connected to the school community. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
Strategy 7: Facilitate relationships with feeder school Parent Teacher Organizations.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parental involvement. **Staff Responsible for Monitoring:** Principal, PTA President **ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
Strategy 8: Partner with local organizations to find and provide resources for students to remove barriers to learning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Multiple partnerships with the community and higher student achievement. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
Strategy 9: Provide all communications in families' home language.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved parent communication and involvement. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **Title I Schoolwide Elements:** 2.6, 3.1 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 10 Details	Reviews			
Strategy 10: Host an 8th grader parent night to facilitate a smooth transition to high school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students prepared for high school. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **Title I Schoolwide Elements:** 2.6, 3.2 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Provide extended registration opportunities to accommodate families of at-risk students. **Strategy's Expected Result/Impact:** Students registered at the beginning of the year. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Staff EDRs - Title I Parent Involvement	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: Host quarterly parent nights with a focus on specific content areas and parenting skills. **Strategy's Expected Result/Impact:** Increase in parent involvement. **Staff Responsible for Monitoring:** Parent Involvement Specialist, Principal, Dean, Assistant Principals **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Create a safe and supportive environment in which students, parents, staff, and community members are meaningfully and actively engaged, increasing positive behavior, regular attendance, and academic success.

Performance Objective 6: Implement a transition plan for students entering 6th grade and 8th graders entering high school.

Evaluation Data Sources: Master Schedule, Social Media Postings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide 6th-grade students with a successful transition from elementary to middle school through assemblies, classroom meetings, GRIT time, and slower implementation of middle school accessibility. For 8th grade students, provide a course designed to communicate the necessary information for high school success and a summer BRIDGE program through the high schools. **Strategy's Expected Result/Impact:** Increase attendance to 96.5% or greater, decrease discipline referrals by 5%, Increase STAAR performance. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Title 1				

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

Goal 2: Create a safe and supportive environment in which students, parents, staff, and community members are meaningfully and actively engaged, increasing positive behavior, regular attendance, and academic success.

Performance Objective 7: Prioritize community partnerships that build ownership in the school.

Evaluation Data Sources: Partnership Meetings, Local Media Coverage

Strategy 1 Details	Reviews			
Strategy 1: Reestablish relationships with school partners.	Formative			Summative
Strategy's Expected Result/Impact: Increase in community involvement in campus activities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals				
ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Embed service-learning projects in the house system.	Formative			Summative
Strategy's Expected Result/Impact: Students will be more connected to the community and build empathy.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal				
ESF Levers: Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Foster the creation and growth of student organizations that enhance the relationship with the community.	Formative			Summative
Strategy's Expected Result/Impact: Increased level of adult involvement on campus, students will be more connected to the community, andbstudents will build empathy.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
ESF Levers: Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Design and align programs and processes to improve recruitment, retention, and build the capacity of high-performing teachers, support staff, and administration committed to achieving excellence for all students.

Performance Objective 1: Develop and implement a professional development plan to grow the capacity of the faculty to increase student achievement.

Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, PLC Minutes, Increased Knowledge and Skills of Effective Instructional Strategies, T-TESS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Plan and implement professional development focused on Data Driven Instruction (DDI) and ensure instructional specialists, dean, assistant principals, and the principal are available to assist with planning, in-class support, and professional development for teachers. **Strategy's Expected Result/Impact:** Increased capacity of faculty resulting in increased student achievement. **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement a campus PLC calendar to support professional learning, data meetings, and effective observation and feedback coaching cycles. **Strategy's Expected Result/Impact:** PLC calendar correlated to data collection timelines built into the school year. **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Plan and implement professional development around lesson planning, processes, and protocols including a lesson plan template, checklist, and success criteria. **Strategy's Expected Result/Impact:** Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier I instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Use student achievement data to develop a 2022 summer professional development plan differentiated for teachers based on experience level and need.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: A calendar outlining professional development opportunities for increasing the capacity of faculty to address student needs. **Staff Responsible for Monitoring:** Campus Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Provide targeted support to new teachers through a "New Teacher Academy" ensuring new teachers receive continuous support and adjust to the campus and profession smoothly and quickly.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Retention of new teachers. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 6 Details	Reviews			
Strategy 6: Provide professional development designed to assist teachers in the creation of focused and measurable T-TESS goals tied to the priorities of the campus and district.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Measurable goals to guide professional development. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 7 Details	Reviews			
Strategy 7: Create and maintain a culture of continuous learning through the implementation and development of PLC+ processes and structures in all core content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Intentional planning, professional learning, data analysis, and aligned curriculum to drive increases in student achievement. **Staff Responsible for Monitoring:** Instructional Leadership Team: Principal, Assistant Principals, Dean, Instructional Specialist, teacher-leaders **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
Strategy 8: Provide leadership opportunities in the areas of curriculum planning, mentoring, academic coaching, action research, blended learning, and general professional development for teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Registration, attendance records, and other documentation for mentoring, professional development, and summer curriculum writing. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 9 Details	Reviews			
Strategy 9: Implement training on how to use scope and sequence documents for planning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers understand the critical need to use documents to provide equitable instruction among campuses and commit to using of them. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
Strategy 10: Realign "PLC Periods" to the PLC+ process of aligning instruction by analyzing data, using formative assessments, planning and implementation of planning in support of student learning, the cycles of assessment, reflection, and decisions that lead to greater impact on teacher and student outcomes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Intentional planning, professional learning, data analysis, and aligned curriculum to drive increases in student achievement. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 11 Details	Reviews			
Strategy 11: Staff will participate in regular book studies throughout the year to foster professional growth and to model a love of reading and learning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in capacity of staff. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 12 Details	Reviews			
Strategy 12: Teachers will receive regular lessons on incorporating AVID strategies into their classroom by the AVID site team representative in PLCs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement insStudent achievement. **Staff Responsible for Monitoring:** Principal, AVID Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: 10% of faculty will attend the AVID Summer Institute each year to align professional growth with campus goals. **Strategy's Expected Result/Impact:** Improved student achievement. **Staff Responsible for Monitoring:** Principal, AVID Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Staff will participate in Restorative Practices Training to improve their relationships with students, promote healthy classroom management practices, and build campus culture. **Strategy's Expected Result/Impact:** Improved attendance rate, reduction in behavior referrals, and improved student achievement. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Utilize the Child Nutrition Services department resources to provide refreshments for families attending school outreach events. **Strategy's Expected Result/Impact:** Improved attendance at parent outreach activities. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Design and align programs and processes to improve recruitment, retention, and build the capacity of high-performing teachers, support staff, and administration committed to achieving excellence for all students.

Performance Objective 2: Increase the teacher retention rate from 71% to 85% for the 2021-2022 school year.

Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, PLC Minutes, Data on Teacher Use of Effective Instructional Strategies, T-TESS Results

Strategy 1 Details	Reviews			
Strategy 1: Analyze current teacher appreciation activities for effectiveness.	Formative			Summative
Strategy's Expected Result/Impact: Recommendations for effective and cost-efficient teacher appreciation activities or gestures.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals				
ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Use SEL strategies to develop a caring and positive culture for teachers.	Formative			Summative
Strategy's Expected Result/Impact: Positive campus climate surveys, reduction in teacher turnover.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Convene a focus group to review teacher support and retention strategies.	Formative			Summative
Strategy's Expected Result/Impact: Positive campus climate surveys and reduction in teacher turnover.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
Strategy 4: Identify 2-3 issues with a campus focus group comprised of teachers, administrators, community members, students, and other staff and use the Design Thinking framework to prototype solutions for problem-solving.	Formative			Summative
Strategy's Expected Result/Impact: Strategies/plan developed to recruit, induct, and retain highly qualified staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 5 Details	Reviews			
Strategy 5: Highlight success and efforts of classroom teachers using "shout-outs" in the weekly staff newsletter, a teacher spotlight in social media, and the passing of the "True Grit Texan."	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Positive climate survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: Celebrate special events in the lives of staff members such as births, birthdays, and marriages.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Positive climate survey results and connected school community. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
Strategy 7: Promote fellowship opportunities (such as pot lucks) at least once a grading period.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Positive climate survey results and connected school community. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teacher Leaders **ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
Strategy 8: Recognize and reward staff members who achieve perfect attendance each grading period.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in staff attendance and improved morale. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
Strategy 9: Recognize and show appreciation to all staff monthly with small gifts/treats, door prizes at staff meetings, and meals on special occasions.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved staff morale. **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 10 Details	Reviews			
Strategy 10: Ensure consistent communication through weekly staff newsletters, announcements, and biweekly check-ins with the appraiser.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Positive climate results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Conduct a beginning of year and end of year climate survey to gather data on issues impacting teacher retention. **Strategy's Expected Result/Impact:** Identify areas of growth and reduce teacher turnover. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Incorporate PBIS and House strategies to positively reinforce staff culture. **Strategy's Expected Result/Impact:** Increased staff retention. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Design and align programs and processes to improve recruitment, retention, and build the capacity of high-performing teachers, support staff, and administration committed to achieving excellence for all students.

Performance Objective 3: Ensure campus leaders are equipped with the necessary tools and training to effectively lead.

Evaluation Data Sources: Professional Development, Campus and District Surveys, Retention Rates

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for the leadership team to attend high-quality professional development.	Formative			Summative
Strategy's Expected Result/Impact: An increase in the capacity of the leadership team.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Hold weekly leadership team meetings to discuss upcoming events and current issues with a focus on goals, coaching strategies, and professional development plans.	Formative			Summative
Strategy's Expected Result/Impact: A cohesive team with common goals and shared responsibilities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Implement instructional rounds as a tool to calibrate observation & feedback cycles.	Formative			Summative
Strategy's Expected Result/Impact: Areas for improvement in instruction will be identified establishing a common vision for effective instruction.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Implement Action Coaching to increase the effectiveness of the observation and feedback cycle.	Formative			Summative
Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts using See it, Name it, Do It coaching protocols to increase the effectiveness of feedback given to teachers.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: The leadership team will conduct a regular morning huddle to establish goals for the day, monitor progress, and team build.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in capacity and productivity of the leadership team. **Staff Responsible for Monitoring:** Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Members of the leadership team will participate in weekly check-ins with the principal to ensure alignment of goals, monitor progress, and provide support.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in capacity and productivity of the leadership team. **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: All members of the leadership team will have attended at least one AVID Summer Institute to align goals with a college/career readiness planning and pathway.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student achievement. **Staff Responsible for Monitoring:** Principal, AVID Site Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: The leadership team will participate in Restorative Practices training to better support teachers, improve their relationships with students, promote healthy classroom management practices, and build campus culture.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved attendance rate, reduction in behavior referrals, improved student achievement. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5				

No Progress


Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for Tennyson Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Tennyson Middle School

Name	Position	FTE
Briana Fisher	SIT	1
Leila Jones	SIT-Math	1
Nicole Rodriguez	SIT	1
Oscar Terrell	Behavior Interventionist	1
Rawley Jackson	SIT	1
Shonquaia Edwards	Behavior Aide	1

Title I Personnel

Name	Position	Program	FTE
Amy Hikel	Instructional Specialist	Title I	1
Serena Holt	Instructional Specialist	Title I	1
Teresa Dunivent	Instructional Specialist	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Reading Intervention Teacher		$130,000.00
1	4	4	Part-time math intervention teacher		$130,000.00
1	5	1	PD		$3,000.00
1	9	2	Hire AVID teachers.		$13,700.00
2	2	1	Hiring behavior team		$105,000.00
				Sub-Total	$381,700.00
				Budgeted Fund Source Amount	$404,500.00
				+/- Difference	$22,800.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	9	Materials and resources		$8,000.00
1	4	3	Two instructional specialists		$195,000.00
1	5	1	materials		$2,000.00
2	6	1			$0.00
				Sub-Total	$205,000.00
				Budgeted Fund Source Amount	$283,220.00
				+/- Difference	$78,220.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	11	Staff EDRs		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,832.00
				+/- Difference	$2,832.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2	tutors	6118	$35,602.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	4	Transportation	6494	$13,061.00
1	5	5			$0.00
2	4	10	Extra Duty Pay		$0.00
2	4	11	Rewards: Books, Instructional supplies, materials, plaques	6399	$5,000.00
2	5	1	Parent Involvement Coordinator	6118	$27,000.00
				Sub-Total	$80,663.00
				Budgeted Fund Source Amount	$149,449.00
				+/- Difference	$68,786.00
				Grand Total	$667,363.00

Addendums

Waco Independent School District

University High School

2021-2022 Campus Improvement Plan



Mission Statement

The mission of University High School is to work as a team of students, teachers, parents, and community members who Love, Serve, and Care about our students today so they can Love, Serve, and Care as learners and leaders tomorrow.

Vision

University High School will become an "A" rated school in the state of Texas.

Core Beliefs

We believe that all students shall reach their full potential.

We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.

We believe that all students should graduate ready for college, workforce, or the military.

We believe that parent and community involvement is fundamental to student success.

We believe a high quality teacher in every classroom is critical to student success.

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Demographics

Demographics Summary

Description of our school

What is our story?

UHS is an urban secondary school with grades ranging from 9th - 12th grade located in South Waco. This school does accept transfer students from other schools and districts. Student enrollment can vary, but current enrollment is 1831 students with approximately 120 professional staff members including teachers, professional support, and campus administrators, and 10 educational aides. Have an accelerated program designed for students to receive their associate degree before graduating high school and a CTE program offering many choices.

In 2013, University High School was merged with the AJ Moore Academy, a magnet high school in Waco ISD. UHS now offers 11 academies from which students can choose to earn endorsements, such as Engineering, Automotive, Fine Arts, and Information Technology, among others. UHS is also in its third year of the Accelerate Program which provides dual-credit classes to more students, with the goal of graduating students with a high school diploma and an associates degree from McLennan Community College.

UHS has a high minority population, with 76% of students identifying as Hispanic, 18% African American, 4% white, and 2% mixed and/or Asian. 82% of the campus is economically disadvantaged. While Biology and US. History EOC scores have always been strong, the school has made slow gains in English I and II scores.

We are UHS, we are engaged with students, with a high rate of success with students engaged, we know from the successes of the students.

Stakeholders and how they are included in planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan:

Teachers/students/parents/community members are included. We have a CDMC meeting, but there is always room for improvement. There should be additional means for involving all stakeholders.

Most of all the school needs to know “who” our stakeholders are. We need to be able to take advantage of them on a monthly basis, not just once a year. UHS needs to continue investment efforts in this area.

School Environment Data

Student behavior trends, including discipline referrals, suspensions, and expulsions:

- # of referrals by grade: 9th - 237 (12.9%); 10th - 93 (5.1%), 11th - 49 (2.7%), 12 - 11(.06%) (9th grade is highly disproportionate)

- # of referrals by ethnicity: AA - 175 (9.6%), His - 195 (10.6%), 2 or more - 1 (**), white - 19 (1.0%)
- Types of Referrals: Off campus title 5 - 2, fighting - 32, major offense - 6, violation student code of conduct - 327, disruption - 1, emergency placement/expulsion - 1, inappropriate language -2, non-compliance - 2, other - 2, poss, purch, used, accept vape - 2, poss, sold, used, under inf alcohol - 1, poss, sold, used, under inf con sub - 11, technology violation - 1
- Actions: ISS - 136, out of school suspension - 41, Partial Day ISS - 108, Partial Day OSS - 20
- Count of Actions: AA - 134, His - 154, 2 or more - 1, white - 16
- There is a disparity between discipline and age group, high number of discipline referrals for 9th grade as compared to other grade levels. High percentage of referrals for AA and Hispanic.

Average class size, student-to-teacher ratio:

Class sizes - ELA: 18.4 Foreign Lang: 22.5 Math: 15.3 Sci: 15.8 SS: 23.2

Number of students per teacher: 15.0

Attendance, tardy, truancy and drop-out/retention rates; current strategies in place to promote high attendance:

Only have data in the TAPR for the last 2 years, no student level data given.

Attendance rate = 93.5% Dropout rate = 2.0% Graduation rate = 93.5%

Dropout Rates for class cohorts:

2018 = 6.9% AA = 3.8% His = 7.6% White =11.8% SPED =9.3% ECO = 6.9% ELL = 14.3%

2019 = 5.3% AA = 3.5% His = 4.8% White =11.5% SPED =13.8% ECO =5.2% ELL = 17.1%

2018 graduates = 92.4%

2019 graduates = 93.5%

State attendance rate this year is 79.12%, not sure about UHS

Strategies to promote high attendance: special lunches and drawings for perfect attendance by six weeks, as well as an attendance officer to help track down students and parents to get them in school, truancy court. Counselors and other support staff are in place to help students.

Student Information

Student percentages by race/ethnicity:

African American--17.35

Asian-- .10

Hispanic -- 71.76

White -- 6.58

American Indian -- .10

Pacific Islander -- not listed in data

Two-or-More Races -- .95

Enrollment noted in CIP 2020-2021	Enrollment by grade level as of 4/9/21
9th grade: 498	9th grade: 482
10th grade: 415	10th grade: 449
11th grade: 379	11th grade: 471
12th grade: 392	12th grade: 423
Total: 1684	Total: 1825

Enrollment is increasing.

Student percentages by male/female:

9th grade: female - 243 (49.9%) male - 244 (50.1%)

10th grade: female - 227 (50.6%) male - 222 (49.4%)

11th grade: female - 267 (56.6%) male - 205 (43.4%)

12th grade: female - 213 (50.4%) male - 210 (49.6%)

Student percentages for attendance in community college, unversities, trade schools graduating with college credit:

Graduates enrolled in higher education = 57.4%

Graduates enlisted in military = 31.2%

Students with dual course credit = 38.6%

Student Group Information

UHS student groups served:

- Eco-dis: 90.45
- SPED: 7.1%
- GT: 12.2%
    - AA-14 students
    - HIS-197
    - 2 or more race-1
    - white-16
- Homeless = 95 (5.2% of student pop)
    - 9th - 29 (30.5%);
    - 10th - 28 (29.5%);
    - 11th - 20 (21.1%);
    - 12th - 18 (18.9%)
- Homeless LEP = 16 (16.8 % of Homeless Pop)
- LEP = 249 (13.6% of student pop)
- LEP Monitored = 78 students
    - 1st year monitored (18 students)
    - 2nd year monitored (8 students)
    - 3rd year monitored (3 students)

- 4th year monitored (49 students)

- At Risk = 1234 (67.4% of student pop)
  - High drop out rate for LEP subset in 2019 (14.3% of 2019 cohort)

Staff Data

Staff members by ethnicity, sex, degree, experience:

Teachers by Ethnicity and Sex:

African American 9.9%
Hispanic 20.9%
WHite 66.6%
Asian 0.9%Two or More Races 2.2%

Males 52.8%
Females 47.2%

Teachers by Highest Degree Level:
No Degree 4.8%
Bachelors 70.5%
Masters 23.8%
Doctorate 0.9%

Teachers by Years Experience:
Beginning Teachers 65.2%
1-5 Years Experience 15.8%
6-10 Years Experience 6.2%
11-20 Years Experience 4.8%
Over 20 Years Experience 7.9%

Support for teachers:

-Mentoring system in place for new teachers

-Instructional specialists

-teacher modeling

-growth plans

-conferencing

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teacher retention is an issue after 5 years. There are approximately 15% of teachers within 1-5 years of experience, which drops to 6% for teachers with 6-10 years of experience and 4.8% for teachers with 11-20 years of experience. We are losing teachers right as they hit their stride which impacts the campus and students negatively. **Root Cause:** There are several reasons for teachers to leave after 5 years, some out of the control of the campus and district, such as leaving due to family reasons. Changes within campus/district administration that lead to new policies and procedures. This instability causes teachers to leave for a district with a stable system of policies and procedures.

Problem Statement 2: There is a lack of resources for some of our special population students such as homeless and ELL students as well as students needing assistance with depression, anxiety and suicidal ideation. While there are district and outside resources available, there is minimal on campus support for accessing these resources, performing the role of liaison with the district and the community. **Root Cause:** There is not a person dedicated solely to these groups. While our administrative staff can assist with these issues, we have no one at UHS who is an expert for these students to reach out to, such as a social worker.

Problem Statement 3: Parent/guardian involvement is minimal. Most involvement happens too late, when a credit has already been lost or graduation is at risk. There is a lack of accountability for parents and students to be involved and monitor throughout the year. **Root Cause:** Lack of accountability for students to maintain grades and attendance throughout the year and for parents to monitor student progress. Availability of resources for spanish speaking parents was discussed as well, and while we are doing better with this, it is believed that more progress should be made.

Student Learning

Student Learning Summary

- **What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.**
    - Student Achievement: STAAR testing was not administered during the 2019-20 school year; therefore, achievement measurements, which are typically represented by scores, can not be reported.
    - School Progress: Graduation rates and attendance has been affected greatly by COVID across the state. Comparisons for these indicators will be reviewed upon the completion of the 2020-21 school year and reported.
    - Closing the Gaps: The typical gaps that are reported are gathered from STAAR testing, graduation rates, and attendance. Again, COVID had a great effect on these reports and data will be reviewed upon the completion of the 2020-21 school year.

Campus distinctions since 2013:

Distinctions	Reading/ ELA	Math	Science	Social Studies	Academic Growth	Closing the Gaps	Post Secondary Readiness
2013							
2014			X				
2015			X				
2016		X	X				X
2017							X
2018		X			X	X	
2019		X					
2020 (na)							

EOC Scores Over TIme

		Approaches	Meets	Masters
Eng 1	2017	41%	22%	1%
Eng 1	2018	47%	28%	3%
Eng 1	2019	55%	37%	5%

English 1 has slowly grown over time (54% in 2017, 57% in 2019)

		Approaches	Meets	Masters
Eng 2	2017	50%	33%	2%
Eng 2	2018	55%	35%	2%
Eng 2	2019	57%	36%	4%

English has also shown progress over time (59% in 2017, 61% in 2019)

		Approaches	Meets	Masters
Alg 1	2017	82%	40%	11%
Alg 1	2018	83%	55%	27%
Alg 1	2019	76%	50%	26%

Alg 1 has been on a slight downward trend while earning three distinctions in the last four years.

		Approaches	Meets	Masters
Bio	2017	77%	44%	10%
Bio	2018	83%	53%	22%
Bio	2019	83%	55%	18%

Bio has seen a trend upwards in meets level scores.

		Approaches	Meets	Masters
USH	2017	89%	55%	24%
USH	2018	91%	63%	30%
USH	2019	92%	67%	35%

What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)

Results:

2019 Totals:

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	1,220	331	-	450	413	2,414	
Approaches GL or Above	734	263	-	385	371	1,753	73

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Meets GL or Above	436	157	-	245	267	1,105	46
Masters GL	44	78	-	81	140	343	14

Explanation:

- All subjects
  - Comparing 2018 to 2019's data, we have made gains in percentiles for Approaches GL Standard (71-73%) or Above and Meets GL Standard or Above (41-46%)
  - Comparing 2018 to 2019's Special Ed population, we have made gains in percentiles for Above and Meets GL Standard or Above (10-12%) and we have maintained a 2% percentile for Masters GL Standard
  - Reading
    - Comparing 2018 to 2019's data, we have made gains in percentiles for Approaches GL Standard (57-60%), Above and Meets GL Standard or Above (29-36%), and Masters GL Standard (2-4%)
  - Math
    - Comparing 2018 to 2019's data, we have made gains in percentiles for our African American population for Masters GL Standard (12-17%); for our White population for Approaches GL Standard has maintained at 79% and Meets GL Standard or Above (42-50%)
  - Writing
    - No data.
  - Science
    - Looking at 2019's data, we have great percentiles for Approaches GL Standard (86%), Above and Meets GL Standard or Above (54%), and Masters GL Standard (18%)
  - Social Studies
    - Looking at 2019's data, we have great percentiles for Approaches GL Standard (90%), Above and Meets GL Standard or Above (65%), and Masters GL Standard (34%)

Potential Strategies:

- Schedule EOC tutorials for Saturdays, after school, or during the summer.
- Evaluate progress of students who are transitioning into high school who are identified as students with learning/RTI needs.

Continue the inclusion of technology strategies by updating equipment needed to deliver instruction and to offer teachers professional learning for effective integration of

technology.

- Implement after-school academics academy where students can get assistance in core areas and Spanish language instruction to master concepts and earn course credits.
- Implement targeted, small group instruction through courses like ELDA to increase the reading levels of ELL students who are reading below grade level.
- Use bilingual aids to supplement instruction to English Language Learners (ELLs), decreasing the gaps in all areas of academic performance.
- Continue "The U Station", providing parallel supports (pull outs) for classroom instruction during the school day.
- Provide instruction for junior and senior students who have not passed the English I and/or English II EOC through an English III EOC support class or College Prep English class

How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement?

UHS ranks #16 out of 40 for Academic Growth, with a score of 79. Distinctions are in Math, listed under AP data below.

	UHS	Comparison Group Average
Number of Students:	1,650	1,703
% Econ Disadv:	52.2	53.8
% EL:	11.7	8.7
Mobility Rate:	16.5	13.7
% Early College HS:	0.0	0.0
% Special Ed:	6.5	9.5

Are our students on track to graduate? What is our longitudinal graduation and dropout rate?

https://drive.google.com/file/d/18r-_qqc42KnE4lptudw82DK6T5x-Wdbl/view?usp=sharing

What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing? Distinctions highlighted.

AP/IB Examination Participation:	**ELA 13.0%** **Mathematics 2.5%**
AP/IB Examination Results (Examinees >= Criterion):	ELA 6.7% Mathematics 75.0%

AP/IB Examination Participation:	ELA 13.0% Mathematics 2.5%
SAT/ACT Participation	93.4%
Average SAT Score:	Reading and Writing 506 Mathematics 478
Average ACT Score:	ELA 14.3 Mathematics 16.0 Science 15.6
Advanced/Dual-Credit Completion:	ELA/Reading (9–12) 16.2% Mathematics (9–12) 24.8% Science (9–12) 31.3%

What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

- 2019 CCMR Data table revealed: 394 graduates and 253 total credits for CCMR
  - Earned Associates degree: 1
  - SPED with Advanced Degree Plan: 8
  - U.S. Armed Forces: 58
  - Met Non-CTE Criteria: 192
  - CTE Coherent Sequence Coursework aligned with industry-based certifications: 61

How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

Students tended not to do as well on Final Exams/DBAs as other TCAs

English 1: Unit 1 TCA: 63%, Unit 2 TCA: 57%, Unit 3 TCA: 57%, Spring DBA: 59%

Algebra Unit 1: 55%, Unit 2: 44%, Mid-unit 3: 48%, End of Unit 3: 46%, Unit 4: 60%, Final Exam: 52%, Unit 5: 65%, Unit 6: 72%

USH: Unit 1 & 2: 58%, Unit 3: 60%, Unit 4: 61%, Unit 5: 65%, Semester Exam: 61%, Unit 7: 68%

Biology: Unit 2, Part 1: 60%, Part 2 59%, Unit 3: 65%, Unit 4, Part 1: 58%, Part 2: 46%, Unit 5: 57%, Unit 6: 60%, Semester Exam: 52%, Unit 7: 56%, Unit 8: 49%

--no report card data available--

Student Learning Strengths:

1. Students have opportunities to take Dual Credit, AP, ACT/SAT

1. Offering remediation: classes, tutorials- library and STAAR; closing gaps

1. The Cohort system has helped increase the graduation rate following unsettled periods. We bounce back quickly when we have systems in place to support students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While students have many opportunities, they are not always prepared enough for the intensity and background knowledge needed to be successful with DC/AP/ACT/SAT. **Root Cause:** The gaps that students come with in literacy and numeracy are holding them back.

Problem Statement 2 (Prioritized): GT population is not clustered and there is a lack of professional development targeted for teachers of GT students. We need to address the learning differences between GT and students who are high achievers. **Root Cause:** Lack of conscientious scheduling of special populations, limited support from district to provide the resources needed such as ELL specialists, and resource classes. Minimal targeted training for GT and co-teachers.

Problem Statement 3: Students do not perform as well on DBAs and Final Exams as unit tests. They do not understand the importance of studying, working hard on major exams. **Root Cause:** Students lack long-term memory, study skills vs short term, recent material

School Processes & Programs

School Processes & Programs Summary

Personnel (Policy and Procedures)

Process for recruiting, selecting, assigning, inducting and retaining high-quality educators and placing quality teachers in classrooms/subjects based on student need and teacher strengths:

- Recruiting high quality teachers is best by word of mouth or the intern program. The interview process doesn't always show the teachers' strengths or how well they will work in our school. Some teachers are placed in their subject area based on strengths and student need.
- UHS desires to do a better job at retaining high quality educators. Teachers are not always placed in classrooms based on student need and teacher strength. Some teachers are perceived to be placed in classes because they can handle the testable subjects or they have strong classrooom management skills, while other teachers are perceived to get the lesser challenging courses due to weaker skill sets. Retaining teachers is challenging due to putting these burdens on certain teachers who have the skills to manage classroom behavior and are instructionally sound. An area of concern is retaining these teachers and having accountability for teachers who do not have these skill sets.
- The Baylor PDS Program is an important part of recruiting, selecting and inducting teachers to UHS. After being here as Juniors and sometimes coming back their Senior year, the campus and content teams have a good idea of individual strengths of teacher candidates. When they are offered a position, they have a clear idea of the student population and what they are saying yes to, therefore the retention rate is good.
- The PDS school is an effective recruiting process, and UHS needs to ensure that teacher placement of interns is based on strengths.
- The district offers incentive programs for certain positions that are in high need. Staff can earn $500 for referring a teacher, diagnostician, ASHA speech therapist, or LSSP.
- During the Covid summer, some team leaders were asked to do meet and greets virtually with new hires or people that were interviewing.
- The mentorship program the district uses pairing all new teacher up with an experienced mentor.

Professional Practices

How our campus develops instructional leaders, clear roles, and clear responsibilities:

- This year, an Instructional Leadership Team (ILT) was formed to begin a focus on literacy at UHS. The team understands that they are the instructional leaders for their colleagues and the entire campus. As the team works through participating in the campus improvement plan and completing a book study on literacy, they will step into leading and guiding the plan for cultural changes across the campus. They are also instrumental in defining what that plan looks like, how long it will take, and who will be responsible for what.
- The ILT will also the campus next year in DDI and lesson planning as it connects these initiatives to our focus on literacy.

University High School's process for developing a focused improvement plan that addresses root causes of low performance, how we track progress towards intended

outcomes or performance objectives, and how we include stakeholders:

- Beginning this year, four sub-committees were formed to analyze demographics, student learning, school processes and programs, and perceptions. The committees are made up of the ILT (Instructional Leadership Team), AVID members, administrators, counselors, paraprofessionals, and community/parent representatives. Once the data is collected and needs are identified, goals and strategies will be formed. Progress tracking will occur quarterly in 2021-2022 to determine progress for each strategy under each goal in the campus plan.

- Stakeholders are involved such as this committee. Once this part of the process is completed we will begin the root cause analysis.

University High School's plan for professional development, how it is planned, and the impact it has on student success:

- The perception is that administration(district level) team often determines what is required for professional development at the campus level. There is a need for more content specific professional development for relevancy and teacher input or choice of professional development opportunities.

- Professional development needs to be focused on the root problems we find through our needs assessment and attempt to address those concerns. The PD plan should be set early, tied to campus needs and goals, and then communicated frequently to staff. There also must be a focused follow through on any professional development conducted.

Waco ISD and University High School's method(s) for decision making in order to seek meaningful consultation from teachers and others on how to improve student achievement:

- PLCs make decisions on instruction for their classes based on data. The district content coordinators seek input from teachers in development of new YAGs,, summer reading, etc.
- There may be some type of representation of teachers “as a whole” but it's not clear that teachers are represented fully in the decision making process. Improvement is needed in this area, which could include options such as: teachers completing opinion surveys on topics where their input is needed (especially on topics like: cell phone policy in the the classroom, or covid policy where teachers are having to clean in between classes); meeting with teachers as subject groups/ or in PLC’s where they are present.
- CDMC is open to all but not many people come to those meetings.

Programs and Opportunities for Students

Current UHS Programs and alignment of these programs with our vision, mission, goals, and values; consideration of a focus on a safe environment and high expectations within these programs.

- UHS has the following programs in place: Reading Plus, CIS, Upward Bound, Accelerate, AVID

- UHS Mission: To work as a team of students, teachers, parents, and community members who Love, Serve, and Care about our students today so they can Love, Serve, and Care as learners and leaders tomorrow.

- UHS has 11 Academies that train students in job-ready skills

- Baylor Professional Development Schools is a partnership between Baylor and University High to help develop and grow young teacher candidates under the supervision and in partnership with strong “master” teachers. The program is designed to grow these young professionals, not necessarily to help in raising the scores of state assessments, although co-teaching and reducing teacher to student ratios can assist in that endeavor. The program is a good fit and aligned with our vision.

- The PBIS program addresses the safe environment of the campus.

Consideration of data for increasing the amount and quality of learning time for all students, especially those at risk, and the opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction.

- We must consider resource classes for the 4 core tested subjects. Resource and non-SPED teachers could co-plan, read data, evaluate, re-teach, focus on valuable best practices, quality teaching and evaluation with students that in our current situation(special education/ 504) we do not have the time to do.
- We need to have the ELLs (particularly the Beginner and Intermediate level students) clustered in all core subjects and need more educational support for them.
- An enrichment period would be very helpful in this area.
- Currently the PLC teams are using DDI to plan rigorous lessons and to plan reteach.
- Know and Shows help with misconceptions and reteach as well to make lessons even better for our students
- This year we are offering more “trailer” courses to allow students to address previous failures to master a course.

Significant data pertaining to enrollment and participation in: special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia:

- At UHS we have 14% of our students who are gifted and talented. We have 2 % of our students who are identified as dyslexic. 7% of our students are part of the special education program, while 5% of students are identified as 504. We also have 13 % of our students who are in the EL program at our school. **That means here at UHS we serve 41% of our student population in some way with an exceptionality.**
- We do have over 98% of our students in a career and technical education program. We have increased the number of annual graduates almost by double those who graduated with Dual Credit courses. We have 13% who have graduated with an AP course. We have 68% of graduates who are career and college ready.
- We still have a deficit in the area of Graduates under an Advanced Degree Plan Identified as Special Education, but our CTE coherent sequence coursework aligned with Industry based certifications is at 87%.
- We must also prepare our juniors and seniors for the TSI test. We as a district and a campus are still below state averages in both Mathematics and English in college readiness.
- We currently serve 247 active ELL and monitor 28 students. We have 2 sections of ELDA class for newcomers, beginners and some early intermediate students. ELs are clustered in English classes; however, we really want them clustered in all classes. We only have 2 aides that serve them, and those aides are often pulled for various reasons daily and do not always get to be with the students. We do have other district EL specialists that work with tutorials and interventions with the newcomers on campus. This year our ELs are struggling being remote learners.

University High School's focus on meeting college, career and military guidance and counseling, including postsecondary education and career awareness and exploration:

- Students in the special education program are given transition questions as early as 12 years old; we start discussing what they want to do after high school. We need to start having serious conversations with all of our students about what is out there after high school. We need to have more information nights, more technical and career days at school. We need to get the information into their hands faster and more readily available to them so they know more about just 4 year colleges.

  Consider getting parents in here to tell students what jobs they do; use the community to tell about being a plumber, electrician, a roofer, a contractor, a welder, a baker, an

underwater basket weaver.

- Mrs. Jacinto, AVID, Upward Bound - in the past the district gave mandatory CCMR lessons that were taught through the English classes, but this does not appear to have happened in 2020-2021.
- Lessons in classes are being aligned to real world and how the skills/knowledge can be used upon graduation.
- College shirt Thursdays!
- The Dual Credit/ Accelerate program helps address college readiness.
- Academy classes address career exploration. Students are encouraged to choose a focus in 9th or 10 grade, but many students are given opportunities to take elective courses within other academies.
- Recruits from the all military branches visit the school.
- Expo used to happen in the community, and this could be a future consideration.

UHS technology plan for each student:

- This year we are a one-to-one campus with Chromebooks.
- Students and families would benefit from additional training specifically how to use the technology and programs.
- The use of canvas as an LMS to facilitate remote learning and blended learning. Blended learning may be an area of need for PD.
- Plan to integrate tech bootcamp/training for all incoming students and parents next year within the registration or orientation process similar to our Parent Tech Night this year.

Data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes, such as coordinated school health services, social services, fine arts, athletics:

- UHS needs someone in a social services role to help with coordinating all these services together like a social worker who can help coordinate these services that are available in the community.
- UHS needs an LPC Counselor who can work with the mental health of our students.
- UHS needs to be better at clear communication with parents and the community, understanding that not all parents are on Facebook (i.e., a weekly newsletter).
- UHS needs to require parents to have an active email address they can access.

Actions taken to support powerful teaching and learning, including aligning curriculum and assessment to TEKS with a year-long scope and sequence:

- YAGs (Year at a Glance) are developed by central office content coordinators for the core areas, and those are tightly aligned to the TEKS.
- UHS uses the district produced pacing guides as well as district created TCAs (taught curriculums assessment) to assess. Each lesson planning session in PLCs starts with the pacing guide and the TEKS and aligns lessons to those standards.
- LOTE, Fine Arts and CTE courses need district pacing guides like the core content areas.

Lesson plans and instruction that is objective driven and data driven that also include critical thinking, formative assessments, and interventions:

- For the PLC groups, heavy emphasis has been occurring to align lesson plans, objectives, formative assessments, and data-driven instruction all year. Teams focus on their Know/Shows in planning and when involved in DDI (Data Driven Instruction).
- There is still a great need to create opportunities for non-PLC teams to follow this same process.

School conditions for learning and protecting instructional time:

- For the Baylor PDS Program, it is important that core content teachers teach 1st and 2nd periods as much as possible. The junior level students (Teaching Associates (TAs) are assigned to campuses the first two periods of the day. If teachers do not teach at least one of those periods, students cannot be assigned here and we lose that placement.
- Instructional time is often lost to non-instruction related tasks, such as filling out forms, administering tests that your student may not be taking, school activities such as sports or rehearsals. Additionally, the non-tested subjects do not have a dedicated common planning time or PLC.

Procedures for supporting students during transitions:

- Need for built-in intervention time next year that time also include a freshman/senior seminar to acclimate 9th graders to high school at the beginning of the year and to prepare seniors for life beyond high school. Areas to teach could be study skills, organization, credits and graduation requirements, vocab for sat/act/tsi, balancing a bank account, changing a tire, sew a button, etc.. So many of our seniors go to college and then are not successful because they are not prepared.
- In years past we had a summer bridge program for all incoming ninth graders to acclimate them to high school and teach them some of the major differences between middle and high school as well as a specific social skills program.
- Fine Arts, Specifically Choir, provides 8th graders an opportunity to meet with and connect with HS directors over the course of their 8th grade year as well as providing an opportunity to discuss HS Choir / HS classes & workload with current HS students.
- Summer “Fish” camp or 9th grade summer school happens to get students familiar with high school, and a few elective credits.
- Open house/Meet the teacher before school starts so students and families can walk the building and meet teachers and staff.

Data findings regarding classroom management and procedures used to reduce overuse of discipline practices that remove students from the classroom:

- Teachers are to handle all Tier 1 behavior problems in the classroom. Referrals to administrators should only be Tier 2 and 3 behavior issues.
- PBIS system for behavior, behavior coaches and interventionists, check in check out sheets for those returning from alternative.

- Document in Branching Minds, complete fast forms in TEAMS.
- UHS needs a consistent cell phone policy that all teachers use and all administration backs up. We have teachers handle all tier 1 behavior issues in the classroom themselves to avoid having students removed. But it seems that we are dealing with the same tier 1 behavior issues with the same students daily and it does not really make significant change to behavior without support for the teachers.
- UHS needs to further clarify when a classroom behavior becomes an office behavior due to constant recurrence with no change in behavior despite a teacher's interventions.
- Multiple sessions with representatives from Safe and Civil Schools has been effective. PD is interactive and they focus on de-escalation strategies and creating an environment where students and teachers have and show mutual respect for one another.
- 10 10 rule for keeping students in class
- Bell to bell instruction - do now, direct teach, guided practice, independent practice, closure

Procedures for school safety drills, including training for students and staff:

- An instructional "drill" document is handed out to teachers. Teachers get a notification via email that the drills are planned for the near future. Announcements are made at the time of the drill.
- Safety plans are discussed at the beginning of the year faculty meetings.
- Safety plans should be reviewed more frequently.

School Processes & Programs Strengths

Campus Processes/Procedures Strengths:

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development often is unfocused and impractical due to the generalized information presented and the lack of differentiation for teachers based on their level of experience as well as content area. PD doesn't seem to address the low performance areas on the TEKS for student growth. **Root Cause:** Data is gathered but isn't being used to plan sessions Teachers are not being asked what would be MOST beneficial to them on a consistent basis. PD is designed for primarily new teachers and classroom management opposed to low performing TEKS. (Ex: literacy) Repeating training for veteran teachers becomes redundant and loses its significance. This also eliminates the opportunity for targeted train

Problem Statement 2: Lack of specialists for our special populations and specialists pulled to cover classes. We need more ELL specialists on our campus. With an ELL population of over 300 students, and only 2 aides, they are not able to assist our ELL population sufficiently. **Root Cause:** Lack of conscientious scheduling of special populations, limited support from district to provide the resources needed such as ELL specialists, and resource classes. Minimal targeted training for GT and co-teachers.

Problem Statement 3 (Prioritized): GT population is not clustered and there is a lack of professional development targeted for teachers of GT students. We need to address the learning differences between GT and students who are high achievers. **Root Cause:** Lack of conscientious scheduling of special populations, limited support from district to provide the resources needed such as ELL specialists, and resource classes. Minimal targeted training for GT and co-teachers.

Problem Statement 4: At UHS we have students in general education classrooms who receive inclusion or co-teach support, or students in functional academics. There is a lack of middle ground options such as resource classes. In addition, co-teach classes operate differently based on the two teachers involved, there is a lack of equity for special education students because of this. **Root Cause:** Lack of conscientious scheduling of special populations, limited support from district to provide the resources needed such as ELL specialists, and resource classes. Minimal targeted training for GT and co-teachers.

Problem Statement 5: Students are unnecessarily missing too much class time. There is a lack of accountability(other than principal/administrator approval) in place for sports, FA, and CTE programs to monitor how much instructional time students are missing during the school day, grading period, and/or school year. **Root Cause:** The root cause seems to be the lack of communicated expectations - program leaders are not communicated the expectations for time allowed to miss during school hours but we do have requirements set by UIL for rehearsal / practice time each week for UIL events.

Problem Statement 6: Students need to be working proactively to complete their work and communicate with teachers when they will be missing class. In the same breath, program leaders need to continue holding students accountable for any work they are missing in a proactive manner. **Root Cause:** The root cause seems to be the lack of communicated expectations - program leaders are not communicated the expectations for time allowed to miss during school hours but we do have requirements set by UIL for rehearsal / practice time each week for UIL events.

Problem Statement 7: It is unclear what the expectations / specific details of what each drill's purpose is and are the drills proven to be the most effective solution to that issue. (Furthermore, specifically looking into lockdown procedures, why are we not implementing more innovative ways of preparing/ protecting our teachers and student's classrooms?) **Root Cause:** Drill procedures are not explained in a clear concise manner, and several drills have similar names and steps. There is a lack of innovative concepts used with drills that could ensure student and staff safety.

Perceptions

Perceptions Summary

Student Engagement

Attendance rate between the 7 race/ethnicity groups:

- Last year, the campus saw an increase in every race/ethnicity group in attendance. Our Hispanic students have the best attendance with 93.8% attendance and 2 or more races students have the worst attendance at 91.2%. These are both worse than the state average of 95.4%.
- This year's data:

UHS	Number of Students	Attendance Rate
African American	327	92%
Hispanic	1352	92.97%
White	124	94.44%
American Indian	2	100%
Asian	2	98.99%
Two or more races	18	89.73%

- We have seen a decline in attendance in all but our White student population (previously had no data for American Indian or Asian).

Discipline data of the 7 race/ethnicity groups:

UHS	Number of Students	Attendance Rate	Discipline Count	# of Suspensions
African American	327	92%	150	114
Hispanic	1352	92.97%	190	154
White	124	94.44%	17	15
American Indian	2	100%	0	0
Asian	2	98.99%	0	0
Two or more races	18	89.73%	1	1

813

- Disproportionate number of African American students. They account for 17.92% of the students and 41.90% of the discipline counts. Hispanic students account for 74.08% of the students but only 53.07% of the discipline counts.
- The discipline counts to # of suspensions is roughly the same distribution (meaning that there is a similar proportion of discipline counts which turn into suspensions for all student race/ethnicity groups)
- *Is the disproportionality partially due to a difference in the in-person racial group ratios?

Dropout rate and graduation rate for the 7 race/ethnicity groups:

- Drop out rate increased by .1% points between 2017-2018 and 2018-2019 school years (last reported rate was 2019 at 2%)
- Two or more races has the highest percentage of dropouts at 10.5% of the subpopulation, with EL next highest at 4.3%, and SPED at 3.3%. (annual dropout rates)
- Currently have 2 students that were previously reported as dropouts in attendance at school
- Graduation Rate: 93.5% for class of 2019
    - Lowest subpopulations graduation rates:
        - Two or more races: 71.4%
        - SPED: 75.9%
    - African American had the highest graduation rate at 96.5%

Conflict resolution approaches (mentoring, mediation):

- Any mentoring/peer mediation this year? Students do meet with behavior specialists.
- We have reactive peer mediation for students that have been in conflict, but do not have any proactive response to help before it escalates
- More avenues in the future? Beyond cohort meetings
- Student court in the past? What could that look like in the future?
- School ambassadors?
- Can we use our student leadership groups to help mentor younger students?
- Covid has really hindered our ability to meet in person and caused us to regress in this area

Staff Engagement

Staff turnover rate compared to previous years:

- 2019-2020 Turnover: 13.44%
- % Turnover for Separated Teachers w/ 1-5 Yrs Exp: 60%
- 7/15 turnovers were for either accepting new positions or retiring
- ILT is a form of staff mentoring
- Questions to consider: Are we making sure that 1-5 years that do not have a PLC are feeling connected and supported? Could we allow a new teacher to have only 6 periods to give them a chance to observe a mentor teacher? Or give them a period off once in a while so that their class is covered? Can we have Lesson Studies or instructional rounds?

Parent/Guardian/Community Engagement

Measurement of parent/guardian/community participation:

- UHS lacks a consistent way to measure parent/guardian/community participation rates
- Compile sign-in sheets for parents involvement in different meetings
- There has been some regression due to COVID (no lunch with the principals this year)
- Parent night on Thursday, April 1st--attendance was logged
- Parents do participate in attending the games
- School Safety Survey
- Required Parent Information Meeting before every sporting event

Consultation with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education:

- UHS does not consistently consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education

Parent and community climate and culture views:

- Only had 16 responses to committee made survey (only 2 from the Safe and Civil Schools survey)
- Based on the DIP Parent Feb. 2020 survey (primarily WHS parents) viewed teachers positively

- Over 80% shared that the teachers did a good job teaching expectations for behavior and work as well as sharing grading policies and procedures. Encouraging results can be seen in responses to how parents feel welcomed, get supported when they ask and the communication is good, over 74% in each area.

Barriers to parent/guardian/community participation:

- Lack of updated phone numbers and emails
- Parents not given adequate notice of events
- Lack of Technology, language barriers, work schedules, lack of student organizations

Parent/guardian views on University High School:

- 88% are proud that their students attend UHS
- 88% believe that UHS cares for their children.
- 1/16 thought that their child didn't feel safe at school
- 88% believe that their child is getting a good education
- ****Biggest area for improvement is in the area of communication.
- *Note: these statistics are based on 16 responses from parents. This is a very small sample and doesn't give a full picture of parents' opinions and perceptions

Parent/guardian ability to learn and understand child's learning standards, expectations and progress:

- Parent Portal
- Parent Tech Night
- Canvas Observer
- Parent Teacher Conferences/IGCs/ARDs/504s
- Emails, phone calls, text messages from teachers

Students

Students' description of UHS and learning environment:

- 87 to 90% feel safe in common areas like classrooms, hallways, cafeteria
- 73% (locker rooms), 72% (buses loading / unloading), 80% (restrooms), 82% (parking lots) … areas with less supervision?!
- Only 62% said they would report a dangerous situation … how do we combat "no snitching" culture?
- 68% , 67% , 62%, 71%, 63%, 71%, (respectively) feel like students are respectful to each other in the cafeteria,hallways, locker rooms/gym, courtyards, loading and unloading buses, parking lot (adults monitoring but not as much as the classroom -- how do we promote respect for one another at ALL times?) 69% restrooms least amount of monitoring but higher percentage; classrooms 79% can still improve
- Bullying: 79 % do not feel worried about bullying or teasing and do not feel like it is tolerated (77%) and would know what to do if they saw it happening (77%); but only 60% felt like they could rely on an adult to stop a bullying situation (can we have students do a safe schools type bullying "training" like we do each year?)
- Student/staff interactions: Students treat staff respectively (68%); Staff treat students with respect

Student data on feeling safe and having a sense of belonging:

- 88% of students feel like they have friends at school
- Only 60% of students are glad to come to school most of the time.
- 66% of students say there is at least one adult that knows them well at school.
- 63% of students say that other students at the school care about them.
- The majority of students say that they feel safe in most places. Places that had the highest number of students say that they disagree or strongly disagree that they feel safe are:
    - Restrooms 80/635
    - Parking lots 54/635
- Students feel safest in classrooms (92%)

Student feelings on how school challenges them:

- 70% of students believe that the work they do at school is important
- Only 60% of students are glad to come to school most of the time
- Students want better cafeteria food (many students communicated that this is the one thing that they would change--look to CTE business and culinary cooperative? Could that be a possibility?)

Community

Community description of UHS:

- Isabela Lozano (community rep): The community speaks highly of University. Accelerate and AP programs have increased our academic perceptions. It is the better of the two high schools in the public's opinion.

School pathways that engage and support the community:

- JROTC/Soccer Volunteer
- Participation in Parades
- Make-A-Wish
- COVID has caused a some regression in the volunteer efforts to support the community
- Tax Program is a huge support to the community

Teachers

Teacher description of UHS:

- Teachers think students feel safe in cafeteria - 81% agree
- Teachers think students feel safe in hallways - 90%
- Teachers think students feel safe in locker rooms - 61% agree, 31% no opinion
- Teachers think students feel safe in restrooms - 75% agree, 12% no opinion
- Teachers think students feel safe in courtyard/commons area - 75% agree, 19% no opinion

Teacher input on processes and programs that help them find success with students:

- Consistent approach to behavior management - 68% agree, 32% disagree
- Adequate systems for identifying and helping students with behavior support - 66% agree, 32% disagree
- Receive sufficient support with difficult students - 79% agree
- School's current approach to discipline is effective - 61% agree, 38% disagree

- Schools approach to discipline is positive to job satisfaction - 62% agree, 31% disagree

Teacher input on loving to teach and seeing results of their work with students:

- Students treat staff respectfully - 79% agree
- Staff members are kind - 96%
- Staff members supportive of students - 96% agree
- Staff members treat students fairly - 91% agree
- Staff members encourage students to do their best - 95% agree
- Staff members let students know when they do things right - 90% agree

Teacher input on administrative support:

- School admin supportive of teachers - 87%
- School admin communicate effectively with staff - 74%

Teacher input on receiving powerful professional development to develop skills:

- Sometimes
- PLC groups are getting more professional development than other teachers
- The Canvas/Google training over the summer was not applicable to real use of Canvas.
- What could have been powerful trainings had little actual use for teachers because it did not meet what we actually needed
- Safe and Civil Schools Professional Development: we really like the engaging, knowledgeable presenter. He has done a great job. Lacks actionable material.
- Campus professional development is more applicable/helpful but lacks some of the power/depth… more focused professional development in the future?
- AVID, content specific (fine arts)

Teacher input on supporting one another:

- Staff communications good - 86%
- Staff treat each other with respect - 97%
- Staff work collaboratively - 88%

All Stakeholders

Engaging all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations:

- UHS needs a clear method(s) of communication to engage stakeholders. Parents know to go to the school website, school newsletters sent out, etc.
- UHS needs more opportunities for engagement planned in advance which allow for working parents.
    - Communicate parent nights at least 2 weeks before school
    - Have another parent night a couple of weeks after school starts to get on the same page with any differences in expectations
    - Parent tech nights at the start of school
    - Parent Tailgate back if health protocols allow
    - Have content parent teacher nights once a semester (kids with failures need to sign up or if you just want to talk with a teacher, sign up)
    - *Teachers could use TalkingPoints and have parents sign up so that we can communicate with different home languages.
- An idea students had was for a teacher feedback system like in college where you communicate whether or not you felt cared for by teachers, etc. at the end of each semester or year. Like a course review.
-

Perceptions Strengths

*African American students have the highest graduation rates even with the greatest proportion of incidents based on population size.

*87% of staff is staying (only 13% turnover rate--one of the lowest in the district)

*Overall, the student population feels safe and cared for and the parents agree.

*We are the best high school in the district.

*The facility is “new” and our technology is newer.

*The 16 parents that replied to the survey think there has been a big improvement in communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: UHS lacks in the area of parent communication. **Root Cause:** We don't have a calendar or early notification of events.

Problem Statement 2 (Prioritized): There is a large discrepancy between racial groups in the area of discipline. **Root Cause:** 1. Addressing what students are being written up for 2. Repeating "offenders," 3. Regression in the peer mediation/mentoring program (Freshman had the greatest frequency of incidents) 4. Lack of Freshman Institute Summer of 2020

Problem Statement 3: Parent/guardian involvement is minimal. Most involvement happens too late, when a credit has already been lost or graduation is at risk. There is a lack of accountability for parents and students to be involved and monitor throughout the year. **Root Cause:** Lack of accountability for students to maintain grades and attendance throughout the year and for parents to monitor student progress. Availability of resources for spanish speaking parents was discussed as well, and while we are doing better with this, it is believed that more progress should be made.

Problem Statement 4: Students do not feel as safe in bathrooms, buses, and parking lots. **Root Cause:** Lack of expectations being taught in those areas and the ability to effectively monitor students in those areas.

Priority Problem Statements

Problem Statement 1: GT population is not clustered and there is a lack of professional development targeted for teachers of GT students. We need to address the learning differences between GT and students who are high achievers.

Root Cause 1: Lack of conscientious scheduling of special populations, limited support from district to provide the resources needed such as ELL specialists, and resource classes. Minimal targeted training for GT and co-teachers.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 3: There is a large discrepancy between racial groups in the area of discipline.

Root Cause 3: 1. Addressing what students are being written up for 2. Repeating "offenders," 3. Regression in the peer mediation/mentoring program (Freshman had the greatest frequency of incidents) 4. Lack of Freshman Institute Summer of 2020

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

- District goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Other additional data

Goals

Goal 1: Engage all stakeholders through effective communication and procedures to provide a safe and supportive learning environment.

Performance Objective 1: Increase parent involvement at UHS through notification of parent events.

Evaluation Data Sources: Email, Canvas, website, social media, parent newsletter

Strategy 1 Details	Reviews			
Strategy 1: Ensure that parents update and verify their email and phone numbers during registration at the beginning of the school year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased communication between teachers and parents; increased communication between administrators and parents **Staff Responsible for Monitoring:** Teachers, Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Ensure all parents sign up for campus-wide text communication.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased communication between teachers and parents; increased communication between administrators and parents **Staff Responsible for Monitoring:** Teachers, Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Create a Parent Involvement Calendar with events for the year (events such as family tailgate before a home football game in October, Parent Tech Night in November, Parent Information Night in February).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parental involvement and participation in school meetings and informational sessions **Staff Responsible for Monitoring:** Teachers, Administrators				

Strategy 4 Details	Reviews			
Strategy 4: Implement a monthly newsletter sent out to parents that includes positive classroom information, schedule of upcoming events and opportunities to get involved.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parental involvement and participation in school meetings and informational sessions **Staff Responsible for Monitoring:** Associate Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Host a Parent Night, with a meal and Spanish-speaking interpreters, within the first two weeks of October for parents to walk their students' schedules. **Strategy's Expected Result/Impact:** Increased communication and collaboration between parents and teachers **Staff Responsible for Monitoring:** Instructional Leadership Team; Associate Principal **Funding Sources:** Interpreters - American Rescue Plan (ARP/ESSER III)				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Establish a Parent/Teacher/Student Association for the 2021-2022 school year. **Strategy's Expected Result/Impact:** Increased communication and collaboration between parents and teachers **Staff Responsible for Monitoring:** Instructional Leadership Team **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Schedule parent lunch with the campus principal four times during the school year. **Strategy's Expected Result/Impact:** Increased number of events for parents to engage with the principal; increased parent engagement noted through parent sign-in documentation **Staff Responsible for Monitoring:** Principal, Parent/Community Involvement Specialist **Funding Sources:** - Title I Parent Involvement				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Engage all stakeholders through effective communication and procedures to provide a safe and supportive learning environment.

Performance Objective 2: Create a structured campus-level system of communication that is consistent, simple, and accessible.

Evaluation Data Sources: Branching Minds, email, teacher newsletter

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers consistently use Branching Minds to document classroom behavior and communication with parents and administrators **Strategy's Expected Result/Impact:** Improved communication between teachers and administrators; improved classroom behavior **Staff Responsible for Monitoring:** Teachers and Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use the Fast Discipline Form in TEAMS as a place for teachers to add Tier 1 & Tier 2 intervention strategies implemented and how long behavior has been an issue (add a "See Branching Minds"). **Strategy's Expected Result/Impact:** Improved communication between teachers and administrators; improved classroom behavior **Staff Responsible for Monitoring:** Teachers and Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training over Branching Minds and TEAMS for all staff to ensure consistency. **Strategy's Expected Result/Impact:** Improved communication between teachers and administrators; improved classroom behavior **Staff Responsible for Monitoring:** Teachers and Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Engage all stakeholders through effective communication and procedures to provide a safe and supportive learning environment.

Performance Objective 3: Implement safety procedures to support a safe, drug-free, and supportive learning environment for students.

Evaluation Data Sources: PEIMS data, attendance data, AEP placements

Strategy 1 Details	Reviews			
Strategy 1: Review Emergency Operations Plan and Campus Safety Plan and teach procedures for safety drills at the beginning of the year to all students and staff.	Formative			Summative
Strategy's Expected Result/Impact: Understand all types of drills, how to conduct drills, and how to find information in the Emergency Operations Plan and Campus Safety Plan **Staff Responsible for Monitoring:** Principal, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create large posters with the names and procedures for drills to be posted in classrooms and common areas.	Formative			Summative
Strategy's Expected Result/Impact: Clearly posted evacuation routes and safety information accessible throughout the campus **Staff Responsible for Monitoring:** Assistant Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure clear drill implementation: designated areas for classroom pods, buckets for drills, signs for all present/missing students, attendance taken during fire drills	Formative			Summative
Strategy's Expected Result/Impact: Clearly posted safety information accessible throughout the campus **Staff Responsible for Monitoring:** Assistant Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure that expectations for bathrooms, hallways and parking lots are taught to students and enforced.	Formative			Summative
Strategy's Expected Result/Impact: Increased safety within the school building **Staff Responsible for Monitoring:** Assistant Principals, Security Guards, Police Officers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Develop avenues for student voice in school climate and safety matters.	Formative			Summative
Strategy's Expected Result/Impact: Students involvement in discussions concerning items such as student IDs, campus drills, and overall school climate **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Develop and implement training for positive behavior supports and classroom management.	Formative			Summative
Strategy's Expected Result/Impact: 5% reduction in BIRs and related disciplinary actions **Staff Responsible for Monitoring:** Principal, Cohort Assistant Principals, Behavioral Specialists	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Continue monthly Foundations Team meetings and have committee report to staff important information during faculty meetings.	Formative			Summative
Strategy's Expected Result/Impact: Increased attendance, positive behavior supports, and on-time graduation rates for students **Staff Responsible for Monitoring:** Foundations Team **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Implement district SEL program with fidelity through training on identification of student mental health needs	Formative			Summative
Strategy's Expected Result/Impact: Improved well-being of students and staff. **Staff Responsible for Monitoring:** Assistant Superintendent for Student Services and Support, Lead Counselor, Cohort Counselors **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Ensure all administrative staff have received Threat Assessment training.	Formative			Summative
Strategy's Expected Result/Impact: Threat assessment campus team implemented with fidelity **Staff Responsible for Monitoring:** Principal, Assistant Superintendent of Student Services and Support, Executive Director of Student Services **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Engage all stakeholders through effective communication and procedures to provide a safe and supportive learning environment.

Performance Objective 4: Monitor student cohort groups to increase on-time graduation.

Evaluation Data Sources: Data collected through PEIMS, TEAMS, and RTI such as Reading Plus and Renaissance Learning screenings for reading and math

Strategy 1 Details	Reviews			
Strategy 1: Use the cohort tracking system to monitor student progress.	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance and decrease the dropout rate.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Cohort Assistant Principals, Cohort Counselors, Principal, At-Risk Specialist				

Strategy 2 Details	Reviews			
Strategy 2: Have monthly cohort meetings to review progress of students most at risk of dropping out of school and to revise plan utilizing all campus and district supports available.	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance and decrease the dropout rate	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Cohort Assistant Principals, Cohort Counselors, Lead Counselor, At-Risk Specialist				

Strategy 3 Details	Reviews			
Strategy 3: Coordinate pregnancy related services to address specific needs and success of program participants.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of services, increased on-time graduation	Nov	Jan	Mar	June
Staff Responsible for Monitoring: PEP Coordinator, Cohort Teams, Counselors				

Strategy 4 Details	Reviews			
Strategy 4: Utilize Communities in Schools to provide services to under resourced students.	Formative			Summative
Strategy's Expected Result/Impact: Increased supports for students increase in attendance rates, increase in student achievement on district assessments and EOC exams	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Cohort Teams, CIS Staff, Principal				
Funding Sources: - State Compensatory Education				

Strategy 5 Details	Reviews			
Strategy 5: Coordinate with the district's homeless services and liaisons to provide supports for students classified as homeless.	Formative			Summative
Strategy's Expected Result/Impact: Cohort monitoring records, verification of students earning credits, increased on-time graduation	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Cohort Assistant Principals, Cohort Counselors, Homeless Liaison, CIS Staff, Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 1: Provide academic support to all students in need of intervention and/or language acquisition.

Evaluation Data Sources: Lesson plans, district TCAs and benchmarks, Reading Plus

Strategy 1 Details	Reviews			
Strategy 1: Provide Resource ELA and Math classes for students in special education who need specialized instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increased success in coursework for students **Staff Responsible for Monitoring:** Resource ELA Teacher; Resource Math Teacher, Coordinator of SPED, Campus Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Schedule End-of-Course (EOC) tutorials on Saturdays, after school, and during summer.	Formative			Summative
Strategy's Expected Result/Impact: Increase in course credits earned and targeted EOC scores met **Staff Responsible for Monitoring:** Instructional Specialists, Lead Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - American Rescue Plan (ARP/ESSER III)	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement targeted, small group instruction through courses like ELDA and SIT Reading to increase the reading levels of ELL and struggling readers through the district RTI/MTSS process.	Formative			Summative
Strategy's Expected Result/Impact: Increased proficiency on district assessments, TELPAS, EOC exams **Staff Responsible for Monitoring:** Instructional Specialists, ELDA Teacher, SIT Teachers, Associate Principal, MTSS Director, ELL Support Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - American Rescue Plan (ARP/ESSER III)	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use bilingual aides to supplement instruction to English Language Learners (ELLs), decreasing gaps in all areas of academic performance.	Formative			Summative
Strategy's Expected Result/Impact: ELLs will engage in supplemental instruction designed to increase success in TEKS-based courses; targeted students will show proficiency gains in TELPAS **Staff Responsible for Monitoring:** Instructional Specialists, Associate Principal **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** Salary--Bilingual Aides - State Compensatory Education	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide instruction for junior and senior students who have not passed the English I and/or English II EOC through an English III or English IV EOC support class. **Strategy's Expected Result/Impact:** Students will pass the English I and/or English II EOC at the Approaches level or above **Staff Responsible for Monitoring:** English Instructional Specialist, Associate Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide instruction for junior and senior students who have passed their English and Algebra EOCs but have not reached college readiness through CPELA and CPMATH courses. **Strategy's Expected Result/Impact:** TSI scores will reflect college readiness for students in CPELA and CPMATH courses. **Staff Responsible for Monitoring:** CPELA Teacher, CPMATH Teacher, Instructional Specialists, Associate Principal **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 2: Implement effective instructional practices and resources to address the needs of ELLs, SPED, and Homeless students.

Evaluation Data Sources: Lesson plans, walkthroughs, observations, district TCAs and benchmarks

Strategy 1 Details	Reviews			
Strategy 1: ELLs will be clustered in as many core classes as possible so that aides can effectively reach and assist ELL students in classrooms	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance for ELLs in core content courses; data reflected in district TCAs, DBAs, EOC scores, and TELPAS scores **Staff Responsible for Monitoring:** Counselors, Principal, Associate Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Professional development will be provided for all content teachers who have clusters to support the instructional needs for ELL students in these classroom.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance for ELLs in core content courses; data reflected in district TCAs, DBAs, EOC scores, and TELPAS scores **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists, District ELL Support **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be provided for all SPED co-teach and inclusion classes to support the instructional needs for SPED students in these classes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance for special education students in core content courses; data reflected in district TCAs, DBAs, EOC scores **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists, District SPED Support **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: T-TESS appraisers and instructional specialists will observe ELL, coteach, and inclusion classrooms weekly to look for effective implementation of expectations.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lesson plans, walkthrough data, increased academic performance for special education and EL students in core content courses; data reflected in district TCAs, DBAs, EOC scores **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Monthly meetings for co-teach, inclusion, and aides to reassess and plan for effective implementation of teaching models. **Strategy's Expected Result/Impact:** Increased academic performance for special education students in core content courses; data reflected in district TCAs, DBAs, EOC scores **Staff Responsible for Monitoring:** Instructional Specialists, District SPED Support, Associate Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Staff will receive training by district and campus homeless personnel to better serve students. **Strategy's Expected Result/Impact:** Increased academic performance for students in homeless situations; assurance of basic needs being met by staff involved with students in homeless situations **Staff Responsible for Monitoring:** District Homeless Outreach Services Department **Title I Schoolwide Elements:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 3: Increase individualized learning opportunities for high achieving and GT students.

Evaluation Data Sources: Superintendent Scholars' program documentation, ACT/SAT test records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure use of high quality literature and other resources in AP and Pre-AP classes to increase rigor and depth and complexity of instruction. **Strategy's Expected Result/Impact:** Increased rigor and depth in lesson plans, increased walkthrough performance data **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists, District Advanced Academic Coordinator **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement strategies to support increased student participation and achievement on TSI, ACT, SAT, and AP exams. **Strategy's Expected Result/Impact:** Increased student participation and achievement on applicable exams **Staff Responsible for Monitoring:** Associate Principal, CCMR Specialist, Advanced Academic Teachers, District Advanced Academic Coordinator **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Plan and implement an orientation for students entering the Accelerate program. **Strategy's Expected Result/Impact:** Student success in program as measured by credit accrual **Staff Responsible for Monitoring:** CCMR Specialist, Counselors				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 4: Increase student achievement to reflect improved Meets Mastery on EOC scores in ELA 1 from 32% to 37%, in ELA 2 from 42% to 47%, Algebra 1 from 40% to 45%, in US History from 59% to 65% and in Biology from 38% to 45%.

Evaluation Data Sources: TAPR, EOC data, district TCAs and DBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support the campus literacy initiative by utilizing the reading lists developed for students in each grade level in an effort to enhance the development of reading comprehension in preparation for state and college preparatory testing programs. **Strategy's Expected Result/Impact:** Increased reading proficiency results in Renaissance, Reading Plus; increased English EOC scores at least 5% higher in Meets category than last year **Staff Responsible for Monitoring:** Associate Principal, ELAR Teachers, District ELAR Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to use AVID tutors to aid and mentor students in relation to TRFs, WICOR strategies, and core content. **Strategy's Expected Result/Impact:** Student learning mastery in core content areas; development of leaders in AVID upperclassmen **Staff Responsible for Monitoring:** AVID Site Coordinator, AVID District Coordinator, AVID Teacher **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** AVID Tutors - State Compensatory Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementation of SIT teachers in the areas of math and English for 1:1 and small group instruction to increase literacy and mathematics skills. **Strategy's Expected Result/Impact:** Increased reading and math proficiency through Renaissance data; Reading Plus data **Staff Responsible for Monitoring:** SIT Reading Teachers, SIT Math Teachers, Instructional Specialists, Associate Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue ELDA course to support newcomers while acquiring the English language by adding a second year to the course. **Strategy's Expected Result/Impact:** Scaffolded instruction and native language support in order to support newcomers in acquiring English; increased proficiency reflected in TELPAS data **Staff Responsible for Monitoring:** ELDA Teacher, ELA Instructional Specialist, Associate Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement intentional data driven instructional planning (DDI) to ensure data from weekly performance tasks and campus/district assessments drive instructional decision making across all core content teams. **Strategy's Expected Result/Impact:** Lesson plans reflecting DDI process; walkthroughs reflecting reteach practices **Staff Responsible for Monitoring:** Instructional Specialists, PLCs, Content Teams, Associate Principal **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize resources, such as Study Island, to support accelerated instruction in ELA, math, science and social studies in preparation for end-of-course exams. **Strategy's Expected Result/Impact:** Increased Approaches and Meets standard percentages in all subject areas. **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists, At-Risk Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Study Island - American Rescue Plan (ARP/ESSER III) - $15,000				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 5: Improve alignment in T-TESS walkthroughs through ongoing dialogue, calibration, and use of common "look for" document by administrators and specialists.

Evaluation Data Sources: Weekly review of T-TESS walkthrough data, calibration activities through use of the "look for" document

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: T-TESS Appraisers will study and dialogue about weekly areas of focus from T-TESS rubric. **Strategy's Expected Result/Impact:** Improved alignment and understanding of the evaluation rubric; improved feedback to teachers **Staff Responsible for Monitoring:** Principal, Associate Principal **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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators and instructional specialists will create a T-TESS "look-for" document that will add specificity to each Dimension that will be shared with teachers. **Strategy's Expected Result/Impact:** Improved alignment and understanding of the evaluation rubric; improved communication and feedback to teachers **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, 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 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Appraisers and instructional specialists will calibrate weekly in side-by-side walkthroughs to ensure consistency and meaningful feedback in T-TESS walkthroughs and evaluations. **Strategy's Expected Result/Impact:** Improved alignment and understanding of the evaluation rubric; improved communication and feedback to teachers **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, 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, Lever 3: Positive School Culture				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 6: Ensure that students are trained on grades, attendance, credits, and graduation requirements in order to track their own progress.

Strategy 1 Details	Reviews			
Strategy 1: Utilize WIN time to train students to check emails from teachers, counselors and/or administrators.	Formative			Summative
Strategy's Expected Result/Impact: Improved communication between students and staff; improved classroom performance for students **Staff Responsible for Monitoring:** Teachers, Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Utilize WIN time for students to look at grades and attendance once a six weeks and update graduation requirement trackers once a semester.	Formative			Summative
Strategy's Expected Result/Impact: Improved communication between students and staff; improved classroom performance for students **Staff Responsible for Monitoring:** Teachers, Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop a plan to have cohort meetings occur regularly (i.e., 4th week of school, at the end of the 2nd Six Weeks, 4th week of second semester, and then after the end of the 5th Six Weeks).	Formative			Summative
Strategy's Expected Result/Impact: Improved communication between students and staff; improved classroom performance for students **Staff Responsible for Monitoring:** Cohort AP/Counselor teams **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide incentives for attendance , such as celebratory lunches.	Formative			Summative
Strategy's Expected Result/Impact: Improved attendance, reduction in tardies, improved classroom performance for students **Staff Responsible for Monitoring:** Assistant Principals, Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Partner with local businesses to provide incentives for campus literacy initiative. **Strategy's Expected Result/Impact:** Improved reading proficiency data in Renaissance, Reading Plus **Staff Responsible for Monitoring:** Associate Principal, ELA Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 7: Increase long-term study skills, knowledge of resources, school expectations, and understanding of the value of what students are learning.

Strategy 1 Details	Reviews			
Strategy 1: Utilize WIN time to review school expectations and teach the reasons behind the rules/expectations to students.	Formative			Summative
Strategy's Expected Result/Impact: Improved hallway and classroom behavior **Staff Responsible for Monitoring:** Teachers, Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Enforcement of the ID policy, dress code, and other rules and expectations by all stakeholders through the adoption of a "see something, say something" policy.	Formative			Summative
Strategy's Expected Result/Impact: Improved hallway and classroom behavior; increased instructional time for students **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Security Staff **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize counselors to teach study skills and expectations in core content classes twice a semester.	Formative			Summative
Strategy's Expected Result/Impact: Increased student engagement and achievement in all classes **Staff Responsible for Monitoring:** Lead Counselor, Counseling Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide tutorials for STAAR, ASVAB, TSI, ACT, SAT, and AP testing that review study skills.	Formative			Summative
Strategy's Expected Result/Impact: Increased scores on all college and career readiness assessments **Staff Responsible for Monitoring:** CCMR Specialist, Instructional Specialists, District Advanced Academics Coordinator **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Include CCMR lessons built into grade-level core classes (Algebra 1, Biology, English 1, English 2, English 3, US History, English 4, Government, and Economics.) **Strategy's Expected Result/Impact:** Increased scores on all college and career readiness assessments **Staff Responsible for Monitoring:** CCMR Specialist, Counseling Team, Instructional Specialists **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 1: Provide professional development on rigor, classroom management, instruction, AVID strategies, and special populations.

Evaluation Data Sources: PD sign-in sheets, lesson plans, walkthroughs, Action Coaching scripts

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher-led and designed professional development specific to campus and content needs.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher participation, inclusiveness, and leadership opportunities; satisfactory results on Panorama Survey **Staff Responsible for Monitoring:** Instructional Leadership Team, Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Establish a focus for culturally responsive teaching and engaging students with rigorous, relevant, and meaningful learning.	Formative			Summative
Strategy's Expected Result/Impact: Increased participation and engagement from students and teachers inside and outside of the classroom. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on district systems (Branching Minds, TEAMS, etc.) with a follow-up workshop.	Formative			Summative
Strategy's Expected Result/Impact: Increased communication and consistency with data and documentation systems used across the campus and district. **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instructional specialists and ILT members will provide training in literacy expectations in classrooms and oversee implementation of those required strategies. **Strategy's Expected Result/Impact:** Achievement of CIP Goal #4; consistency in literacy approaches across the campus; improved student achievement data **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists, Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will participate in a campus-wide book study on "The Right to Literacy in Secondary Schools" in order to effectively implement literacy efforts across the campus. **Strategy's Expected Result/Impact:** Achievement of CIP Goal #4; consistency in literacy approaches across the campus; improved student achievement data **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists, Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: AVID training modules will be delivered to teachers to increase staff awareness of AVID strategies and their alignment to the overall literacy initiative at UHS. **Strategy's Expected Result/Impact:** Achievement of CIP Goal #4; consistency in literacy approaches across the campus; improved student achievement data **Staff Responsible for Monitoring:** AVID Site Team, Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Create flexible PD modules for teachers to attend as allowed by the district calendar. **Strategy's Expected Result/Impact:** Teachers will be allowed to choose PD sessions that are tailored to meet their needs by either content or experience **Staff Responsible for Monitoring:** Associate Principal, Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Create a professional development calendar for staff that includes training and support that will increase student achievement. **Strategy's Expected Result/Impact:** Specific training in lesson planning, DDI, and literacy to increase student achievement outcomes. **Staff Responsible for Monitoring:** Associate Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide training on the A-F accountability system and use new learning to develop intervention strategies. **Strategy's Expected Result/Impact:** Teachers and administrators will have a clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Principal, Director of Accountability systems and Data Analysis **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 2: Provide multiple opportunities of support for teachers at UHS who have 1-5 years of experience.

Evaluation Data Sources: Mentor meetings, walkthroughs, Action Coaching scripts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Partner teachers in their first year at UHS with an instructional specialist to provide training on campus systems and procedures. **Strategy's Expected Result/Impact:** Reduction in stress for new staff; consistency with implementation of campus systems and procedures **Staff Responsible for Monitoring:** Instructional Specialists, Campus Mentor Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support teachers who are in their first two years of teaching through a mentor teacher and check-in process every three weeks to ensure new teachers have designated time for support. **Strategy's Expected Result/Impact:** Reduction in stress for new staff; consistency with implementation of campus systems and procedures **Staff Responsible for Monitoring:** Campus Mentor Coordinator, Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Partner with and implement Baylor PDS to build teaching capacity of current and future staff. **Strategy's Expected Result/Impact:** Increased teacher retention and recruitment; development of future teachers **Staff Responsible for Monitoring:** Associate Principal, Principal, Baylor Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 3: Provide ongoing professional development and support on lesson planning, DDI, and Action Coaching.

Evaluation Data Sources: PD sign-in sheets, DDI scripts, Action Coaching scripts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Associate Principal and Instructional Specialists will train teachers on lesson plan expectations and DDI (Data Driven Instruction) through PLCs and team planning. **Strategy's Expected Result/Impact:** Improved lesson planning practices and rigor; improved reteaching practices **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will receive ongoing feedback regarding lesson plan rigor and the DDI process from appraisers and Instructional Specialists. **Strategy's Expected Result/Impact:** Improved lesson planning practices and rigor; improved reteaching practices; consistent T-TESS walkthrough feedback **Staff Responsible for Monitoring:** Campus Administration, 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: T-TESS appraisers and Instructional Specialists will apply Action Coaching with teachers to increase the use of effective observation and feedback cycles. **Strategy's Expected Result/Impact:** Creation of systems and processes around observation and feedback in relation to lesson planning and instructional strategies **Staff Responsible for Monitoring:** Campus Administration, 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: T-TESS appraisers and instructional specialists will conduct a weekly review of lesson plans to ensure fidelity of lesson plan training and intentional instructional execution in the classroom. **Strategy's Expected Result/Impact:** Lesson plans will be in Forethought at the beginning of every week; school leadership will review instructional plans prior to or during walkthroughs **Staff Responsible for Monitoring:** Campus Administration, 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase teacher quality, recruitment, and retention through meaningful professional development and aligned processes and programs.

Performance Objective 4: Provide opportunities for teachers and staff to participate in decision-making forums.

Evaluation Data Sources: Forum sign-in sheets, PD sign-in sheets, Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide different campus-wide opportunities (CDMC, CIP) and invite participation and input. **Strategy's Expected Result/Impact:** Increased staff participation in campus decision-making opportunities; improved Panorama survey data reflecting positive campus climate and culture **Staff Responsible for Monitoring:** Campus Administration, CDMC Leader, Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continuation of the UHS Instructional Leadership Team comprised of teacher leaders across the campus from all disciplines with a focus on alignment of instructional processes, development of deep learning in secondary literacy, and leading the campus in best practices in order to close literacy gaps and help prepare students for career, military, or college readiness. **Strategy's Expected Result/Impact:** Build future leaders by using instructional teacher leaders to support district and campus initiatives through teaching and supporting other teachers. **Staff Responsible for Monitoring:** Associate Principal, Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer quarterly forums with various topics for teachers to join in order to hear and be heard. **Strategy's Expected Result/Impact:** Increased staff participation in campus decision-making opportunities; improved Panorama survey data reflecting positive campus climate and culture **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Incorporate literacy as a cross-curricular approach to close achievement gaps.

Performance Objective 1: Implement common reading and annotation strategies in all classrooms across the campus.

Evaluation Data Sources: Renaissance STAR Reading; Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classes will use a common reading strategy (AVID "Marking the Text") to create consistency for students across all classes. **Strategy's Expected Result/Impact:** Active engagement with text by students; improved reading proficiency levels Tier 2 and Tier 3 reading, increased EOC scores **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be able to restate learning, either verbally or in writing, at the end of reading assignments/activities. **Strategy's Expected Result/Impact:** Active engagement with text by students; improved reading proficiency levels Tier 2 and Tier 3 reading, increased EOC scores **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will utilize Reading Plus during WIN time each week in order to increase their basic reading skills and gain in overall reading proficiency. **Strategy's Expected Result/Impact:** Improved reading proficiency levels for Tier 2 and Tier 3 Reading **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Incorporate literacy as a cross-curricular approach to close achievement gaps.

Performance Objective 2: Incorporate writing in all classes using AVID and other strategies throughout the school year.

Evaluation Data Sources: Reading Plus. TCAs, DBAs, EOCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classes will use a common writing strategy (AVID Learning Logs) to create consistency for students across all classes. **Strategy's Expected Result/Impact:** Active engagement with text by students; improved reading proficiency levels Tier 2 and Tier 3 reading. **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Classes will use exit tickets at the end of lessons in order to anchor student learning. **Strategy's Expected Result/Impact:** Active engagement with text by students; improved reading proficiency levels Tier 2 and Tier 3 reading. **Staff Responsible for Monitoring:** Associate Principal, Instructional Specialists				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Incorporate literacy as a cross-curricular approach to close achievement gaps.

Performance Objective 3: Develop strong literacy skills and deep content understanding of students in all English Language Arts classrooms.

Evaluation Data Sources: Renaissance STAR Reading, Reading Plus, TCAs, DBAs, EOCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: English teachers will facilitate structured discussions (i.e., Socratic Seminars) for students to have deep content understanding. **Strategy's Expected Result/Impact:** Active engagement by students in English classes; improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, English Instructional Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will conduct individual student conferences at least once a six weeks to discuss reading and writing performance and set student goals. **Strategy's Expected Result/Impact:** Active engagement by students in English classes; improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, English Instructional Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will utilize Reading Plus in the English classrooms in order to continue making gains in reading proficiency across the campus. **Strategy's Expected Result/Impact:** Active engagement by students in English classes; improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, English Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Incorporate literacy as a cross-curricular approach to close achievement gaps.

Performance Objective 4: Demonstrate mastery of literacy and deep content understanding of students in all science classrooms.

Evaluation Data Sources: District TCAs and DBAs, Biology EOC scores, science campus assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be taught how to write or verbally describe procedures using key sequence words and key science vocabulary in the correct context. **Strategy's Expected Result/Impact:** Active engagement by students, improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Science Instructional Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be taught how to describe their results and conclusions in science classes. **Strategy's Expected Result/Impact:** Active engagement by students, improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Science Instructional Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will conduct individual conferences with students at least once a six weeks to discuss deep content understanding in science and to set student goals. **Strategy's Expected Result/Impact:** Active engagement by students, ability to demonstrate literacy skills in science and transfer learning to other subjects, improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Science Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Incorporate literacy as a cross-curricular approach to close achievement gaps.

Performance Objective 5: Demonstrate mastery of literacy and deep content understanding of students in all math classrooms.

Evaluation Data Sources: District TCAs and DBAs, Algebra I EOC scores, math campus assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be taught how to justify their solution and explain solution in the context of the problem, verbally or in writing with sentence stems for justifications, in a math classroom. **Strategy's Expected Result/Impact:** Active engagement by students, improved test scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Math Instructional Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be taught how to verbally analyze what a question is asking them to do by explaining the steps prior to completing the problem. **Strategy's Expected Result/Impact:** Active engagement by students, improved test scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Math Instructional Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will be able to apply they QDPAC (Question, data, picture, answer, check it/explain) strategy in all math classes. **Strategy's Expected Result/Impact:** Active engagement by students, improved test scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Math Instructional Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will conduct individual conferences with students at least once a six weeks to discuss deep content understanding in math and to set student goals. **Strategy's Expected Result/Impact:** Active engagement by students, ability to demonstrate literacy skills in math and transfer learning to other subjects, improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Math Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Incorporate literacy as a cross-curricular approach to close achievement gaps.

Performance Objective 6: Demonstrate mastery in literacy and deep content understanding of students in all social studies classrooms.

Evaluation Data Sources: District TCAs and DBAs, US History EOC scores, social studies campus assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be taught to formulate and support an argument (verbally or in writing) by using text evidence. **Strategy's Expected Result/Impact:** Active engagement by students, improved test scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Social Studies Instructional Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be taught how to have verbal discussions and write within social studies context using text evidence and examples. **Strategy's Expected Result/Impact:** Active engagement by students, improved test scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Social Studies Instructional Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will conduct individual conferences with students at least once a six weeks to discuss deep content understanding in social studies and to set student goals. **Strategy's Expected Result/Impact:** Active engagement by students, ability to demonstrate literacy skills in social studies and transfer learning to other subjects, improved scores on TCAs, DBAs, EOCs **Staff Responsible for Monitoring:** Associate Principal, Social Studies Instructional Specialist				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Incorporate literacy as a cross-curricular approach to close achievement gaps.

Performance Objective 7: Demonstrate mastery of literacy and deep content understanding of students in all elective and CTE courses.

Evaluation Data Sources: CTE campus assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be taught how to verbalize the sequence of steps in a project or assignment in order to troubleshoot solutions. **Strategy's Expected Result/Impact:** Active engagement by students, improved classroom performance through products, assessments, and writing assignments **Staff Responsible for Monitoring:** Associate Principal, Dean of Academies				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will communicate with students at least once a six weeks per student to discuss deep content understanding in their CTE course and to set student goals. **Strategy's Expected Result/Impact:** Active engagement by students, ability to demonstrate literacy skills in CTE and transfer learning to other subjects, improved scores on products, assessments, and writing assignments				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for University High School

Total SCE Funds:
Total FTEs Funded by SCE: 10.42
Brief Description of SCE Services and/or Programs

Personnel for University High School

Name	Position	FTE
Amy Clark	At Risk Specialist	1
Edward Ibarra	Bil Instructional Aide	1
LaRonda Clark	Counselor	0.71
Milton Vasquez	SIT-Math	1
Rachael Martinez-Baker	SIT-Reading	1
Richard Perez	Behavior Aide	1
Tarl Lloyd Jr	Behavior Interventionist	1
Vacant	SIT Aide	1
Vacant	Behavior Aide	1
Vicki Brown	SIT	1
Victor Carmichael	Behavior Interventionist	0.71

Title I Personnel

Name	Position	Program	FTE
Alexandria Schrotel	Math Instructional Specialist	Title I	1
Dan Pfleging	Social Studies Instructional Specialist	Title I	1
Janae Beauchamp	English Instructional Specialist	Title I	1
Lacey Merrifield	Science Instructional Specialist	Title I	1
Mary Olivarez	Parent/Community Specialist	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$0.00
2	1	4	Salary--Bilingual Aides		$0.00
2	4	2	AVID Tutors		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$747,900.00
				+/- Difference	$747,900.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$436,425.00
				+/- Difference	$436,425.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,364.00
				+/- Difference	$4,364.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Interpreters		$0.00
1	1	6			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	4	6	Study Island		$15,000.00
				Sub-Total	$15,000.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$350,933.00
				+/- Difference	$335,933.00
				Grand Total	$15,000.00

Addendums

Waco Independent School District

Waco High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Waco High School Mission Statement: Through the consistent application of high-quality instruction and proactive communication with all WHS stakeholders, WHS professional educational staff will secure student success and empower students and staff via modeling positive behaviors as WHS becomes an Exemplary campus.

Waco High School - Where PRIDE Runs Deep

P ersonal Responsibility
R espect
I ntegrity
D etermination
E xcellence

Vision

Waco High School fosters an academically diverse and challenging curriculum within a secure and exciting environment.

Our graduates are the leaders of today and tomorrow.

Waco High School - Home of Waco's academic, artistic, and athletic leaders . . . today, tomorrow, and always!

Core Beliefs

Lion Pride Runs Deep!

1. **Trust**
2. **Communication**
3. **Nurture Relationships**
4. **Respect Differences**
5. **Finish Together**
6. **Differentiate Learning**
7. **Safety and Facilities**
8. **Recruit and Retain**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Waco High School is located in the western part of Waco and educates high school-aged students in grades 9-12 from the north, west, east, and some portions of south Waco neighborhoods. The student population at Waco High is diverse ethnically, academically, economically, and socially. The student population is 2,121 and dis-aggregates as follows: African American students (32%), Anglo students (10%), Asian students (0.47%), Hispanic students (54%), 2 or More Races (2%), Economically Disadvantage (89%), At-Risk (80%), Homeless/Unaccompanied Youth (5%), Career and Technology Education students (52%), Gifted and Talented students (15%), ELL (13%) and Special Ed. (11%). Waco High offers 122 dual credit and advanced placement courses.

Waco High School currently has 137 teachers, with 93% being fully state-certified.

Demographics Strengths

Waco High provides educational opportunities that address the academic ability level of every student. Extra-curricular and co-curricular activities are provided to meet the various students' interests and to develop the social skills of the diverse student population. Diversity improves cognitive skills, including critical thinking and problem-solving. Diversity helps students develop social skills that employers value. Diversity allows students to learn from each other across cultural boundaries. Diversity enhances students' leadership skills.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There have been large gaps in the past STAAR End of Course results of white students and the results of African American students, as well as the results of English Language Learners. **Root Cause:** Students in various subgroups lack basic and grade level academic skills.

Student Learning

Student Learning Summary

	Spring 2018	Fall 2018	Spring 2019	Fall 2020	Spring 2021
ELAR I	44%	13%	46.6%	43%	41.5%
ELAR II	46%	14%	39.7%	45%	55.5%
Algebra 1	74%	22%	81.1%	35.6%	55.5%
Biology	77%	41%	83.6%	38%	56.1%
US History	88%	43%	87.6%	48.1%	81.5%

*See Adendum for Spring EOC data breakdown.

Student Learning Strengths

Waco High School continues to train and support teachers regarding AVID strategies. Teachers are held accountable for incorporating these AVID strategies in their lessons, and this expectation is schoolwide.

Waco High School continues to promote post-high school opportunities that will increase college enrollment.

Waco High School continues to build data profiles on all students.

Waco High School continues to prepare students for the TSI/ACT/SAT/PSAT.

Waco High School continues to build our Advanced Academics Program.

Waco High School students continue to demonstrate excellence in Skills USA, Fine Arts, and Athletic competitions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There were gaps in the pass rate among subgroups for STAAR results of White students and other subgroups such as African American, Hispanic, and Economically Disadvantaged students. **Root Cause:** Less than 50% of the incoming freshmen participated and passed their STAAR tests in 2021. Success in 8th grade is a crucial to the successful completion of high school expectations.

School Processes & Programs

School Processes & Programs Summary

Waco High has highly qualified, effective teachers in every core area. Their experience and mentoring have benefited new teachers. Waco High School is committed to the excellence of student academics and supports the teaching staff by providing time for all EOC tested subject teachers to participate in PLC meetings daily. Having daily PLCs has assisted teachers in implementing the TEKS, understanding the scope and sequence, reviewing data, and collaborating to improve instruction.

Waco High School administration offers a monthly "New Teacher Huddle" that focuses on supporting continuous improvement and building capacity with the teachers who are new to the profession, as well as those who are new to the campus.

We offer classroom discipline support and interventions through our Behavior team comprised of two Behavior Specialists, Behavior Aides, and a Restorative Discipline Facilitator. The Behavior Team helps support new teachers.

Administrators conduct at least 8 walkthroughs and conduct 2 coaching sessions per week in their assigned T-TESS area to better support teachers as needed.

Administrators meet with their T-TESS teachers at the end of every grading term to discuss student and staff performance data to assess what is working and to identify what support is needed for continuous improvement.

Waco High is working on upgrading and replacing affordable technology as needed. Waco High students use technology to increase their higher-order thinking skills.

Waco High students each have a laptop and access to computer equipment and the Internet to complete assignments.

Title II class-size reduction: Waco High School puts a student cap on End of Course (EOC) tested subjects. Those classes that have an EOC test in the spring are capped at 21 students with minimal exceptions. Waco High School also utilizes Edmentum as the credit recovery program which minimizes the need for students to retake the class in a face-to-face classroom setting.

Waco High School Advanced Academic classes are capped in order to assist with high learning expectations.

Waco High School utilizes co-teaching classes for special education students and has a limited number of seats per section to obtain the best learning environment for all students.

Waco High School Master schedule is built with the student needs as priority number one. When placing courses, student needs and requests always come before the teacher requests.

Each EOC tested subject has a common PLC time.

All teachers have a minimum of 2 days a week before or after school tutorial times. Tutorial times are posted by each teacher. Students have access to tutors

throughout the school day in the core classes.

Waco High School offers summer school for credit recovery and EOC tutorials. Students have the opportunity to regain credits via Edmentum and there has been much success with the program. Students also can attend EOC tutorials each week until EOC retest.

Waco High School assists students transitioning from middle school to high school via a incoming Freshman camp. The program gives students the opportunity to learn about high school and set goals for furthering their education. Freshman Camp also assists in building pride in being a high school student.

8th-grade STAAR scores are considered when building student schedules. There are specific classes set in place with highly effective teachers for subject areas that students may not have done well in. Those classes are kept at a low student-teacher ratio to assist with building skills necessary to be successful in high school.

Waco High School has a college and career specialist who seeks to assist students with postsecondary goals. The college and career specialist meets with students regularly to help students apply to college, complete Free Application for Federal Student Aid (FAFSA), and submit scholarship applications. The college and career specialist also provides students the Texas Success Initiative (TSI) testing opportunities each week. The Waco High School college and career specialist also schedule visits from many college campuses and seeks out recruiters to come meet with our students via classroom presentations and cafeteria pop-ins. The college and career specialist works closely with the senior cohort counselor to provide opportunities for growth and decision making.

Each month counselors present information to assist students with various topics including suicide prevention, bullying, college awareness, goal settings, and character. WHS has a policy for students who are suicidal and the policy is explained to all staff members. Counselors work to provide necessary resources for all students who are at-risk to themselves.

Waco High School hired a Student Success Counselor for 2024 and 2025 cohorts. This counselor will be working with cohort students who are at-risk of dropping out as identified by having multiple at-risk indicators including previous retentions, STAAR failures, and behavior concerns. She will work with these students to develop a plan of success as they start and continue their high school career.

Bullying is handled as a team and support with assistant principals and the restorative team. Communication between departments is very important to assist students in feeling safe at all times on campus.

Waco High School utilizes a specific curriculum taught by teachers and counselors to inform students of the many aspects involved with dating and relationships. All students receive the lessons via a specified class. Discussion and role-play are involved and students have the opportunity to ask questions and seek information to assist them as they make important decisions.

School Processes & Programs Strengths

Low turnover in most departments has strengthened those departments in understanding the Waco High culture, understanding the students, and understanding the TEKS.

Tutors remains a vital tool that students utilize as needed for tutorials and small groups during the school day.

The number of Advanced Placement and Dual Credit courses offered is monitored to meet the needs of the increased number of students who are interested in advanced placement and dual credit courses.

Remediation classes provide academic support for students who have not passed English I and/or English II STAAR.

AP teachers hold Saturday School tutorial sessions to prepare students for AP exams.

Saturday School tutorials are provided for students enrolled at all End of Course Exam subjects.

Teachers who teach an EOC tested course meet 5 days a week in Professional Learning Communities (PLC).

Waco High School's most effective classroom teachers share their best teaching practices and ideas with all staff members during training days throughout the school year.

Waco High School administrators participate in job fairs throughout the year in order to recruit the most highly qualified applicants possible.

The college lab is utilized daily for dual credit courses, TSIA testing, college research, completing college applications, FAFSA, and scholarships.

All students have a school issued laptop.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Waco High School has a high number of students on Level 2 of MTTS/RtI. Waco High School teachers lack an understanding of how to differentiate instruction to address the various levels of students' academic skills. Teachers who are new to the campus or the profession become disillusioned and leave the campus or the profession after a year or two. **Root Cause:** Waco High School has students with a wide range of academic skills, social skills and cultural interests. Inexperienced teachers struggle to manage the discipline of students who lack basic reading, writing, mathematical and organizational skills.

Perceptions

Perceptions Summary

Average Daily Attendance rate for 2020-2021 is 95.6%

Graduation Rate is 87.5% for 2020 (up 2.6% from 2019)

Waco High has involved parents who support their children at school events.

Parents utilize the WACOISD App to keep up with the children's absences, tardies, and grades.

Waco High has outstanding Adopt-a-School and community partnerships that provide mentoring, tutoring, speakers, cultural experiences and incentives/snacks for tutorials.

Waco High has a strong Parent Teacher Student Association (PTSA) that offers support throughout the year for students and staff.

The Waco High website is current and provides parents, students and others meaningful and relevant information, which includes a monthly parent newsletter.

Waco High employs a Parent Involvement Specialist.

Parent Involvement has more than doubled over the last two years, with over 3,200 parents attending events during the 2019-2020 school year.

Each department is designated throughout the year to recognize a "Teacher of the Month." A trophy, "Lion" is passed every 2 weeks from one staff member to another with kind words and praise for going above and beyond the call of duty.

The number of pep rallies and student recognition events continues to increase as much as possible give the pandemic and COVID restrictions. The school climate and culture continues to improve for both students and staff. Students from private schools are continuing to transfer to Waco High.

Perceptions Strengths

Waco High has a School/Home Compact that was created by students, teachers, and parents.

Parent and Business Representatives are actively involved with the Campus Decision Making Council (CDMC) and the Parent Teacher Student Association (PTSA).

Waco High offers a variety of opportunities and activities to address the diverse academic interests of students ranging from Career and Technology (CTE) classes to Advanced Academics.

Leadership Education And Development (LEAD) and Viable Options In Community Endeavors (VOICE) continue to support the social needs of Waco

High students with weekly meetings and mentoring.

In-School Suspension (ISS) incidents are lower compared with the previous school year. Although our Out of School Suspension (OSS) and District Alternative Education Placement (DAEP) incidents have increased slightly, the incidents are nowhere near the number we had back in the 2014-2015 school year.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020 -2021
ISS	1626	453	353	459	355	427	370
OSS	1168	800	671	548	584	466	455
DAEP	172	189	124	126	137	92	61

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Waco High School struggles to meet its annual Average Daily Attendance (ADA) goal, especially among African American and Hispanic girls and boys. **Root Cause:** Some Waco High School students, especially African American girls and Hispanic males, lack adult support and guidance that can lead to academic success.

Priority Problem Statements

Problem Statement 1: There have been large gaps in the past STAAR End of Course results of white students and the results of African American students, as well as the results of English Language Learners.

Root Cause 1: Students in various subgroups lack basic and grade level academic skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There were gaps in the pass rate among subgroups for STAAR results of White students and other subgroups such as African American, Hispanic, and Economically Disadvantaged students.

Root Cause 2: Less than 50% of the incoming freshmen participated and passed their STAAR tests in 2021. Success in 8th grade is a crucial to the successful completion of high school expectations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Waco High School has a high number of students on Level 2 of MTTS/RtI. Waco High School teachers lack an understanding of how to differentiate instruction to address the various levels of students' academic skills. Teachers who are new to the campus or the profession become disillusioned and leave the campus or the profession after a year or two.

Root Cause 3: Waco High School has students with a wide range of academic skills, social skills and cultural interests. Inexperienced teachers struggle to manage the discipline of students who lack basic reading, writing, mathematical and organizational skills.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Waco High School struggles to meet its annual Average Daily Attendance (ADA) goal, especially among African American and Hispanic girls and boys.

Root Cause 4: Some Waco High School students, especially African American girls and Hispanic males, lack adult support and guidance that can lead to academic success.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM 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

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

Goals

Goal 1: Increase student achievement and graduation rates for all student populations.

Performance Objective 1: Meet state standards on STAAR End-of-Course (EOC) Exams.

Evaluation Data Sources: 2021 Fall, 2022 Spring EOC STAAR Results in English I and II, Algebra 1, Biology, and U.S. History

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train staff on understanding the TELPAS testing system and how to interpret data reported to impact instructional decisions made for ELL students. **Strategy's Expected Result/Impact:** Use data to develop interventions for students and identify strategies to support successful TELPAS testing **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, ESL/LEP Coordinator **Title I Schoolwide Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use district common unit assessments and the DDI process to identify areas of instructional need to focus student interventions for growth. **Strategy's Expected Result/Impact:** Identify areas of focus to increase achievement on EOC assessments **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use TEA interim assessments, Renaissance Test for Math & English, and local assessments to identify areas of instruction to focus interventions and guide instructional plans for improving STAAR results. **Strategy's Expected Result/Impact:** Students in need of remediation are identified, increase student achievement **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialists, At-Risk Coordinator **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide AVID WICOR strategies as instructional resources and support for teachers and students to use for remediation and differentiation in all core classes. **Strategy's Expected Result/Impact:** Increase results on District Benchmark Assessments and on the STAAR EOC Assessments **Staff Responsible for Monitoring:** Leadership Team, Instructional Specialists **Comprehensive Support Strategy** **Funding Sources:** Instructional Specialists - Title 1, Materials - State Compensatory Education, SIT - ELA Teacher - State Compensatory Education, Materials - Title 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide in-school, after school, night school, and/or Saturday school blitz/focus sessions and tutorials for regular and special education students in core subjects areas using content-specific instructional supplies and materials based on academic performance to increase Reading to 19% and Math to 23%. **Strategy's Expected Result/Impact:** Increase in successful results for special education students on benchmark assessments and on STAAR EOC Assessments **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title 1, - American Rescue Plan (ARP/ESSER III)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement and graduation rates for all student populations.

Performance Objective 2: Evaluate, monitor, identify and implement strategies to ensure students earn credit for the state's College, Career, and Military Readiness (CCMR) graduate indicators.

Evaluation Data Sources: Texas Success Initiative Assessment (TSIA) Scores, ACT/SAT/PSAT Scores, Advanced Placement Scores, Dual Credit Course Completion Rates, Military Enlistment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Evaluate and refine Texas Success Initiative Assessment (TSIA) testing practices. **Strategy's Expected Result/Impact:** Testing processes will be administered with accuracy and in accordance to College Board and TSIA testing guidelines **Staff Responsible for Monitoring:** College and Career Military Readiness Specialist, Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure that students who receive special education services and have completed criteria to be considered workforce ready receive the correct PEIMS graduation code (54,55). **Strategy's Expected Result/Impact:** Increase in number of special education students eligible for a 54 or 55 graduation code reflected in CCMR percentage **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Special Education Coordinator, PEIMS Registrars, At-Risk Administrator **Title I Schoolwide Elements:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement post secondary conferences to ensure students are on track for graduation including a four year College and Career Military Readiness (CCMR) Plan for students which include advisement, benchmarking on ACT/SAT/TSIA exams, and assessment curriculum within the core classes. Audit transcripts to identify all students that are eligible to receive an indicator in College and Career Military Readiness (CCMR) marker. **Strategy's Expected Result/Impact:** Accurate student identification for Texas Success Initiative Assessment (TSIA); Accurate CCMR coding; Transcripts and 4-year graduation plans in place for each student **Staff Responsible for Monitoring:** Counselors, CCMR Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase student achievement and graduation rates for all student populations.

Performance Objective 3: Ensure post-secondary readiness by creating a coordinated plan to inform and guide parents and students about the benefits of advanced academics course options (Dual Credit, Advanced Placement, AVID) and the importance of taking the TSIA, PSAT, SAT and the ACT.

Evaluation Data Sources: Advanced Academic Course Enrollment, Dual Credit Enrollment, AP/TSIA/SAT/ACT Assessment Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number and diversity of students completing dual credit courses as well as the number of students receiving a 3 or higher on AP exams. **Strategy's Expected Result/Impact:** The number of students from all student groups completing and receiving college credit for dual credit courses will increase as well as the number of students receiving a 3 or higher on AP exams **Staff Responsible for Monitoring:** Principals, Dean, Assistant Principals, Counselors, CCMR Specialist, Instructional Specialists **Title I Schoolwide Elements:** 2.5, 2.6				

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

Goal 1: Increase student achievement and graduation rates for all student populations.

Performance Objective 4: Refine systems/processes for monitoring instructional services to increase the academic success of students.

Evaluation Data Sources: Attendance Data, Discipline Data, Interim Assessment Data (Renaissance Tests for Math & English), EOC Results, Credit Accrual, STAAR Graduation Plans, Dropout Data, On-line Learning Lab Credits Earned

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train teachers to increase rigor using Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) and scaffolding techniques to teach students to analyze, synthesize and apply content knowledge to increase their learning. **Strategy's Expected Result/Impact:** Increase number of students making the A/AB Honor Roll **Staff Responsible for Monitoring:** WHS Leadership Team, Instructional Specialists **Title I Schoolwide Elements:** 2.5 - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Train the Waco High School (WHS) faculty in AVID methodologies and WICOR strategies that will develop students' critical thinking, literacy, and math skills across all content areas. Implement an AVID tutoring program to ensure student success. **Strategy's Expected Result/Impact:** Increase in the number of students graduating high school and enrolling in higher education **Staff Responsible for Monitoring:** WHS Leadership Team, Instructional Specialists **Comprehensive Support Strategy** **Funding Sources:** AVID Tutors - State Compensatory Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer teachers professional development on classroom management throughout the year using the PBIS and CHAMPS strategies presented in Foundations training. **Strategy's Expected Result/Impact:** Reduce the number of discipline referrals by 10% and the number of students removed from class by 5% **Staff Responsible for Monitoring:** WHS Leadership Team, Instructional Specialists **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Work with students through the On-line Learning Lab. Develop a plan for tutoring, aligned to the requirements of HB4545, to support students who have been unsuccessful in passing STAAR or EOCs. **Strategy's Expected Result/Impact:** Decrease the dropout rate **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Credit Recovery Staff - Title 1, Credit Recovery Staff - State Compensatory Education, Tutors - State Compensatory Education, Supplemental Instruction Teachers - State Compensatory Education , At Risk Counselor - State Compensatory Education, Aides - Title 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Encourage students to participate in extracurricular programs that have various levels of physical activities and are offered year round, such as athletics, JROTC, Band and Fine Arts. **Strategy's Expected Result/Impact:** Increase enrollment in classes that offer physical activities and decrease dropout rates **Staff Responsible for Monitoring:** WHS Leadership Team, Department Chairs, Athletic Dept. Faculty/Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Refine the use of Renaissance as a universal screener and the use of protocols for data analysis using Data-Driven Instruction (DDI) to develop student learning plans to support Response to Intervention. **Strategy's Expected Result/Impact:** Establish a baseline of student achievement data to determine student progress and growth toward STAAR and measure growth over time **Staff Responsible for Monitoring:** Principal, Associate Principal, AP for Testing and Assessment, Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Increase the effectiveness of TIER 1 Instruction by implementing Action Coaching to provide observation and feedback for teachers with a focus in planning, alignment and explicit instruction. **Strategy's Expected Result/Impact:** Improve academic performance for all students to ensure students are achieving at high levels and to improve post secondary readiness. **Staff Responsible for Monitoring:** Administration, Instructional Specialists **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Continue to coordinate with Brazos Recovery concerning seniors to ensure students stay in school and graduate. **Strategy's Expected Result/Impact:** Increase the graduation rate **Staff Responsible for Monitoring:** Cohort Counselor				

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

Goal 1: Increase student achievement and graduation rates for all student populations.

Performance Objective 5: Develop and implement professional development to support increased student achievement.

Evaluation Data Sources: Sign-In Sheets, T-TESS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to plan and implement professional development focused on Data-Driven Instruction (DDI) to impact planning and intervention. **Strategy's Expected Result/Impact:** Teachers implement DDI and improve student learning outcomes **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Data Driven Instruction (DDI) in all core content areas to systematically inform response to data and reteach/remediation plans. **Strategy's Expected Result/Impact:** Create a DDI schedule for monthly data meetings and develop re-teach plans that close learning gaps **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure campus leaders understand the DDI and action coaching processes and their responsibilities in monitoring the systems. **Strategy's Expected Result/Impact:** Increase student achievement through observation and feedback resulting in stronger Tier I instruction **Staff Responsible for Monitoring:** Principal, Dean, Instructional Specialists, Department Chairs				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify staff in need of Crisis Prevention Intervention (CPI) training. Identify staff who need the full course and those who need the refresher. Develop procedures to identify new staff that need CPI training. Ensure that an existing employee who is CPI trained completes the refresher course before certification lapses. **Strategy's Expected Result/Impact:** Improved support for students dealing with a behavioral crisis through the use of proper de-escalation strategies **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Create a safe and supportive learning environment.

Performance Objective 1: Provide a safe and secure learning environment with a common language and understanding of appropriate health and safety practices.

Evaluation Data Sources: Log of Monthly Safety Drills, Training Logs, Teacher Task Force

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide campus-wide lessons/activities that focus on drug/alcohol prevention, harassment/dating violence prevention, unwanted physical or verbal aggression prevention and prevention of bullying behavior. **Strategy's Expected Result/Impact:** Student participation in activities, restorative circles, decrease in the number of aggressive/violent acts **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Counselors, Restorative Discipline Coordinator, Behavior Specialist, Threat Assessment Team **Funding Sources:** Presenters to speak to parents/students - Title I Parent Involvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students a Multi-Tiered System of Supports (MTSS) for behavior to be proactive in decreasing the number of students assigned to the District Alternative Education Placement (DAEP) for discretionary placements. **Strategy's Expected Result/Impact:** Documentation of intervention strategies in the Branching Minds platform to decrease DAEP placements by 10% **Staff Responsible for Monitoring:** Leadership Team, Restorative Discipline Coordinator, Behavior Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide additional social guidance, resources and support to African American (AA) female students who struggle with appropriate ways to demonstrate respect for those in authority and appropriate ways to manage personal conflicts. **Strategy's Expected Result/Impact:** Decrease in referrals and DAEP placements for AA females by 10%. **Staff Responsible for Monitoring:** Leadership Team Parental Involvement Specialist, Restorative Discipline Staff, Behavior Specialist, Community in Schools **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The Campus Foundations CHAMPS Behavior team will meet twice a month to disaggregate data to focus on attendance and discipline incidents. **Strategy's Expected Result/Impact:** Decrease discipline referrals by 10%, decrease discretionary DAEP placements by 1%, and improve upon 92% attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist, Restorative Discipline Coordinator				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Participate in Stop the Bleed training and develop a plan to provide the training to all staff and students. **Strategy's Expected Result/Impact:** Staff and students are trained to provide assistance in the case of an emergency requiring the use of Stop the Bleed techniques **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Counselors, Behavior Team, Nurse, Teachers, Students	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Effectively utilize the campus safety committee to evaluate the implementation and effectiveness of current safety measures. **Strategy's Expected Result/Impact:** Conduct monthly safety meetings to identify safety concerns/problems and address root causes **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Behavior Team, Counselors	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Explore and/or implement new strategies and activities to incorporate student voice to improve academic achievement, increase graduation rates, enhance school safety, and promote a positive school culture. **Strategy's Expected Result/Impact:** Improve student achievement results, increase graduation rates, and create a positive school climate **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Counselors, Instructional Specialists	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Require students and staff to wear identification badges. **Strategy's Expected Result/Impact:** Campus personnel will identify strangers to the campus to enhance school safety **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Behavior Team	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Create a safe and supportive learning environment.

Performance Objective 2: Increase student attendance.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host a freshmen parent meeting during the first six weeks of school to explain the importance of attendance, credits, and eliminating other barriers to success in high school. **Strategy's Expected Result/Impact:** Increased daily attendance **Staff Responsible for Monitoring:** Sign-In Sheets **Funding Sources:** Attendance Parent Meeting - Title I Parent Involvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the level of support and monitoring of chronic absenteeism by making individual contact with parents and students with five or more absences each six week period throughout the school year. **Strategy's Expected Result/Impact:** Reduce chronic absenteeism **Staff Responsible for Monitoring:** PCL, Counselors, Assistant Principals, Parent Engagement Specialists, Teachers, Restorative Staff, At-Risk Coordinator **Funding Sources:** 2nd PCL - Title 1 - $29,106, Attendance Awards and Incentives - American Rescue Plan (ARP/ESSER III) - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use Communities In Schools (CIS) services to provide case management to students, especially homeless students. **Strategy's Expected Result/Impact:** Meeting student needs results in strong attendance, credit completion and fewer discipline incidents **Staff Responsible for Monitoring:** Leadership Team, CIS Staff **Funding Sources:** CIS Staff - State Compensatory Education				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use the Restorative Center to resolve student conflicts and meet other student needs. PBIS is used in the following ways: Incentive luncheons every 6 weeks to recognize students for being the Most Improved, A/B Honor Roll, No referrals, Improved Attendance. Students with perfect attendance are eligible for gift baskets, students are given candy for completing their behavior contracts and students are given gift cards and candy for completing credits in Top Lab classes. **Strategy's Expected Result/Impact:** Decrease discipline referrals by 10% and decrease discretionary DAEP placements by 1% **Staff Responsible for Monitoring:** Leadership Team, Restorative Discipline Staff **Funding Sources:** Attendance and Intervention Incentives and Awards - American Rescue Plan (ARP/ESSER III), Behavior Staff - State Compensatory Education				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Refine support plans for behavior, provide a multi-tiered instructional system to develop teacher capacity and provide instruction to students to improve behaviors. **Strategy's Expected Result/Impact:** Culture of support for students, teachers increase knowledge and skills in effective strategies for redirecting student misbehavior **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Counselors, Behavior Team **Title I Schoolwide Elements:** 2.6				

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

Goal 2: Create a safe and supportive learning environment.

Performance Objective 3: Implement strategies to reduce the dropout rate.

Evaluation Data Sources: STAAR End-of-Course Exam Results, Attendance Records, PEIMS Leaver Reports

Strategy 1 Details	Reviews			
Strategy 1: Coordinate a plan with the Student Success Counselor, Homeless Liaison and Community In Schools (CIS) to provide services to help students, especially homeless students, stay in school by meeting their needs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student attendance, reduce number of student referrals, decrease dropout rate **Staff Responsible for Monitoring:** WHS Leadership Team, CIS Staff **Funding Sources:** CIS Staff - State Compensatory Education - $15,500				

Strategy 2 Details	Reviews			
Strategy 2: Increase the level of support and monitoring of chronic absenteeism by making individual contact with parents and students with five or more absences each six week period throughout the school year through cohort meetings.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reduce chronic absenteeism **Staff Responsible for Monitoring:** At-Risk Coordinator, PCLs, Counselors, Assistant Principals, Parent Engagement Specialists, Teachers, Restorative Staff, Special Education Case Managers **Funding Sources:** Attendance and Intervention Incentive Awards - American Rescue Plan (ARP/ESSER III) , 2nd PCL - Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Conduct bi-monthly meetings to address attendance, grades, leaver codes, and dropout prevention. Feedback from the group will be used to refine the existing dropout prevention plan focusing on all sub-populations (i.e. - ESL, Sp-Ed, etc.) through cohort meetings.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Committee spends time understanding existing conditions and collaboratively develops a plan to improve the campus dropout rate **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Attendance Clerks, PEIMS Registrar, Parent Involvement Specialist. At-Risk Coordinator, Sp-Ed Case Managers **Title I Schoolwide Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Work with students through the On-line Learning Lab. Develop a plan for tutoring, aligned to the requirements of HB4545, to support students who have been unsuccessful in passing STAAR or EOCs. **Strategy's Expected Result/Impact:** Decrease dropout rate **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Credit Recovery Staff - Title 1, Credit Recovery Staff - State Compensatory Education, Tutors - State Compensatory Education, Supplemental Instruction Teachers - State Compensatory Education , At Risk Counselor - State Compensatory Education, Aides - Title 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to coordinate with Brazos Recovery concerning seniors to ensure students stay in school and graduate. **Strategy's Expected Result/Impact:** Increase Graduation Rate **Staff Responsible for Monitoring:** Cohort Counselor				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Create a safe and supportive learning environment.

Performance Objective 4: Increase awareness of Social-Emotional Learning (SEL) and evaluate the effectiveness of behavioral intervention programs to ensure equity and student success.

Evaluation Data Sources: Restorative Discipline Records, PEIMS Discipline Records, Multiple Tiered Systems of Support (MTTS)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Social and Emotional Learning (SEL) strategies and align campus efforts with a district-wide framework through WIN Time. **Strategy's Expected Result/Impact:** Decrease in the achievement gap between student groups **Staff Responsible for Monitoring:** Principal, Dean of Academies, Associate Principal, AVID Coordinator, Counselors, Parent Engagement Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Multiple Tiered Systems of Support (MTTS) to develop teacher capacity and provide instruction to students to improve behaviors. **Strategy's Expected Result/Impact:** All students in need of behavior supports will have an active plan in the district RTI/MTSS System. Successful implementation results in accurately tiering students with active behavior plans in Branching Minds **Staff Responsible for Monitoring:** Principal, Associate Principal, Restorative Coordinator, Parent Engagement Specialist **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement, monitor, and respond using a Multiple Tiered Systems of Support (MTTS) for struggling students according to WISD guidelines. **Strategy's Expected Result/Impact:** Implement interventions with fidelity through PD support for those delivering remediation **Staff Responsible for Monitoring:** Campus 504 Coordinator, Campus Sp-Ed Administrator, Campus ELL/LEP Coordinator, Campus Dyslexia Coordinator, Campus MTTS/RTI Coordinator **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** Intervention Incentives and Awards - American Rescue Plan (ARP/ESSER III)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement monthly cohort meetings to target and tier the most at-risk ("Top 10") students in each cohort for attendance, discipline, and academic credits. **Strategy's Expected Result/Impact:** Constant connection and communication with students and parents who are at-risk of dropping out due to their experience in school for attendance, discipline, and/or academic credits **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Parent Engagement Specialist, PEIMS Specialists (Attendance, Discipline, & Registrars), PCLs **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Allow various student organizations (GSA [Gay Straight Alliance], Girls Mentor Group, and No Place for Hate) to create their charter to help students find their voice. **Strategy's Expected Result/Impact:** Allow students to have another form of student voice and connection to the campus by interacting in an extracurricular activity **Staff Responsible for Monitoring:** Administration, Counselors, Teacher Sponsors				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Partner with the BEAR (Be Emotionally Aware and Responsive) Project to increase social-emotional and self-regulation skills to decrease the ISS (In-School Suspension) and OSS (Out of School Suspension) rates. **Strategy's Expected Result/Impact:** Identify students in need of intervention services in order to prevent or decrease disruptive behaviors in the school **Staff Responsible for Monitoring:** Principal, Associate Principal, Discipline Coordinator, Restorative Discipline Coordinator, and Behavior Specialist Interventionist **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Align programs and processes to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 1: Identify and implement strategies to provide support for faculty and staff, resulting in a 90% teacher retention rate for the 2021-2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Walkthrough Data, Professional Dev. Certificates, PLC Minutes, Evidence of Participation in the District's Mentor Program

Strategy 1 Details	Reviews			
Strategy 1: Provide each first and second year teacher with a mentor through the Waco ISD Mentor Program.	Formative			Summative
Strategy's Expected Result/Impact: Completion of the Mentor Program results in increased teacher retention **Staff Responsible for Monitoring:** Leadership Team	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use Instructional and Behavior Specialists to support teachers who are struggling with instruction for students and discipline management.	Formative			Summative
Strategy's Expected Result/Impact: Fewer teachers being recommended to be non-renewed or terminated, increase teacher retention rate **Staff Responsible for Monitoring:** WHS Leadership Team, Behavior Team, Instruction Specialist	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure that all candidates considered for hire at WHS from regional job fairs and working with alternative teacher certification programs are appropriately certified.	Formative			Summative
Strategy's Expected Result/Impact: Quality instruction, lower teacher turnover **Staff Responsible for Monitoring:** Leadership Team **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue sponsoring the monthly New Teacher Huddle for teachers who are new to the campus and teachers who are new to the profession. Allow new teachers to participate in instructional rounds.	Formative			Summative
Strategy's Expected Result/Impact: Additional professional support will increase teacher retention rate to 90% **Staff Responsible for Monitoring:** Administrative Team, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue providing support and programs for our incoming 9th graders via the Freshman Camp program and holding informational parent meetings with the parents of 8th graders at our feeder middle schools.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase closing the learning gaps of our incoming 9th grade students **Staff Responsible for Monitoring:** WHS Administrative Team, Parent Involvement Specialist **Title I Schoolwide Elements:** 2.5, 3.2				

Strategy 6 Details	Reviews			
Strategy 6: Implement a process to support teachers with lesson planning and tiered walkthroughs, which will include a tiered support system.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Aligned lesson plans created by teachers that reflect the proper level of rigor and relevance of grade level TEKS **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
Strategy 7: Use student achievement data to create a professional development (PD) plan designed to provide new hires with PD that is tailored to current student needs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase professional development offerings leading to improved student achievement **Staff Responsible for Monitoring:** Principals, Dean, Assistant Principals, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
Strategy 8: Review staffing and student needs to develop an effective master schedule for the campus by the end of July.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve campus scheduling, planning, and delivery of student services **Staff Responsible for Monitoring:** Principal, Dean, Counselors, Lead Counselor, Assistant Principals, Instructional Specialist **Title I Schoolwide Elements:** 2.6				

Strategy 9 Details	Reviews			
Strategy 9: Provide consistent communication with teachers via a weekly schedule of events, website, email communication, faculty meetings, department meetings, and social media outlets.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will be well informed of the weekly events and opportunities to support students at Waco High School **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Counselors				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Continue to partner with local colleges and provide interns the opportunity to work in WHS classrooms. **Strategy's Expected Result/Impact:** Build the teacher pipeline and retain quality teachers from the local community who have experience working with at-risk students **Staff Responsible for Monitoring:** Principal, Associate Principal, Dean of CTE, Assistant Principals, Instructional Specialists, P-TECH **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Align programs and processes to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 2: Identify teachers with AVID training and knowledge who are willing to serve on the AVID Site Team while promoting and implementing AVID strategies in their classrooms.

Evaluation Data Sources: Attendance Records, Summer Institute Participation Records, Administration Walk-throughs, AVID Coordinator Data Walks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase rigor in all core areas with a focus on reading and writing by implementing AVID WICOR strategies. **Strategy's Expected Result/Impact:** Improve academic performance for all students to ensure college and career readiness **Staff Responsible for Monitoring:** Administration, AVID Coordinator, AVID Site Team Members **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incorporate the AVID writing process daily. **Strategy's Expected Result/Impact:** Ensure college and career readiness and improve academic performance for all students **Staff Responsible for Monitoring:** Administration, AVID Coordinator, AVID Site Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Incorporate the regular use of Focused Note Taking strategies. **Strategy's Expected Result/Impact:** Students will use annotations, connect questions, summarize, reflect, and apply what they learn to improve academic performance **Staff Responsible for Monitoring:** Administration, AVID Coordinator, AVID Site Team				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Coordinate training with Advanced Academics Department to support training needed to implement AVID effectively. **Strategy's Expected Result/Impact:** Improve academic performance for all students by helping teachers know best practices to help students begin processing the information by using annotations, connecting questions, summarizing, reflecting, and applying what they learned **Staff Responsible for Monitoring:** Administration, AVID Coordinator				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Engage families, the community, and businesses in ways that support student achievement.

Performance Objective 1: Increase opportunities for parents/families, community members, and business partners to participate in supporting student achievement at Waco High.

Evaluation Data Sources: Records of Activities, Monthly Newsletter, Sign-In Sheets, Parent Survey Data, Social Media and Campus Website usage

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a calendar and communicate annual key engagement events for community members and parents. **Strategy's Expected Result/Impact:** Parent and community support increases student achievement and decreases dropout rate **Staff Responsible for Monitoring:** Parental Involvement Specialist **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** Materials - Title I Parent Involvement, PI Specialist - Title 1, Parent Events - Title I Parent Involvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Host various parent and community engagement events (i.e. - FAFSA, Open House, College Nights, Fine Arts/Athletics, Parent Teacher Conferences, Parent Teacher Student Association [PTSA], Advancement Via Individual Determination [AVID]). **Strategy's Expected Result/Impact:** Parent support increases student achievement and decreases dropout rate **Staff Responsible for Monitoring:** Parent Involvement Specialist, Dean, Principal **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - American Rescue Plan (ARP/ESSER III)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct monthly Campus Decision Making Committee (CDMC) meetings to provide a voice for parents to support students, campus initiatives, and goals. **Strategy's Expected Result/Impact:** Parent Sign-In Logs, Parent Involvement Meeting Agendas and Meeting Minutes indicate strong engagement **Staff Responsible for Monitoring:** Principal, Dean, Administrative Leadership Team **Title I Schoolwide Elements:** 3.2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct Career and Technical (CTE) Business Advisory Board Meetings (twice in the Fall and twice in the Spring semester) with business partners to review goals and needs that will improve student achievement. **Strategy's Expected Result/Impact:** Ensure student needs are met for CTE programs and classes, expanded exposure of CTE programs, increase participation by 3% **Staff Responsible for Monitoring:** Dean of Academies, CTE Teacher Leaders				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop individualized transition plans to ensure post-secondary readiness for all special education students. **Strategy's Expected Result/Impact:** Student transition plan and goals will be met **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Counselors, Special Ed. Case Managers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase effectiveness and use of social media to communicate with parents via the monthly newsletter, website, and social media outlets. **Strategy's Expected Result/Impact:** Parents and community members will be well informed of the monthly schedule, events, and opportunities available at Waco High School **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Counselors, Parent Involvement Specialist **Title I Schoolwide Elements:** 3.2 **Funding Sources:** Design, create, update social media account for Waco High - American Rescue Plan (ARP/ESSER III)				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Waco High School

Total SCE Funds:
Total FTEs Funded by SCE: 14.43
Brief Description of SCE Services and/or Programs

Personnel for Waco High School

Name	Position	FTE
Alita McCarter	Teacher-English	1
Aron Deshon Williams	Aide - Behavior Support	1
Carlos Briggs	Aide - Behavior Support	1
Cindy Cates	Lead Counselor - High School	0.71
Crystal Jones	Teacher-Math	1
Currently Vacant	Aide - Behavior Support	1
George Davis	Behavior Intervention Specialist	1
Lynn Sanborn	SIT-ELAR	1
Nina Evans	Student Support Aide	1
Patrick R. Nichols	Aide - Behavior Support	1
Robert Sharp	Restorative Justice Facilitator	1
Sul Ross	Compensatory Credit Recovery/Coach	0.72
Vacant	At Risk Specialist	1
William Irvine	Compensatory Credit Recovery	1
William Mata	Teacher-Science	1

Title I Personnel

Name	Position	Program	FTE
Alesia Schneider	Instructional Specialist - English	Title I	1
April Roberson	Instructional Specialist - Math	Title I	1
Debra McGowan	Liaison - Parent Campus	Title I	1
Jeffrey Mink	Instructional Specialist - Science	Title I	1
Keli Jackson Freeman	Specialist - Campus Parent/Community Inv	Title I	1
William Michael Irvine	Compensatory Credit Recovery	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Materials		$0.00
1	1	4	SIT - ELA Teacher		$0.00
1	4	2	AVID Tutors		$0.00
1	4	4	Credit Recovery Staff		$0.00
1	4	4	Tutors		$0.00
1	4	4	Supplemental Instruction Teachers		$0.00
1	4	4	At Risk Counselor		$0.00
2	2	3	CIS Staff		$0.00
2	2	4	Behavior Staff		$0.00
2	3	1	CIS Staff		$15,500.00
2	3	4	Credit Recovery Staff		$0.00
2	3	4	Tutors		$0.00
2	3	4	Supplemental Instruction Teachers		$0.00
2	3	4	At Risk Counselor		$0.00
				Sub-Total	$15,500.00
				Budgeted Fund Source Amount	$879,480.00
				+/- Difference	$863,980.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Specialists		$0.00
1	1	4	Materials		$0.00
1	1	5			$0.00
1	4	4	Credit Recovery Staff		$0.00
1	4	4	Aides		$0.00
2	2	2	2nd PCL		$29,106.00
2	3	2	2nd PCL		$0.00
2	3	4	Credit Recovery Staff 898		$0.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	4	Aides		$0.00
4	1	1	PI Specialist		$0.00
				Sub-Total	$29,106.00
				Budgeted Fund Source Amount	$508,750.00
				+/- Difference	$479,644.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Presenters to speak to parents/students		$0.00
2	2	1	Attendance Parent Meeting		$0.00
4	1	1	Materials		$0.00
4	1	1	Parent Events		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,088.00
				+/- Difference	$5,088.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
2	1	3			$0.00
2	2	2	Attendance Awards and Incentives		$10,000.00
2	2	4	Attendance and Intervention Incentives and Awards		$0.00
2	3	2	Attendance and Intervention Incentive Awards		$0.00
2	4	3	Intervention Incentives and Awards		$0.00
4	1	2			$0.00
4	1	6	Design, create, update social media account for Waco High		$0.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$409,091.00
				+/- Difference	$399,091.00
				Grand Total	$54,606.00

Addendums

ALG 1	Spring 2021 STAAR EOC, Algebra I				Spring 2019 STAAR EOC, Algebra I				Spring 2018 STAAR EOC, Algebra I				Spring 2017 STAAR EOC, Algebra I			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Waco High	**425**	**55.53%**	**20.71%**	**9.18%**	**456**	**81.14%**	**56.36%**	**29.61%**	**580**	**74.14%**	**44.31%**	**18.10%**	**569**	**63.80%**	**23.20%**	**7.03%**
Economic Disadvantage	245	54.29%	19.59%	8.16%	275	83.27%	53.82%	27.27%	318	75.16%	43.40%	15.72%	331	64.65%	21.45%	5.14%
Black/African American	156	47.44%	14.10%	6.41%	166	74.10%	46.99%	19.28%	225	62.67%	34.67%	12.44%	223	52.91%	15.25%	1.79%
Hispanic	228	62.72%	25.44%	11.84%	243	85.19%	60.91%	33.74%	286	81.47%	50.35%	22.03%	304	71.05%	26.97%	8.55%
White	29	41.38%	20.69%	3.45%	33	81.82%	66.67%	36.36%	51	78.43%	49.02%	19.61%	37	67.57%	37.84%	24.32%
First Time	**407**	**57%**	**21.62%**	**9.58%**	**391**	**89.77%**	**65.47%**	**34.53%**	**491**	**82.48%**	**51.53%**	**21.38%**	**408**	**72.55%**	**31.62%**	**9.80%**
Retester	18	22.22%	0%	0%	65	29.23%	1.54%	0%	89	28.09%	4.49%	0%	161	41.61%	1.86%	0%
LEP	85	54.12%	14.12%	3.53%	74	82.43%	52.70%	22.97%	89	82.02%	32.58%	7.87%	81	49.38%	11.11%	2.47%
Special Ed Indicator	48	39.58%	6.25%	2.08%	52	44.23%	17.31%	1.92%	81	24.69%	3.70%	1.23%	88	22.73%	3.41%	0%

ENG 1	Spring 2021 STAAR EOC, English I				Spring 2019 STAAR EOC, English I				Spring 2018 STAAR EOC, English I				Spring 2017 STAAR EOC, English I			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Waco High	**550**	**41.45%**	**23.45%**	**2.91%**	**787**	**44.35%**	**30.75%**	**4.70%**	**814**	**43.98%**	**26.04%**	**3.07%**	**743**	**40.51%**	**23.15%**	**2.15%**
Economic Disadvantage	301	36.88%	19.27%	1.66%	441	41.27%	26.08%	1.81%	453	41.94%	23.84%	1.77%	436	36.93%	19.27%	0.92%
Black/African American	194	29.90%	13.92%	0%	280	36.07%	20.36%	0.71%	295	33.90%	16.95%	1.36%	295	31.19%	14.24%	0.34%
Hispanic	298	46.98%	26.51%	2.68%	415	47.47%	34.22%	4.34%	423	46.34%	26.95%	2.36%	382	44.76%	25.65%	0.79%
White	44	54.55%	47.73%	18.18%	69	56.52%	49.28%	18.84%	73	65.75%	53.42%	12.33%	56	62.50%	53.57%	19.64%
First Time	**458**	**46.51%**	**27.73%**	**3.49%**	**498**	**59.44%**	**44.38%**	**7.43%**	**563**	**56.66%**	**37.12%**	**4.44%**	**487**	**51.54%**	**32.03%**	**3.29%**
Retester	92	16.30%	2.17%	0%	289	18.34%	7.27%	0%	251	15.54%	1.20%	0%	256	19.53%	6.25%	0%
LEP	106	18.87%	5.66%	0%	147	17.01%	10.20%	0%	137	19.71%	5.84%	0.73%	107	9.35%	0.93%	0%
Special Ed Indicator	47	14.89%	6.38%	0%	67	4.48%	1.49%	0%	106	7.55%	1.89%	0%	98	5.10%	1.02%	0%

BIO	Spring 2021 STAAR EOC, Biology				Spring 2019 STAAR EOC, Biology				Spring 2018 STAAR EOC, Biology				Spring 2017 STAAR EOC, Biology			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Waco High	**611**	**56.14%**	**23.40%**	**7.20%**	**545**	**80.92%**	**45.14%**	**12.11%**	**606**	**76.73%**	**42.41%**	**13.37%**	**669**	**68.01%**	**32.29%**	**9.27%**
Economic Disadvantage	342	50.29%	18.42%	3.80%	296	82.09%	40.88%	6.08%	327	77.68%	38.23%	9.79%	390	65.90%	28.46%	5.90%
Black/African American	218	41.74%	16.06%	3.67%	182	74.18%	33.52%	6.04%	209	64.11%	32.06%	4.78%	252	61.11%	23.41%	5.56%
Hispanic	331	61.93%	25.38%	6.34%	293	82.94%	46.08%	9.90%	315	82.86%	44.44%	13.65%	354	70.90%	32.49%	6.50%
White	49	77.55%	44.90%	28.57%	52	88.46%	75%	42.31%	63	84.13%	63.49%	36.51%	56	80.36%	67.86%	39.29%
First Time	**587**	**57.41%**	**24.36%**	**7.50%**	**495**	**84.24%**	**49.70%**	**13.33%**	**521**	**82.53%**	**48.94%**	**15.36%**	**608**	**71.05%**	**35.53%**	**10.20%**
Retester	24	25%	0%	0%	50	48%	0%	0%	85	41.18%	2.35%	1.18%	61	37.70%	0%	0%
LEP	115	44.35%	6.96%	0.87%	82	67.07%	14.63%	0%	83	61.45%	16.87%	3.61%	86	46.51%	12.79%	1.16%
Special Ed Indicator	72	19.44%	6.94%	1.39%	32	43.75%	12.50%	0%	66	30.30%	3.03%	0%	85	32.94%	4.71%	0%

ENG 2	Spring 2021 STAAR EOC, English II				Spring 2019 STAAR EOC, English II				Spring 2018 STAAR EOC, English II				Spring 2017 STAAR EOC, English II			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Waco High	**519**	**55.49%**	**38.92%**	**2.70%**	**762**	**51.84%**	**30.58%**	**2.23%**	**652**	**46.01%**	**27.45%**	**3.37%**	**657**	**41.55%**	**24.81%**	**1.83%**
Economic Disadvantage	253	51.38%	30.83%	0.40%	433	51.73%	27.71%	1.15%	361	39.06%	21.88%	0.83%	410	36.59%	19.27%	0.49%
Black/African American	173	42.20%	21.97%	0.58%	266	43.61%	20.30%	0.75%	243	35.80%	20.58%	0.82%	245	30.61%	17.14%	0%
Hispanic	284	58.80%	41.90%	2.82%	397	53.40%	33.25%	2.02%	341	49.56%	27.86%	2.35%	349	44.41%	24.64%	1.43%
White	51	80.39%	74.51%	7.84%	81	71.60%	51.85%	7.41%	61	67.21%	52.46%	18.03%	52	73.08%	59.62%	11.54%
First Time	**452**	**59.29%**	**43.81%**	**3.10%**	**587**	**59.28%**	**37.99%**	**2.90%**	**463**	**57.45%**	**37.80%**	**4.75%**	**486**	**50.41%**	**32.10%**	**2.47%**
Retester	67	29.85%	5.97%	0%	175	26.86%	5.71%	0%	189	17.99%	2.12%	0%	171	16.37%	4.09%	0%
LEP	87	28.74%	16.09%	0%	128	25.78%	7.81%	0%	89	13.48%	2.25%	0%	86	6.98%	4.65%	0%
Special Ed Indicator	32	9.38%	6.25%	3.12%	45	4.44%	2.22%	0%	84	3.57%	0%	0%	78	1.28%	1.28%	0%

USH	Spring 2021 STAAR EOC, US History				Spring 2019 STAAR EOC, US History				Spring 2018 STAAR EOC, US History				Spring 2017 STAAR EOC, US History			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Waco High	**422**	**81.52%**	**53.32%**	**25.83%**	**495**	**86.06%**	**60.40%**	**30.30%**	**453**	**88.52%**	**57.40%**	**25.83%**	**462**	**82.90%**	**50.87%**	**22.73%**
Economic Disadvantage	205	77.56%	46.34%	21.46%	252	87.30%	58.33%	28.57%	244	86.48%	50.82%	17.62%	329	81.76%	45.90%	19.45%
Black/African American	140	68.57%	42.86%	17.86%	161	82.61%	51.55%	20.50%	155	80%	44.52%	15.48%	173	78.03%	39.31%	11.56%
Hispanic	215	87.44%	53.49%	25.58%	278	87.41%	61.87%	31.30%	247	92.71%	61.94%	26.32%	223	83.41%	52.47%	23.77%
White	50	90%	74%	48%	48	93.75%	85.42%	58.33%	40	97.50%	80%	57.50%	56	94.64%	78.57%	50%
First Time	**415**	**82.41%**	**54.22%**	**26.27%**	**483**	**86.75%**	**61.49%**	**30.64%**	**431**	**89.33%**	**60.32%**	**27.15%**	**443**	**84.20%**	**52.60%**	**23.70%**
Retester	7	28.57%	0%	0%	12	58.33%	16.67%	16.67%	22	72.73%	0%	0%	19	52.63%	10.53%	0%
LEP	48	68.75%	31.25%	10.42%	59	57.63%	18.64%	5.08%	49	79.59%	38.78%	6.12%	52	51.92%	15.38%	1.92%
Special Ed Indicator	25	40%	16%	4%	36	41.67%	22.22%	8.33%	51	49.02%	7.84%	3.92%	42	30.95%	7.14%	2.38%

Waco Independent School District

West Avenue Elementary School

2021-2022 Campus Improvement Plan

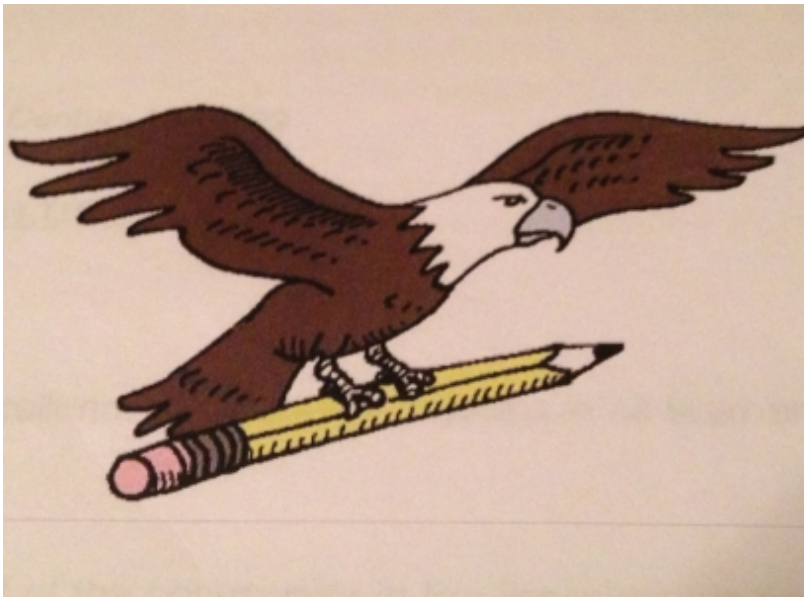


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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Avenue Elementary was built in 2001 in the heart of north Waco. In an effort to help revitalize the neighborhood, this school was built in a community considered low income and serves students in grades PreK-5. Enrollment is based on attendance zones set forth by the district. Students are also considered for enrollment as in-district and out of district transfers on a case by case basis. A good number of students are bused from the south Waco area due to the current attendance zones set by the district. Currently we have an average of 300 students enrolled and 97% are considered Economically Disadvantaged. Many students are considered At Risk due to being homeless, retention, failing STAAR, not meeting district assessment or LEP. We have 240 students that are coded At Risk (79%). Our student population consists of Hispanic 146 (48%), African American 126 (42%), White 17(6%) and two or more races 14 (5%). With the highest percentage of our students being Hispanic, this attributes to a high number of ELL students. Our ELL students are provided support in numerous ways utilizing different strategies to meet their educational and linguistic needs. We have numerous Bilingual staff and ESL certified teachers on campus. Teachers help by using visuals, manipulatives, technology, small groups and peer tutoring. New ELL students are paired with other students in the classroom that share their native language in order to make the new student comfortable and to assist in comprehension of concepts or assignments. On occasion, the district has sent bilingual tutors to our campus to help the students that require additional assistance. To date, we have 32 students receiving Special Education services with 17 (53%) being for African American students, 11 (34%) for Hispanic students 2 (6%) being two or more races, and 2(6%) being white. 20 students are in the Gifted and Talented program with 12 students being Hispanic, 3 being Two or more races and 5 students being African American. Currently we do not have any migrant students enrolled. Our students complete 5th grade and move on to middle school. The staff population is diverse and it helps meet the needs of all our student population. We currently have 50 total personal, 45 (90%) females and 5 (10%) males. Our campus staff population is 21 (42%) African Americans, 12 (24%) Hispanics and 17 (34%) White. The teacher diversity does not mirror the student population for Hispanic and White students. We currently have 42% African American, 48% Hispanic students, 5% two or more races, and 6% white students. The teacher to student ratio is 12.04. The attendance rates have been below the 97% desired range throughout the school year. This school year all campuses across the nation have been dealing with the effects of a pandemic. Several families have chosen to allow their students to work remotely (from home) and others made the choice to send their students to in-person learning. Often times students have to be absent to quarantine, due to family members or close contacts, with Covid or Covid exposure. Those that are remote have not always been consistent with doing their assignments and participating in Zoom meetings, which has effected absenteeism. Our school has a system in place to try to combat chronic absences. Parents and families are notified when students are not present at school or online.

Demographics Strengths

The majority of the teachers are veterans with some having advanced degrees or currently working on advanced degrees. The majority of teachers have an aide in their classroom to help with small group instruction, when needed. The school provides after school tutorials and Saturday School for students in 3rd-5th grades. We have ESL certified teachers on each grade level. Contact is made with parents of students that are absent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During this school year COVID-19 played a major part in the increase of absences at our school. **Root Cause:** Several students, whether at-risk or homeless, lacked the necessary digital resources and some did not have the support at home to succeed in their school work.

Student Achievement

Student Achievement Summary

Our students did not take STAAR last year due to the Covid-19 Pandemic. I have included information from the STAAR Assessments two years ago. Under the Accountability Ratings for 2018 – 2019 West Avenue School had an overall scaled score of 76. Student Achievement is one of the three main domains each school is scored on, followed by student progress and then closing the gaps. In the area of student achievement, our score decreased from a 60 to a 58. Our scores increased in the other two areas of school progress and closing the gaps. Our school progress score went from a 75 to a 77, and closing the gaps was a 72 and is now a 74. Giving us an overall score of 76. The above data indicates that our campus needs to continue to put more effort in making sure our students achieve their goals and make progress. Our goal for the 2020-2021 school year is an overall letter grade of "B." Since our students did not take the STAAR tests last school year, the data I will include is from our District Based Assessments for the 2019-2020 and 2020-2021 school years. Overall in grades 3-5 our Reading scores decreased in 3rd grade, stayed about the same in 4th grade and increased in 5th grade. Our Math scores decreased a lot in all three-grade levels. This current school year our Hispanic population showed a gain in the area of Reading. They out-performed the other races in grades 3 and 4. Our 5th grade African American and Hispanic students performed about the same in both Reading and Math. This school year, some of our District technology programs have changed. Teachers use the following programs to try to increase student performance and progress; Education Galaxy, Measuring Up (grades 3-5), Freckle, MyOn, SeeSaw strategies, Savaas, and Mentoring Minds (grades 3-5). These programs along with intervention groups, during and after school tutorials, intervention groups with retired teachers and good instruction helped in meeting the needs of our learners. The district's pacing guides and subject specific District Specialist also help aid in the success of the students. In the upper grades our students in 5th grade have made the most growth in Reading. Campus wide we are seeing strength in our students in the area of reading. Due to Covid-19, several of our students are not making the gains we would hope for, as we still have work to do with our 3rd and 4th graders and also Math instruction. In the classrooms, teachers continue to use strategies such as checking for understanding, use of exit tickets, Osmos, Square-Panda devices, think pair share strategies, higher level questioning, and differentiated instruction. Several teachers are having to go back and teach basic skills the students should have learned in prior years. Many implement sight word strategies, use hands on manipulatives, provide quick checks to check for understanding, and tutor students. It can be a struggle when some students are learning remotely and some in-person. The school still provides assistance in the classrooms in the forms of retired teachers and literacy aides. During the 2018-2019 school year and last year our school gave students the opportunity to attend Saturday School and members of the Administration Team provide instruction to, TEK specific, small groups during the school day. The focus for those groups were making sure the students made progress, regardless if they "Met" standard or not on STAAR the previous year. This year, community leaders were not able to assist and help students as they have in the previous years.

Student Achievement Strengths

On the last DBA, in the area of Reading, for 5th grade, we went from a 47% to a 57%. The Hispanic and LEP students made progress in each subject area. Our campus continues to implement small group instruction that focus on targeted interventions in the classrooms and with retired teachers. Modeling and coaching are available on the campus and district levels for those that need assistance. After each assessment, campus administration and teachers consistently discuss and disaggregate data by sub-populations, grade levels, and subject areas. This information helps with knowing which students are in need of extra support.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The Math scores, showed a decline this past school year. Several students across sub-populations seem to still have difficulty with mastering basic Math skills. Addition and subtraction, re-grouping, 2 digit numbers, problem solving, word problems, act it out, 10 frames manipulatives, different ways of using, use pictures, write about it. **Root Cause:** Teachers voiced that the math pacing guide does not allow them to stay on one skill long enough. Several students have large gaps and teachers are needing more time with some of the more complicated skills

Problem Statement 2: Students are not grasping some of the foundational skills in Reading and Math. **Root Cause:** There are several factors that may cause this which include but are not limited to emotional, lack of parental support, high mobility rate, un-identified learning disabilities, etc... lack of motivation, lack of intrinsic motivation. Also, some of the gaps are from not being in school due to Covid-19 and attending school remotely.

School Culture and Climate

School Culture and Climate Summary

West Avenue has grown by leaps and bounds in the past years. We as a campus are growing as a TEAM (as we say). We are growing as a more positive campus. Years ago this campus was very good at discipline but not good at relationships with one another, with students, with families. It became a harsh place for a student to be. But now students are recognized for good behavior and encouraged and valued. We recognize students for good character and good effort. We have structured recesses, and shout out fridays where we reward students with food for those following our Guidelines for Sucess. Our entire staff is on board to promote good behavior working together being kind, respectful, responsible, trying their best and never giving up. Our discipline numbers have drastically been reduced and more students are making better choices. We've all taught our students how to relieve frustrations positively and when things get difficult ask for help. Each staff member has joined the fight to teach behavior not just the few. Our staff cared for/dug each other out in ice storms and fight everyday to change the world in our community. Education is no easy task but our staff goes above and beyond sacrificing their own families/priorities to the success of our children we serve. This year more than ever due to CoVId has brought challenges, but our staff has overcome them all together. TEAMin IT!!!

Teacher and Staff Input:

*Students have an overall pride because they attend West Avenue. Students have expressed that they prefer West Avenue over other schools because of the environment. “The teachers are supportive. They give us good advice.” “My teacher explained the instructions again when she didn’t want to.” “The teachers help you in your work.” “I learn good stuff.”

*Students have expressed the same feedback to me as well. I’ve had students this year say, “I like this school better because the teachers are nice. Teachers and students were rude at my old school.

*All staff contribute and work together in promoting student achievement allowing each child to feel safe and welcomed. The staff has heard many compliments from parents about how they are pleased with the staff/student interaction. Teachers go over and beyond to help their students and that is the proof that students are receiving adequate help to be successful.

*It is evident that the main priority for the staff at West Avenue is to take care of the students as a whole opposed to test performance. There are positive relationships between the teachers which contribute to a positive campus culture.

*I’ve heard staff say this year, “There’s an obvious difference between what used to be. Students used to fight in the cafeteria and staff would have to drag them out and send them home. Students now have good behavior and do their work. It’s a much better environment than it used to be.”

*2020-2021 WAE school year discipline data shows that to date we have a total of 25 incidents from 15 students out of 303 students all together which is .05% of the total population. As we break that data down that equates to 10 males with 16 inc. and 5 females with 9 inc. Most of the incidents come out of our 5th grade with 10 students to 19 inc. (3 students from 4th with 4inc and 2 students from 3rd with 2 inc.). It also includes 5 students from our SAIL program with 11 inc. The data broken down by race includes 8 African-Amer with 16 inc., 5 Hispanics with 6 inc., 1 White with 1 inc., and 1 student Other

with 2 inc. Our overall population of WAE is 41.2% African-American, 48.5% Hispanic, 4.65% 2 or More races, 5.65% White. This is much improved in comparison with my first year 2018 with 200+ referrals and last year up to March Covid shutdown 77 total incidents. Classroom achievement data compares partly to this data. There are 2 African American males who are not academically low in our fifth grade and their grades are doing fine with behavior struggles. Our SAIL students are academically low and are not able to do the work in their grade level but their behaviors are starting to improve and they are trying harder in class. There is not always a correlation between behavior and academic performance.

*Guidelines for Success, be kind, be respectful, try your best and never give up!

*Students are expected to act mature and have good attendance which boosts their morale for better academic success.

*Take responsibility for your actions preserve a positive learning environment,work to the best of their liabilities,define the behavior expectations along with rewards and consequences

*Making sure the kids are able to read and write and our Five Guidelines for success.

1. Describe strategies/activities utilized to improve your campus culture and climate. Greer/

Gillaspy- Weekly shout-outs, jean days for teachers, relaxed dress-code for students, kindness slips, art class of the week, utilizing the 3-1, Friday movies

Greer - The behavior team/admin are easily accessible and both stress the importance of positive reinforcement. The Mentor/Mentee program allows new teachers to learn from an experienced teacher and promotes connection with coworkers. There is an overall level of trust from admin to teachers (no micromanaging), so teachers feel the freedom to experiment with best strategies for the students. Jean days!

1. What does the campus data indicate regarding classroom management to support academic achievement? Knox/Taylor

Knox-This year we started to do a program called Coaching Classroom Management. It tracks Opportunities to Respond, Time on Task and Ratio of Interactions. Our numbers have significantly increased over these last months. All areas have improved across the campus with every teacher making gains in one or more areas. If we are to also equate behaviors to staff in need of assistance of classroom management then that falls on 5th grade and our SAIL program to help students be successful. There are 2 other staff that a majority of our Check In/Check Out mentoring program students come from. Our CICO program mentors students, creates behavioral goals and rewards scholars who improve behavior. We are working hard to improve our campus as a whole providing quality instruction and a safe environment.

1. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area. Lopez/

Gillaspy- Campus Mentor Program, Brother & Sister Hood, Tutoring, Extra-Planning and Staff Development Days, Reset Program, Reading Buddies, Providing Hotspots and Technology Equipment for Remote Learning, Implementing Zoom Lesson Plans

Lopez- They continue to follow the 6 feet part and wear masks. Also they are with a positive attitude, grit, perseverance and hard working to help students…

Knox-We also regularly have district SPED staff/occupational therapists/musical therapists/counselors/nurses/reading and math and science coaches who all help our staff and students be more successful during the school year.

Student input:

Student 1: I feel good like math and how we go step by step and how we are learning it. I think the expectations they have for me are fair.

Student 2: It is great because she gives us easy things. She gives us work that is easy to understand. I think the expectations for behavior is fair.

Student 3: I think there should be more rewards for good behaviors. I think they give us enough time to do our work, and I think they are just trying to see what we can learn.

Student 4:I feel like it is okay, for us to learn and easy for us to understand. More consequences for bad behavior, so next time we don't do it. We don't need rewards because that is how we should act every day.

School Culture and Climate Strengths

With our implementation of many positive supports students are behaving well. We have very few students in need of our mentoring Check In and Check Out programs. We also have no students on Tier 3 supports. We haven't needed them.

This year at West Avenue we have successfully created a Foundations Team which includes staff from each grade level including paraprofessional representation for monthly meetings to input new procedures and policies at West Ave for student success. We focus on positive news around the campus and create solutions to problems for our campus to be safe and civil. We have also started Classroom Management Coaching to support staff to increase positive interactions, increase time on task and increase opportunities to respond to facilitate more learning. Our school-wide numbers of staff implementing these changes has increased drastically. We have improved and are improving in all areas. One comment from one staff member said that this year she has felt more supported as a TEAM. She and others have received positive feedback on all the good that is being done on our campus. It is a beautiful thing to see a majority of our staff growing towards one another and receiving honest feedback. Even myself as a fellow teacher receive feedback regularly from other staff for me to improve. I can't be more appreciative of the school administration and staff that I get to work alongside. It is a shared vision of all of us to change the world and have energy and joy to do so together. It starts with us the adults to make our campus better.

Our students see the difference as well. Many students come and go and the new students have all remarked that they prefer our school than their previous. One student commented that our staff is nicer and the kids are as well. What an amazing compliment! That's what we're going for. We want to be the best school ever. Our students can receive recognition for all the good that they do on our campus in the classroom and across the building as a whole. We have movie Fridays, extra structured recess, shout outs, classroom parties, kindness awards from peers, Check In/Check Out mentoring program (where 12 staff mentor 19 students currently modeling/teaching/encouraging the scholars to improve their behavior), Brotherhood (serves 15 young males with lessons and guest speakers who teach that men are to LEAD, LOVE, PROTECT and PROVIDE) and Sisterhood (serves 15 young women about being a good friend and how to create and keep good friendships) and are creating more ways to create a positive environment.

Lastly this has been a different year, due to CoVid, virtual learning, staff/students transitioning back and forth daily and a drastic reduction in behaviors across our campus. As a Behavior teacher a lot of my time this year has been spent with staff versus students. Our students are doing well. Our staff as a whole has rolled with every punch, adapted to every change and grown through this whole process. It's amazing. I regularly have had open discussion with staff about masks, election, black lives matter, CoVid increase, LGBTQ+, abortion, faith and many more subjects. These issues have impacted all of us and media tries to divide us but we have joined together. We have come to the common thread of doing what's best for kids and loving/serving one another regardless of where we land on these issues. It has only been a good God thing going on for the last three years. As a coach told me years ago to win a championship you have to put the best players on the team and that's exactly what has happened here at the West Avenue. Our admin had a vision from the get go and it hasn't wavered since. We have wonderful people here and that has created a wonderful school. As our staff have navigated teaching in 2020-2021 we haven't lost the connection with students/families as many: call homes to keep students who are virtual connected, have gone back and forth teaching in person/virtual, have convinced 80% of our students to come back and learn in person shows what a caring supportive community looks like and how we, "Do not grow weary in doing good for in due season we will reap a harvest if we do not (NEVER) give up."

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although we have many systems in place for students with behavior needs we need to recognize more students across the campus as a whole with good behavior. Students are being left out at times and behavior students seem to be rewarded more than students who make good choices. **Root Cause:** Our staff focuses more time at times with students with poor behavior instead of focusing on celebrating those always doing it right.

Problem Statement 2: Our staff is divided on many issues and some are unwilling to step outside of their comfort zone to work together and try new ideas. **Root Cause:** Our campus still has to improve in creating a growth mindset community, wanting to receive feedback from one another to become better. Most of our campus lives in a positive climate and calls out the good they see in their students but not all. Our adults drive our campus improvements.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Strengths

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus data is used to group students, to spiral and re-teach, to measure student growth. Teachers use campus data to set goals for students, and give positive reinforcement when students meet his or her goal. Teachers also use data to determine content and instruction.

This year we have begun using DDI to assess student achievement. This process involves recording what strategies students should be able know and show and then what they can/should be able to know and show after instruction. This allows teachers to spiral back and review necessary content, strategies and skills that will help them be successful on their next assessment.

Use assessments to drive instruction and then re-asses. Focus on areas of weaknesses.

Staff members express high expectations by implementing routines and procedures through rigorous instruction with multiple opportunities for students to acquire new knowledge. Students are given a target score based on individual needs, are expected to meet their score and show growth throughout the year.

All curriculum and materials the district uses for students is clearly aligned with the current TEKS. This alignment can be found on teacher lesson plans and on all student materials and programs.

High expectations are met when students are expected to follow a set of high expectations and standards throughout the entire day - we maintain high standards for students' processes and procedures as well as academic instruction. We follow our 5 guidelines for success that hold all students to high expectations.

Teachers meet with instructional specialists, other grade level teachers as well as district personnel for professional development and vertical alignment throughout the year as well as summer.

Instruction materials that are used in the school are: Motivational/Mentoring Minds (STAAR), Measuring Up (STAAR) (computer based), Be a Reading Star (3rd-5th only), Education Galaxy(computer based), Words their Way, Freckle, Fountas and Pinnel (English and Spanish), Imagine Math/Imagine Math Facts, Stemscopes, POPS, HMH (STAAR), TELPAS, Renaissance, Do the Math, MyOn, and Pearson (STAAR). Yes, the instructional materials are up-to-date. They also reflect the State's academic content standards.

The TEA website states, "performance-Based Monitoring (PBM) staff designs a comprehensive PBM system to improve student performance and program effectiveness. The PBM system is a data-driven system reliant on data submitted by districts. Confirming the accuracy of data is a critical part of the process necessary to validate and safeguard the integrity of the overall PBM system. PBM provides data processing and reports for annual program monitoring, risk analyses and data validation."

Our school follows these standards, the TEKS. As a campus, we use TEKS based lessons and assessments and report them to TEA. TEA uses this data to create effective standards. All curriculum is chosen by district and aligned to state standards.

Assessment instruments used to measure student achievement are yearly STAAR tests, Freckle, Renaissance, Pearson, AR, District DBAs, BAS, weekly tests, daily grades, TELPAS, Education Galaxy, Imagine Math, Imagine Math Facts, Texkea (kinder), CLI (pre-k), Do The Math, LLI kits, and Stemscopes.

Teachers meet with Instructional Specialists to use assessments to measure students' achievement in order to group students into small groups, tutorials, content based quizzes and assessments before, during and after instruction, and pull-out groups.

The assessment program and the data it provides for teachers and educators play an important role in decision making about our student performance. Test scores are used for

placement, promotion, graduation, and remediation if needed. Also, assessment results are a major component of state and federal accountability systems used to rate individual public schools and school districts. STAAR testing, TELPAS testing, BAS and Renaissance results to make small groups, CLI to create small groups for pre-k and kinder, Campus and District assessments, and AR testing are good examples of receiving assessment results from every individual student.

Yes, Instructional Technology is available to all students. We have access to iPads and chromebooks, Computers, Laptops, Virtual Reality Headsets, and Smart Boards, Interactive display TVs.

Teachers integrate all of these items into their daily lessons. Teachers can use the Smart Boards, Interactive TV for whole group activities, and give students the opportunity to interact with it using Smart Pens, Mobis, Zoom, SeeSaw, Google Classroom, and online components of classroom curriculum. Teachers also have students complete individualized lessons on their iPads and Computers in small groups.

the school is constantly evaluating curriculum and instruction in giving students opportunities with multiple ways for differentiated instruction through supplemented instruction (i.e. Fountas and Pinnell, POPS, educational apps and websites, Freckle, LLI, Do the Math, Education Galaxy, CLI, Pearson, etc.)

Campus instruction and assessment are aligned with the TEKS so that instruction is met at each individual students' level and providing opportunity to grow. We also give students opportunities for scaffolded instruction as a grade level as well as small group instruction with opportunities to meet students' individual needs to meet growth standards.

We meet consistently with instructional specialists and other grade levels to ensure instruction is vertically aligned.

We support and challenge students' sub-populations by providing students with multiple opportunities to learn by using visuals, manipulatives, differentiated instruction, support at the grade level, tutoring, small groups, pullouts, Imagine Literacy for ELLs, and computer programs.

Through the testing (Renaissance, BAS, Imagine Literacy, CLI, TELPAS, etc) teacher observation, formal, informal, summative and formative assessments, to identify students' needs and intervene.

After testing/evaluations and teacher observation we conduct SATs, 504s, and ARD meetings to determine the tiers, placements, and interventions necessary for student success. All student progress is documented in Branching Minds.

We tier students based on assessments and ongoing observations to set up interventions and placements for students (pullout/intervention groups, 1-1 intervention, small group, tutorials, etc. depending on student need)

Curriculum, Instruction, and Assessment Strengths

ampus data is used to group students, to spiral and re-teach, to measure student growth. Teachers use campus data to set goals for students, and give positive reinforcement when students meet his or her goal. Teachers also use data to determine content and instruction.

This year we have begun using DDI to assess student achievement. This process involves recording what strategies students should be able know and show and then what they can/should be able to know and show after instruction. This allows teachers to spiral back and review necessary content, strategies and skills that will help them be successful on their next assessment.

Use assessments to drive instruction and then re-asses. Focus on areas of weaknesses.

Staff members express high expectations by implementing routines and procedures through rigorous instruction with multiple opportunities for students to acquire new knowledge. Students are given a target score based on individual needs, are expected to meet their score and show growth throughout the year.

All curriculum and materials the district uses for students is clearly aligned with the current TEKS. This alignment can be found on teacher lesson plans and on all student materials and programs.

High expectations are met when students are expected to follow a set of high expectations and standards throughout the entire day - we maintain high standards for students' processes and procedures as well as academic instruction. We follow our 5 guidelines for success that hold all students to high expectations.

Teachers meet with instructional specialists, other grade level teachers as well as district personnel for professional development and vertical alignment throughout the year as well as summer.

Instruction materials that are used in the school are: Motivational/Mentoring Minds (STAAR), Measuring Up (STAAR) (computer based), Be a Reading Star (3rd-5th only), Education Galaxy(computer based), Words their Way, Freckle, Fountas and Pinnel (English and Spanish), Imagine Math/Imagine Math Facts, Stemscopes, POPS, HMH (STAAR), TELPAS, Renaissance, Do the Math, MyOn, and Pearson (STAAR). Yes, the instructional materials are up-to-date. They also reflect the State's academic content standards.

The TEA website states, "performance-Based Monitoring (PBM) staff designs a comprehensive PBM system to improve student performance and program effectiveness. The PBM system is a data-driven system reliant on data submitted by districts. Confirming the accuracy of data is a critical part of the process necessary to validate and safeguard the integrity of the overall PBM system. PBM provides data processing and reports for annual program monitoring, risk analyses and data validation."

Our school follows these standards, the TEKS. As a campus, we use TEKS based lessons and assessments and report them to TEA. TEA uses this data to create effective standards. All curriculum is chosen by district and aligned to state standards.

Assessment instruments used to measure student achievement are yearly STAAR tests, Freckle, Renaissance, Pearson, AR, District DBAs, BAS, weekly tests, daily grades, TELPAS, Education Galaxy, Imagine Math, Imagine Math Facts, Texkea (kinder), CLI (pre-k), Do The Math, LLI kits, and Stemscopes.

Teachers meet with Instructional Specialists to use assessments to measure students' achievement in order to group students into small groups, tutorials, content based quizzes and assessments before, during and after instruction, and pull-out groups.

The assessment program and the data it provides for teachers and educators play an important role in decision making about our student performance. Test scores are used for placement, promotion, graduation, and remediation if needed. Also, assessment results are a major component of state and federal accountability systems used to rate individual public schools and school districts. STAAR testing, TELPAS testing, BAS and Renaissance results to make small groups, CLI to create small groups for pre-k and kinder,

Campus and District assessments, and AR testing are good examples of receiving assessment results from every individual student.

Yes, Instructional Technology is available to all students. We have access to iPads and chromebooks, Computers, Laptops, Virtual Reality Headsets, and Smart Boards, Interactive display TVs.

Teachers integrate all of these items into their daily lessons. Teachers can use the Smart Boards, Interactive TV for whole group activities, and give students the opportunity to interact with it using Smart Pens, Mobis, Zoom, SeeSaw, Google Classroom, and online components of classroom curriculum. Teachers also have students complete individualized lessons on their iPads and Computers in small groups.

he school is constantly evaluating curriculum and instruction in giving students opportunities with multiple ways for differentiated instruction through supplemented instruction (i.e. Fountas and Pinnell, POPS, educational apps and websites, Freckle, LLI, Do the Math, Education Galaxy, CLI, Pearson, etc.)

Campus instruction and assessment are aligned with the TEKS so that instruction is met at each individual students' level and providing opportunity to grow. We also give students opportunities for scaffolded instruction as a grade level as well as small group instruction with opportunities to meet students' individual needs to meet growth standards.

We meet consistently with instructional specialists and other grade levels to ensure instruction is vertically aligned.

We support and challenge students' sub-populations by providing students with multiple opportunities to learn by using visuals, manipulatives, differentiated instruction, support at the grade level, tutoring, small groups, pullouts, Imagine Literacy for ELLs, and computer programs.

Through the testing (Renaissance, BAS, Imagine Literacy, CLI, TELPAS, etc) teacher observation, formal, informal, summative and formative assessments, to identify students' needs and intervene.

After testing/evaluations and teacher observation we conduct SATs, 504s, and ARD meetings to determine the tiers, placements, and interventions necessary for student success. All student progress is documented in Branching Minds.

We tier students based on assessments and ongoing observations to set up interventions and placements for students (pullout/intervention groups, 1-1 intervention, small group, tutorials, etc. depending on student need)

We have a large Hispanic population and instructional accommodations using the Sheltered Instruction strategies are important. These distinct techniques provide support to help our ELLs understand lesson content. When used effectively in the classroom, they allow native language and same language peer support, use movement and gestures and other linguistic support to communicate language and expectations, provide visuals, verbal cues, simplified language, and allow for more processing time.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are still struggling with basic reading fluency skills which also causes them to struggle not only in reading, but in other core subjects: math (word problems), science, and social studies. Many students are below grade level expectations and struggle to meet state standards. **Root Cause:** More school and classrooms incentives and parent involvement/education could help. In the classroom, teachers could incorporate TEK aligned word study stations/lessons to re-instill basic reading skills, TEK aligned reading activities (reader's theatre, guided reading, read alouds, etc) to improve student growth and engagement

Problem Statement 2: Instruction is hindered due to behavioral issues, interruptions, and an excess of required testing. **Root Cause:** The ever-changing needs (behavioral, instructional, social, emotional, etc.) of our student population. Continued behavior support and classroom management opportunities and more counseling mentoring programs for students could be a possible beginning to a solution. Opportunities for parent education and a list of free services could be sent out frequently to get help for their children.

Parent and Community Engagement

Parent and Community Engagement Summary

This year has taught the education community/family to learn to appreciate the fine art of being flexible/adapting in how we do what we do how we learn. Since shortly after Spring Break of 2020, we have had to adapt our curriculum, interventions, and communication/contact methods between parents and the schools/staff as well as between the school and the community at large. The routines and the structure that we were so used to were not going to work in the COVID-19 Pandemic era. Adapting to this era has helped us all to become more familiar with the technological advances that we either had or found that we needed. It has brought on a sense of accomplishment and worth in all of us that we were able to be as successful as we have been with this new way of educating.

Parent and Community Engagement Strengths

In the past, there were numerous activities and events scheduled throughout the year that allowed parents and the community to be a part of the school. This year we have had to adapt these activities.

Parents can allow their child to read to them, while listing they can engage the child in questions that would help with comprehension. There is also a reading strategy hand out that each student has which allows parents and other family member to help students when at home. The school district uses Seesaw, which is a program that teachers can upload activities and assignments that can be completed online. Parents can also communicate with teachers on this program. Other programs that are online that can be accessed are Stems-Cope, Mayon, freckle math and many educational games that student enjoy. We also use zoom to meet with students as well parents for all educational needs.

Normally parents would be afforded the opportunity to participate at school by helping with functions and activities, however under the COVID restrictions all communication and family engagement is done virtually. This virtual platform gives the families and community members an opportunity to voice their opinion. The families have the option for their children to come to school virtually or in person at any time. Communicating with teachers via email, phone call, text message or virtual zoom conference is always encouraged. They can also be involved at home in many ways, including guiding their children to manage homework and engaging in discussions about values and attitudes regarding education.

West Avenue school is always striving to communicate with all families by offering bilingual staff (Teachers, Instructional aids and office staff) to help assist with translation. Mostly our bilingual staff are Spanish /English speakers and they translate documents or information that usually go out to parents.

There are several services available to support parents of students in sub-populations. The Annie E.Casey Foundation: provides grants for programs that support the most vulnerable children and families in America, even in our community.

The following are those services:

Act: provides college planning for parents and students.

American Academy of Pediatrics: provides a parenting corner with an association of publication relating to child health and development from birth through

high school.

American for Middle Level Education: provides a series of publications for parents around their involvement in their child's life during middle school.

Attendance Works provides information including pledge cards, factsheets, webinars and research to parents, schools and school districts.

ASPIRA

National Center for Learning Disabilities (NCLD)

National Dropout Prevention Center/Network

National Fatherhood Initiative

National Foster Parent Associates

National PTA

Office of HeadStart, Administration for Children, Youth and Families Parent -Child Home Program

Parents -As Teacher

Parents for Public School

Scholarship American

Boys and Girls Club of America

Child Welfare League of America

Child Aid Society

College Board

Community Matters

Corporate Voices for Working Families and School Together

Mocha Moms

National Black Child

Development Institute (NBCD)

National Center for School Engagement (NCSE)

School and Families Engage

United Way of America

U.S. Department of Education Parental Information and Resources Centers (PIRC)

Zero to Three

Teachers have learned to communicate virtually and electronically. Teachers communicate through mail, email, Zoom, social media such as Facebook, Twitter, the West Avenue Facebook page, and Instagram. Home visits have been made, but that is rare because of the Pandemic. They also use text message and plain old phone calls.

We have translators that provide verbal communication for families who speak languages other than English. At this time, we only have Spanish translators. We also use Google Translate to send home notes as well.

Parental Involvement strategies are evaluated regularly by how successful they are. Teachers realize either through lack of communication or an abundance of communication what works or does not work. Adjustments are made as needed. Title I Parent Involvement compliance status with School/Parent Compacts, Parent Involvement Policy, Annual Title I Meeting, and Program Evaluation were usually done during Open House, but this year we had a drive through delivery of the policies and procedures. We also did climate surveys for the families and the staff.

Across the district, improvements were made for student academic performance on all campuses. The district added Seesaw for remote learners,

Community tutoring at locations across Waco at Kate Ross Apartments, Estella Maxey Apartments, Boys and Girls Club, South Terrace Apartments, and the YMCA. We also have Avance, an organization that helps new immigrants in our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Teachers should initiate more positive feedback to parents and students. **Root Cause:** Because of the COVID-19 Pandemic, positive feedback is what we all need due to the year of adapting we just endured.

School Context and Organization

School Context and Organization Summary

West Avenue Elementary School was built in 2001 on its present site. We have approximately 300 students this school year and it is the smallest elementary school in our district. Since its opening, the staff has worked extremely hard to provide a positive academic image within our district, community, and city as we meet the needs of the population in which we serve.

This school year, due to the pandemic, only thirty-eight percent of our students started in person classes. Sixty-two percent were remote. We saw large gaps in reading and math at BOY testing, however, as more students returned the second and third six weeks, we have seen improvements.

Our Mission Statement says, "We believe…that all students can learn. We teach the whole student, recognizing diverse learning styles and abilities…" We are aware that in creating this image, it is about creating realistic and attainable goals for our students. As a staff, we understand that growth mindset is important and in order to create the lifelong learner, we need to create a well-rounded student that is not afraid of encountering obstacles or experiencing failure, but rather one that can learn and grow and create new goals as a result of those.

Leadership has a great attribute towards student academic performance. Our principal has an open door policy. Anyone can come and give suggestions or make requests. West Avenue believes in success for all. We have systems in place that allow for the staff to deliver the most up to date instruction as we provide a safe and secure learning environment. We offer additional tutoring during the school day and after school for those students needing it. If there is a training that staff would like to attend, if during school hours, they can request to attend the training, even if there is a fee to attend.

There is strong teamwork among all staff across all grade levels and all subject areas. Everybody is involved in helping each other and are connected to each other to identify problems and work on solutions. There is a strong sense that all employees have the responsibility to educate our students, not just the teachers. Working together as a team during staff development days allows us to come up with adequate strategies to prepare students to be lifelong learners, strategies for testing and also training teachers to improve instruction in the classroom. Teachers have complete autonomy as to how the TEKS are taught in the classroom. They are able to use their knowledge, skills, and experience to tailor their lessons to meet the needs of their particular students.

There are district assessments and campus assessments that each teacher must use to evaluate each student's performance for the district and the campus. The teachers then have DDI meetings to assess the skills taught in that unit to determine the TEKS that need to be retaught and how the teacher will go about doing it.

Our school staff is included in updated school procedures and policies. For example, classroom teachers working with students in the new SAIL program had an opportunity to meet with district officials over ZOOM to have questions and needs addressed. While the meeting was occurring, and after it had ended, it was made clear by administration that our voices were being taken seriously and considered as it relates to how students and teachers are going to handle and address situations as they rise here on campus.

It is imperative that expectations be set as this new program comes to rise and be rebuilt, but in order to do so, officials and administration must have input from the various teachers in charge of their classrooms and to ensure the safety of our students.

Our campus makes it easy for stakeholders to be heard by level of participation through staff and parent involvement. Considering topics on the good, but

also focused on the students who are not so much academic achievers, students with disabilities, and students whose first language is not English are all good topics that have been considered.

Our school is a safe and secure learning environment. The campus (cafeteria, playground, hallways, restroom, etc.) has rules and procedures to keep the students safe. In addition to our administrators, our teachers and support staff are committed to making the school a positive school climate that is a product of our attention to fostering safety and promoting a supportive academic, disciplinary, and physical environment. The students feel respected and connected with staff as they engage in learning. We encourage and maintain a respectful, trusting, and caring relationship throughout the school. West Ave. has high standards and expectations for all students.

In addition to our procedures, rules, and behavior expectations, we continue to strive to have a consistent approach to behavior management and discipline, which seems effective as of now. We have guidelines for minor and major offenses. Teachers and staff expect students to follow classroom and school procedures; however, if teachers need assistance with behavior concerns, they have the behavior team to assist with reminding the students of the expectations of the school and our Guidelines for Success. Our staff is, in every way, committed to our students achieving academic success.

School Context and Organization Strengths

During /Afterschool Tutoring for students who struggle academically

Chromebooks ~ 1 to 1

Part-time Interventionist

Parental Support

Most classes ~ small student/teacher ratio

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continue to provide the needed Professional Development training for all staff members. **Root Cause:** All staff should be provided opportunities to be trained in the newest and most innovative instructional approaches to reach every student at every grade level.

Technology

Technology Summary

In staying focused on providing technology-rich instruction daily, West Avenue continues to work toward staying up-to-date with ever changing opportunities in providing engaging instruction. The campus continues to incorporate blended learning opportunities through interactive lessons and activities. With the transition to full-remote instruction at the start of the Covid-19 pandemic, as well as, the mixed in-person and remote instruction that continues now, our campus has fully embraced multiple avenues of instruction. The district has provided SeeSaw, a universal platform for online instruction for all elementary campuses. Through this digital platform, West Avenue teachers are providing both direct teach and intervention to both in-person and remote learners. With the assistance of the Technology Department our campus has become 1:1 with student Chromebook devices in all grades (Pre-K-5th). In addition, for the 2020-2021 school year our campus was awarded and Educational Foundation Grant to purchase two Interactive Display devices to assist with student engagement, intervention, and building student confidence to help bridge the gaps. The campus and district has purchased three additional Interactive Displays as well. Although we have increased our digital instruction footprint, face-to-face instruction continues to be a main avenue of instruction. Now that we are 1:1 with devices, our students are afforded more opportunities for individualized instruction and intervention through online programs in Pre-K-5th grades. In addition, the district provided all teachers with new laptops this school year, classrooms are still equipped with a minimum of 5 student desktops 1 teacher desktop computer, 1 teacher laptop, and a minimum of 4 iPads for Pre-K through 2nd grades. All classrooms are also equipped with a document camera, a projector, and an interactive whiteboard and slate. The 2nd-5th grades are continuing to incorporate virtual reality lessons/activities with the Virtual Reality equipment through an Education Foundation grant. Campus expectations continue to incorporate blended learning opportunities across all subject areas. With technology expectations, the committee finds that both student and teacher proficiency in technology skills are now increasing at a rapid rate through the use of the SeeSaw platform. Teacher proficiency is beginning to show significant increases. With this being the first full year of using an online platform, teacher proficiency has increased to 85% and student proficiency is to approximately 75%. Most teachers are still reluctant to utilize some equipment such as interactive boards. Teachers have related that due to one component not working properly they simply do not use the equipment at all even though the other components are not totally disabled because of the one component with issues. However for the teachers who have been assigned the new Interactive Displays, they have embraced this new technology and have begun to use them in conjunction with their existing interactive boards. Technology skills for elementary students are no longer taught as separate subject on our campus. With the 1:1 device ratio, teachers are incorporating teaching technology skills through modeling skills simultaneously teaching core-subject curriculum. Our goal continues to be for technology to be used in all content areas. Teachers are expected to utilize their technology equipment by presenting lessons, pre and post assessments, small group interventions, and project-based learning. Although our teachers have not had any opportunities for face-to-face out-of-district technology-based professional development in over six years, the district did provide self-paced training through Texas Computer Education Association (TCEA) on technology programs to be used with online student instruction. Many of our teachers express how well these helped to empower them to embrace this new avenue of teaching. Ongoing teacher and student technology support through introductions to new resources, technology training, efficient repair requests, and long-term practice will continue to be a focus for our campus. Professional development for new technology and refresher training for existing technology resources are provided at various intervals in the school year. District assessments are now provided through both paper-based and an online testing portal. Technology proficiency continue to be evaluated on an observation basis through administrative walk-throughs.

Technology Strengths

West Avenue staff have had in person and online training on interactive online teacher programs such as Clever, Achieve 3000, Imagine Math, Imagine Math Facts, Quizlet, Kahoots, Quiziz, NearPod, and CLI. Due to the District Blended 3 year plan and COVID, our staff also attended SeeSaw and Canvas Platform training. . Informally, teachers have been trained by our Technology Head on how to use the interactive display in conjunction with the Interwrite boards which can assist both the teacher and student. These formal trainings are monitored by observing how much time students spend on the programs, and teachers regularly logging on to monitor usage and using performance data to drive instruction. In addition, campus administration monitors implementation through campus walk-throughs. Campus administrators continue to support technology use. Technology-based interventions and activities are available before and after school for students. Measuring up, Mentoring Minds, Achieve 3000, and Education Galaxy intervention programs are used to support at-risk students. Teachers incorporate technology across most curriculum. West Avenue continues to strive to keep up with ever-changing technology. Th wie Technology Department assisted with provided new teacher laptops and student Chromebooks. Students are now 1:1 with Chromebook devices. More up-to-date replacements for iPads have also been provided to Pre-K-2nd grade classrooms this year. The district provides technology training throughout the school year. We have a wide variety of teaching technology equipment throughout the campus including 3 computer labs. All classrooms have desktop computers (min. of 5 per classroom), document cameras, projectors, laptops, and printers. Most classrooms have Interactive Boards, MOBIs, Osmo devices (Grades PreK-2), and Virtual Reality Equipment (Grades 2-5)

Problem Statements Identifying Technology Needs

Problem Statement 1: Some technology resources have become stagnated. **Root Cause:** New district process put in place which requires the approval of any new, or previous programs to go through four people, each needing to research and agree that the program is educational in design and beneficial to the students. This process is lengthy, and flawed.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 1: Retain at least 90% of the faculty and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
Strategy 1: Provide district-driven and campus-specific professional development: RTI, EnVision Math, Education Galaxy, Accelerated Reader, Achieve 3000, Conscious Discipline, CHAMPS, and Restorative Discipline.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student achievement across subjects, improve student behavior through engaging lessons created by teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Use adopt-a-school partners and volunteers for during and after school tutoring for accelerated instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increase volunteers by 10% from the previous year **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Actively monitor PLCs by creating campus-wide checkpoints and analyze data for continuous improvement.	Formative			Summative
Strategy's Expected Result/Impact: Improve lesson plans to ensure alignment with high need TEKS **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use normed tools and processes to conduct observations, capture trends, and progress monitor.	Formative			Summative
Strategy's Expected Result/Impact: Increase teacher capacity **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ensure observation feedback is provided to the teacher within 48 hours and include high leverage, actionable steps with clear models and opportunities for practice. **Strategy's Expected Result/Impact:** Increase teacher capacity **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Conduct follow up observations to monitor implementation of feedback within agreed-upon time frames. **Strategy's Expected Result/Impact:** Increase teacher capacity **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 2: Increase reading fluency to ensure 100% of students are reading on grade level.

Targeted or ESF High Priority

Evaluation Data Sources: District assessment data, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will assign nightly reading logs and require parent initials. **Strategy's Expected Result/Impact:** Students will read on or above grade level **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide positive reinforcement for homework completion in the form of student incentives. **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title 1 - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor student growth in AR and reward students who meet goals with classroom parties each six weeks. **Strategy's Expected Result/Impact:** Reading on or above grade level **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialist, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title 1 - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 3: Continue with Guidelines for Success, and teacher/grade level team behavior guidelines for students.

Targeted or ESF High Priority

Evaluation Data Sources: Classroom observation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a consistent set of behavior expectations for students using CHAMPS consistently throughout the school. Teach expectations everyday for the first 2 weeks of school followed by a once-per-week review for the remainder of the school year. **Strategy's Expected Result/Impact:** Improved student behavior **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Grade Level Teams **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Grade level teams will create incentive plans for students based on good behavior and/or hard work. **Strategy's Expected Result/Impact:** Improved student behavior, decreased office referrals **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 4: Build capacity to increase teacher and administrator knowledge and skills.

Evaluation Data Sources: Professional development records, student achievement results, survey data

Strategy 1 Details	Reviews			
Strategy 1: Attend a Design Thinking Institute facilitated by the University of Texas.	Formative			Summative
Strategy's Expected Result/Impact: Increased knowledge and skills to solve problems **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher Leaders **Title I Schoolwide Elements:** 2.5, 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Identify ways to use the design thinking framework to solve complex campus issues when they arise.	Formative			Summative
Strategy's Expected Result/Impact: Improved processes and systems to support student achievement and success **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use processes learned in DDI to work on instructional strategies with greatest leverage based on campus specific data. Begin with grades 3-5 in Reading, Math, and Science.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure 100% of K-3 teachers and principals complete the Reading Academies prior to the start of the 2022-2023, as outlined in HB 3 by the 86th Texas Legislature.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Attend professional development on Action Coaching to increase the use of effective observation and feedback cycles.	Formative			Summative
Strategy's Expected Result/Impact: Specific feedback provided to teachers to improve instruction, increased student achievement **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Participate in training on the A-F accountability system and develop plans to meet individual student needs. **Strategy's Expected Result/Impact:** Increased knowledge of the A-F system used to develop intervention plans, resulting in increased student achievement **Staff Responsible for Monitoring:** Principal, Leadership Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: Increase student attendance to 97.0% to meet the district goal for elementary schools.

Evaluation Data Sources: Weekly attendance data and six weeks reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will place a list of student names who are not at school by 8:45 on the outside of their door for school-wide implementation of personal phone calls by grade levels whose attendance falls below 97%. **Strategy's Expected Result/Impact:** Weekly attendance rate of 97% **Staff Responsible for Monitoring:** Principal, PEIMS, Office Staff **Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use School messenger for excessive absences and tardies **Strategy's Expected Result/Impact:** Weekly attendance rate of 97% **Staff Responsible for Monitoring:** Principal, PEIMS **Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use the district PCL to make home visits and use the appropriate deterrents for students who have 3+ absences in a 30 day period or 7+ for the year. **Strategy's Expected Result/Impact:** Increase in daily attendance rate **Staff Responsible for Monitoring:** Principal, PEIMS **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct parental involvement activities for parents, students, and staff: one event the day before school starts, a math night in the fall, and a reading night in the spring. **Strategy's Expected Result/Impact:** Increase in parent involvement, increase student attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - Title I Parent Involvement - $1,205, - American Rescue Plan (ARP/ESSER III) - $5,743				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide extra instructional support for students who are in RTI for behavior with a RESET teacher and RESET aide. **Strategy's Expected Result/Impact:** AIP, RTI, Conscious Discipline, PASS will help lead to a decrease in referrals by 10% **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** - State Compensatory Education - $95,600				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Through the RESET program, we will continue the Brotherhood and Sisterhood programs for students needing Tier II and Tier III behavior support. Meet each Friday to discuss the importance of decision making, being a good person, and working hard. Provide guest speakers and encourage participation in service projects. **Strategy's Expected Result/Impact:** The Brotherhood and Sisterhood programs will provide another layer of support for our Tier II and III students leading to more success in the classroom **Staff Responsible for Monitoring:** RESET Teacher, Assistant Principal, Principal **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Post the attendance rate for each grade level in the cafeteria. The grade level teams will provide rewards when they win the weekly award. **Strategy's Expected Result/Impact:** Increase daily attendance rate and meet the district goal of 97% **Staff Responsible for Monitoring:** PEIMS, Office Staff **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** - American Rescue Plan (ARP/ESSER III) - $15,082				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: Increase teacher-based incentives to ensure that 100% of teachers are implementing programs to increase student attendance.

Evaluation Data Sources: Attendance data by classroom

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will identify and implement strategies to celebrate student attendance. **Strategy's Expected Result/Impact:** Increase student attendance rate to 97% **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for parental involvement to support their child maintaining a 97% or better attendance rate. **Strategy's Expected Result/Impact:** Meet the district goal of 97% **Staff Responsible for Monitoring:** Classroom Teachers, Music Teacher, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 3: Continue to use Guidelines for Success along with CHAMPS.

Evaluation Data Sources: Discipline referral reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classroom teachers teach and model expectations for students everyday for the first two weeks and review them when needed. **Strategy's Expected Result/Impact:** Improved student behavior and campus culture **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 4: Provide opportunities to involve and inform parents about student academic success.

Evaluation Data Sources: Seesaw Reports, Branching Minds, Teacher logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will inform parents about student achievement success and failures through seesaw as well as documenting parent contacts in Branching Minds. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase student achievement for all student populations.

Performance Objective 1: Increase the percentage of students who master and meet grade level on STAAR to meet the requirements set by TEA. Focus on increasing the success rate of all subpopulations.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Set and monitor individual growth targets for grades 4 and 5. Students will earn rewards for meeting or exceeding targets. **Strategy's Expected Result/Impact:** Students should continue to show growth throughout the year **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Title 1 - $2,387				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use retired teachers to provide additional small group instruction for 4th and 5th grade students not meeting targeted growth measures. **Strategy's Expected Result/Impact:** Close the gaps for struggling students with small group instruction **Staff Responsible for Monitoring:** Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide after school tutorials on Tuesday and Thursday for students in grades 3-5 who need support to meet targeted growth measures. **Strategy's Expected Result/Impact:** Close the learning gaps with small group instruction **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - American Rescue Plan (ARP/ESSER III) - $4,000, - Title 1 - $2,393				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide six additional opportunities for Saturday tutorials leading up to STAAR exams for students who need support to meet targeted growth measures. **Strategy's Expected Result/Impact:** Increased achievement on STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - American Rescue Plan (ARP/ESSER III) - $8,266				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase student achievement for all student populations.

Performance Objective 2: Improve STAAR scores by 10% across all grades and all subjects, 50% passing rate on special education students for all tests taken, and 70% for all tests taken for ELL students.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Use Mentoring Minds and Measuring Up at expected relevance and rigor levels.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student performance on the STAAR exam by at least 10% across the board in all grade levels/subjects **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title 1 - $12,100	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide one Instructional Specialists to support all teachers/students in PK-5.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** - Title 1 - $78,260	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide targeted intervention (Tier II and Tier III) for all student groups who are at risk of failing or below grade level as determined by DBAs, STAAR, checkpoints, and TELPAS.	Formative			Summative
Strategy's Expected Result/Impact: Increase each grade level/subject by 10% on all assessments as well as STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Cluster GT and high achieving students at each grade level to provide opportunities for differentiated instruction and increased rigor/acceleration.	Formative			Summative
Strategy's Expected Result/Impact: Increase by 10% the number of students meeting proficiency on common assessments, local and state (STAAR) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide one part-time, certified tutor and/or college tutor to assist with small group interventions of students who have failed STAAR, been retained at least once, or are failing in classroom academic work in areas of reading, language arts, and math. **Strategy's Expected Result/Impact:** 10% increase across all grades/subjects on local and state assessments **Staff Responsible for Monitoring:** Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title 1 - $10,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Purchase a site license for Education Galaxy, IXL, Measure Up and Mentoring Minds for use with our students at risk in Math, Reading, and Science. **Strategy's Expected Result/Impact:** Can be used for progress monitoring and to help increase students scores 10% across all grades/subjects **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** - Title 1 - $11,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide professional development for teachers, staff and administrators, such as TEPSA, TAIR, RTI, Safe School, CAMT, Conscious Discipline, and Instructional Support. **Strategy's Expected Result/Impact:** Increased training for admin, teachers, and staff lead to an increase in student achievement **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 **Funding Sources:** - Title 1 - $525				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Attend professional development on growth mindset. **Strategy's Expected Result/Impact:** Principal will use information from training to implement strategies to support and encourage teachers to focus on a growth mindset **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide one SIT Math teacher to assist Tier 2/3 students in grades 1-5. **Strategy's Expected Result/Impact:** Close achievement gaps **Staff Responsible for Monitoring:** IS, AP, Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** - State Compensatory Education - $67,932				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Provide a SIT para (20%) to work with the SIT teachers. **Strategy's Expected Result/Impact:** Close achievement gaps **Staff Responsible for Monitoring:** SIT teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Title 1 - $6,000				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide additional instructional materials for grades 3-5 to bridge the gaps for STAAR testing. **Strategy's Expected Result/Impact:** Increased student performance on STAAR **Staff Responsible for Monitoring:** IS, AP, Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - American Rescue Plan (ARP/ESSER III) - $13,899				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student achievement for all student populations.

Performance Objective 3: Provide opportunities for all stakeholders to play an integral part in creating the interrelated conditions within campus culture.

Evaluation Data Sources: Employee surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create opportunities for staff members to show appreciation for each other, such as potluck luncheons or an after-school social gathering. **Strategy's Expected Result/Impact:** Improved campus morale, increased student achievement **Staff Responsible for Monitoring:** Counselor, Lead Teacher **Title I Schoolwide Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide activities outside of school to help build relationships among staff members and increase morale campus-wide. **Strategy's Expected Result/Impact:** Improve the overall morale of the campus which in turn will lead to higher student achievement **Staff Responsible for Monitoring:** Counselor, Lead Teacher **Title I Schoolwide Elements:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Incorporate more team-building activities into campus professional development sessions and faculty meetings. A grade level team will be assigned to create a 5-10 minute activity at each faculty meeting for team building. **Strategy's Expected Result/Impact:** Improve the overall morale of the campus which in turn will lead to increased student achievement **Staff Responsible for Monitoring:** Principal, Counselor, RESET Teachers, Classroom Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Increase student achievement for all student populations.

Performance Objective 4: Assist 5th grade students with the transition to the 6th grade.

Evaluation Data Sources: Student survey results

Strategy 1 Details	Reviews			
Strategy 1: Take 5th grade students to Indian Spring for an orientation in May.	Formative			Summative
Strategy's Expected Result/Impact: Students feel more comfortable beginning the 6th grade **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.5, 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide behavior training and counseling services for students struggling with social and behavioral issues.	Formative			Summative
Strategy's Expected Result/Impact: Improve social and behavior in at-risk students to increase the amount of time spent in class **Staff Responsible for Monitoring:** RESET Teacher, Counselor **Title I Schoolwide Elements:** 2.6	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Retain effective, well supported teachers by strategically recruiting, selecting, assigning, and building professional capacity of teachers so that all students have access to high-quality educators.

Performance Objective 1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
Strategy 1: Assign new teachers a campus mentor who will coordinate activities for support and induction.	Formative			Summative
Strategy's Expected Result/Impact: Increase the retention rate by 13%	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Mentor Coordinator				
Title I Schoolwide Elements: 2.4, 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Provide district driven and campus specific professional development: PLC, Grade level, Faculty meetings, Achieve 3000, reading strategies, effective teaching, and best practices.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher knowledge and skills	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: Attend recruiting trips when needed.	Formative			Summative
Strategy's Expected Result/Impact: Help identify and hire quality teachers earlier in the year	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
Strategy 4: Implement the district's new teacher induction program.	Formative			Summative
Strategy's Expected Result/Impact: Increase new teacher capacity and retention	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Assign teachers based on student need and teacher strengths. **Strategy's Expected Result/Impact:** Grade level and content area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Use a clear selection criteria, including protocols, hiring, and induction processes that are aligned with the school's vision, mission, values, and goals. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for West Avenue Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for West Avenue Elementary School

Name	Position	FTE
Bradley Knox	RESET Teacher	1
Carolyn Green	SIT	1
Shotonya James	RESET Aide	1

Title I Personnel

Name	Position	Program	FTE
Amy Arredondo	Instructional Specialist	Title I	1
Latoiya Daniels	SIT aide	Title I	.20

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5			$95,600.00
3	2	9			$67,932.00
				Sub-Total	$163,532.00
				Budgeted Fund Source Amount	$157,535.00
				+/- Difference	-$5,997.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$2,500.00
1	2	3			$1,000.00
3	1	1			$2,387.00
3	1	3			$2,393.00
3	2	1			$12,100.00
3	2	2			$78,260.00
3	2	5			$10,000.00
3	2	6			$11,000.00
3	2	7			$525.00
3	2	10			$6,000.00
				Sub-Total	$126,165.00
				Budgeted Fund Source Amount	$120,540.00
				+/- Difference	-$5,625.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$1,205.00
				Sub-Total	$1,205.00
				Budgeted Fund Source Amount	$1,205.00
				+/- Difference	$0.00

American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$5,743.00
2	1	7			$15,082.00
3	1	3			$4,000.00
3	1	4			$8,266.00
3	2	11			$13,899.00
				Sub-Total	$46,990.00
				Budgeted Fund Source Amount	$51,491.00
				+/- Difference	$4,501.00
				Grand Total	$337,892.00

Addendums

Waco Independent School District

Wiley Opportunity Center

2021-2022 Campus Improvement Plan

Mission Statement

Our Mission is to Motive Minds and Hearts .....one day at a time!

Vision

Our vision is to create a positive and structured environment that will foster the development of appropriate social behavior, academic success, and personal integrity for all students. We will strive to achieve our mission by modeling respect and responsibility and by demonstrating genuine concern for the well-being of our students and each other. We will promote a collaborative team effort with all Waco ISD schools to promote educational excellence.

Value Statement

The primary objective at the G.L. Wiley Opportunity Center is to provide a structured environment in which the student has the opportunity to modify behavior and achieve academic success when he/she becomes unable to function in a traditional school environment. The alternative program is designed to motivate students to improve decision-making, to gain insight and self-control over intense emotions that often leads to acting out, and to acquire an increased measure of self-discipline in the social context of interpersonal communication and interaction with both authority and peers. We also want to provide an alternative to the home campus environment for students who have violated the WISD and home campuses discipline policies, the Student Code of Conduct and the Texas Education Code. We also want to provide instruction in the four core disciplines by means of textbook, resource materials, TEKS Resources and one-on-one assistance and provide instruction in social skills and Restorative Justice Practices.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

We are the Disciplinary Alternative Education Campus (DAEP) for Waco ISD. We serve students from the entire district who have been referred to us for alternative disciplinary action, based on violations of the Student Code of Conduct. We serve students in elementary, middle, and high school. Data will also show that many students increase their overall grades in all subjects as can be seen in evidence of progress reports and report cards. Many students only serve one placement and do not return for a second or additional placements at DAEP. Enrollment numbers are declining this year, mainly due to COVID and the option of remote learning. Second semester enrollment numbers have increased in both middle and high school. We have more mandatory placements with more days added to it vs. placements in the first semester. During the first semester, we had no elementary students. We had our first elementary enrollment in February. This is currently still our only elementary student. Over the last 3-5 years, high school enrollment has remained steady. Middle school numbers decreased over the last 2 years. Elementary numbers have decreased every year in the last 3-5 years with less than 10 total students for the entire school year. Approximately 4% withdraw to homeschool and/or attend other schools. However, some parents withdraw (for a few days) to homeschool and then re-enroll their children at Wiley to complete their placement. This year, less than 1% of our students have withdrawn to homeschool or attend other schools. Within the past three years, all of the students are male and hispanic or black. Dropout rates are less than 5% each year. Currently, (3/1/2021), the dropout rate is less than 1%. The completion rate at DAEP is approximately 98.5%. (This number is not 100% because sometimes parents withdraw their students from the district before they complete their placement at DAEP). The end of year completion rates are compiled at the student's home campus.

Because we are a Disciplinary Alternative Education Campus (DAEP) we cannot determine how many of our students graduate and go on to community college, University, trade school, work or Military.This data is compiled at the home campus since we don't keep students for the entire school year. If we have seniors during the last two weeks of the school year, the home campus will provide the DAEP counselor with data of students who graduated. Many students have taken and passed dual-credit courses while at Wiley. However, the students do not graduate from G.L. Wiley, so this information is compiled at the home campuses. Our discipline rates have been altered by the COVID-19 restrictions. We have had more male than female students enrolled this year in both middle and high school. The enrollment in middle and high school during the first semester was 99% male. A steady increase in female enrollment has occurred during the second semester. Our entire enrollment is predominantly Hispanic this school year. Black students comprise approximately 7% of the total population. The numbers for our special programs vary and fluctuate in all categories and in all groups throughout the year due to our ever-changing enrollments. This year (currently): GT - 5%, AP-2%, CTE - 96%, Fine Arts - 50%, Athletics- Students enroll in PE while at Wiley, 50% were enrolled in athletics at their home campuses. We do not house HeadStart or PreK. The last three years (minus 2020, due to COVID), high school students returned to home campuses for summer school. Only eighth-graders retaking STAAR attended Summer School at Wiley. The sixth and seventh-graders attended summer school at their home campuses. With our other groups, the numbers vary and fluctuate in all categories and in all groups throughout the year due to our ever-changing enrollments. Our migrant students, as of this writing (February 2021) we do not have any students that are identified as migrant individuals. Homeless is at 10%. Services include: food and clothing from local churches, free counseling services with local outside agencies, The Cove, assistance with finding shelter and vouchers provided by Waco district staff for clothes, Shepherd's Heart, Salvation Army, free transportation by Waco Transit, Pack-of-Hope, Family Practice Clinic, the Good Health Card, Community-in-Schools, and Caritas of Waco.

Currently, five percent (5%) of our students are identified as SPED. Ninety-nine (99%) percent of our students identified and receiving services are Hispanic, and 1% are Black. We do not have any data to indicate qualified versus those who do not qualify for Special Education. That data is compiled at the home campuses. For our English Learners the effectiveness of the services and supports are derived through collaboration with the students' home campuses. If an identified student is struggling in the cognitive, linguistic, and/or affective needs while at Wiley, we communicate with the home campuses to receive and provide the services the students need to be successful. While many students may have additional at-risk identifiers (eg. retained one or more years), placement at DAEP is an at-risk criteria, thus 100% of our students are identified as at-risk. Our district/campus uses state and local indicators. Programs are available to help reduce the risk of students dropping out include: Credit Recovery, tutoring, summer school,

community volunteers, mentors, the BEAR Project, Big Brothers/Big Sisters of Central Texas, and the Social Emotional Learning (SEL) curriculum taught at G.L Wiley. We also collaborate with McLennan Community College (MCC) and the Upward Bound program, as well as the home campuses for Saturday School/Saturday Diversion programs. Students are selected based on the collection of information from a variety of sources. The data includes attendance/excessive absences, retentions, failing grades over multiple marking periods, sudden detrimental changes in motivation and behavior, and placements at the McLennan County Challenge Academy(MCCA), the Juvenile Detention Center (JDC). One percent (1%) of all of our students are identified as Gifted and Talented. All, or 100% of the students are Hispanic. We currently have no middle or elementary students identified as GT. We do not have any data to indicate qualified versus those who do not qualify. That data would be compiled at the home campuses. Disaggregated data for CTE learners is also compiled at the home campuses.

At the WOC, the instructional paraprofessionals are highly qualified. Paraprofessionals are certified with either lifelong or renewal certificates. Paraprofessionals also receive ongoing training on a variety of topics throughout the year. Some of the topics include recognizing student behaviors, and Safe and Civil Schools Foundations. Additional topics provided by the district's Safe Schools Training include cybersecurity awareness, bloodborne pathogen exposure prevention, bullying awareness, sexual harassment, and child abuse reporting. Last year, the retention rate for paraprofessionals was 100%. The retention rate for all groups of employees was 100%. Various systems are in place to support new teachers. New teachers are assigned campus mentors. District-wide meetings grouped by subjects taught and grade-levels are held throughout the year. Waco ISD is also selecting a First year Teacher Of the Year. For new teachers and all staff, Wiley has established Employee-of-the-Month, Blue Jeans Fridays, staff luncheons, verbal praise via emails, cards, cookouts, acknowledgements over the P. A. system, as well as the weekly Something To R.O.A.R. About Newsletter. For teachers whose student performance is below district and/or state standards, various support is provided. Additional walk-throughs, brief daily check-ins, informal meetings, delivered in a non-threatening setting, and conferences with both positive and constructive feedback are utilized. Mentoring with a nonadministrative colleague is also employed. The strengths of the most effective teachers are shared with others in PLC/BLC meetings, departmental meetings, and grade-level meetings. These great attributes may also be shared with staff in the principal's weekly newsletter. Positions funded with state special allotment and federal funds may be evaluated and adjusted yearly, biyearly, or as needed for necessity and effectiveness. However, during extenuating and unforeseen circumstances such as the COVID-19 pandemic, federal funds allotment may be reevaluated as needed. Professional development specifically designed to meet the needs of G.L. Wiley is identified through staff meetings, teacher feedback and surveys. We need more training and resources in the areas of the elective courses and Top Lab curriculum, specifically with staff teaching high school and middle courses for high school credit. Training with the Top Lab staff at G.L. Wiley, Waco High, University High, and Brazos High School and the district Career and Technology Coordinator is vital to ensuring the students are receiving the same lessons and assignments as their home campus peers. Coordinating as closely as possible a Scope and Sequence for all teaching staff with the home campuses is vital to student success. In past years, professional development was available in face-to-face training throughout the school year and the summer months. Due to the COVID-19 pandemic, professional development is available in virtual format via Zoom meetings and webinars. All presenters offer follow-up support with additional presentations, whenever available. The trainers also encourage questions and provide their phone numbers and email addresses for additional support. Specific structures in place to ensure staff are implementing what they have learned is the recording, documenting, and uploading of information into Branching Minds, Eduphoria, SuccessEd, and TEAMS. This year, due to the COVID pandemic and options for Remote Learning, overall class sizes are significantly decreased in all classrooms at Wiley. In high school, the average class size is usually between 6 - 9 students in Math, Science, and Social Studies classes, and 6-12 in English classes, and 8-15 students in Top Lab classrooms. The two high school PE classes vary between 5-10 students per class. In middle school, the average class size in all core and Social Skill courses is 3-7 students. The average size in PE and ROAR is 7-11 students. Middle school enrollment has decreased over the last three years.

In our community, the major employers are Baylor University, MCC, TSTC, Walmart, HEB, dollar stores, clothing department/shoe stores, and fast food restaurants. Most of our parents work locally. We interact with employers,through Adopt-a-School, dual-credit programs, Junior ROTC programs and collaborations, and by telephone and email communications. Parents and the communities' expectations are for all students to graduate high school. Additional expectations include attending and graduating from college or trade school and/or entering the workforce. Many students may also decide to join the military. The main expectation is for all students to be productive and responsible citizens. The level of engagement and support for Wiley from public, charter, and private schools vary. Ninety nine percent of our support and students come from public schools. The few we receive from charter and/or private schools must usually enroll at a Waco ISD home campus before enrolling at Wiley. We are greatly impacted by other schools because we work hard to assist the students in transitioning back to their home campuses as seamlessly as possible. (Overall improvement in grades and behavior.) The community crime data reveals a marked increase in more violent crimes, murder, drug offenses, and gang activity throughout Waco. Unfortunately some of the offenders and victims are former students at Wiley and other Waco ISD campuses. Thus, Waco is viewed as a slightly less safer place to live than five years ago. The Bill Logue Juvenile Detention Center is located 2.5 miles from our campus. We do not view having a juvenile detention center near our campus as a need for our students. Our goal is to motivate our students that have previously attended JDC to not return. Adult education courses in several topics, including literacy, GED, ESL, are available at Baylor, MCC, and TSTC. Topics also include resume writing, completing job applications, and preparing and managing your personal budgets. There are a number of universities and/or community

colleges in our community. Baylor University, McLennan Community College (MCC) and Texas State Technical College (TSTC) are in Waco, TX. We interact with the colleges and universities regularly, with dual-credit courses collaborations. Students who attend Wiley from GWAHCA and GWAMA are also working toward certifications and licenses to immediately enter the workforce after high school and/or continue courses at TSTC.

Demographics Strengths

The incentive plan at the G.L. Wiley Opportunity Center is a strength. Students that are placed on my campus for a discretionary reason are given the opportunity to be released early, based on points, attendance, discipline and grades. We use this plan to encourage, motivate, inspire, improve and change behavior. Parent are also asked to attend an orientation to help them understand the rules and procedures of the school. We believe that our relationship with the parents should be a partnership to improve their child's success. We encourage parental involvement in their child's education. Upon leaving the G.L. Wiley Opportunity Center, the home campus is given a transition plan as required by HB 2184 that addresses Transition Services. Another strength is the smaller class size. The classes are capped at 15.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Traditionally, ethnic and gender distribution figures, indicate a higher number of male minority students were enrolled at the G.L. Wiley Opportunity Center. **Root Cause:** African American male students and students from a racial-ethnic minority group are most likely to be suspended, expelled, or removed from the classroom for punishment, at a higher rate, than White students.

Student Learning

Student Learning Summary

Student Learning

As a disciplinary alternative education campus, we are not rated in the same manner as other campuses in our district. Also, the entire state did not have a STAAR test due to COVID 19. However, we do look at the scores of students' previous years; we have classes in the middle school for intervention. For high school students, there is a TOPS lab which allows students to gain high school credits. We do not have the same students enrolled the entire year. Most students are here from 20-45 school days. We use data from the district to design programs to close the gaps. We usually only have a student for 10 days at the elementary level. We look at the score of the individual student and find the TEK they need the most and spiral teaching for that TEK. Because we are a disciplinary alternative education campus, we do not receive a rating from the State. Most of our high school students come to us behind in credits. We offer a high school TOPS lab to help the students gain credit while attending DAEP. Many of the middle school students come to us with intervention plans. The middle school has POUNCE class which is an intervention class to help the students become successful in their weakest areas. For elementary, the teachers look at their previous test scores and deduce the TEK that will help them gain the most ground and teach that TEK to the student. As a campus, we area reflection of the district. We do get a few AP students in high school. However, since many of our teachers on the high school side are not certified AP teachers, their work comes from their home campus and is graded by those home campus teachers for continuity purposes. We do not know the performance status of our CCMR. We have access to STAAR test scores, but because our students are not here over a long period of time, it is not possible to make a valid comparison between test scores and the student' report card grades.

There is a plan for each level of student who attends WOC. There are many who have frequent absences. The teachers allow students to make up the work once they arrive at school. This year, we have implemented Google classrooms and the students are allowed to work at home when they are absent. Also, we use Edmentum as a way to re-teach concepts the students have missed. We are a campus that has fluid enrollment. Many of our students do not have test results so it is hard to compare previous years. Normally, the students are not the same for the different assessments. Usually, their discipline consequences have interfered with their testing. Our population is small and we are able to identify their needs by looking at their individual plans in Branching Minds, if available, or we are able to determine their needs by observation and closely monitoring the student. We follow the plans the home campus has set for the students. We have a special education teacher and aide who travel to the rooms for extra support for the students and teachers. For our 504 students, the teachers follow the accommodations set by the students' home campus. The teachers note daily what accommodation has been used. All students who enroll at DAEP are considered at-risk. While they are attending DAEP a transition plan is created for them prior to their re-enrollment at their home campus. A Transition Plan is created for each student when they return to their home campus. The recidivism rate is reduced when the home campus follows the transition plan. Decisions for SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions are made the the home campuses. If it is determined they need more accommodations or assistance while attending DAEP, that accommodation is added and also placed in their transition plan. The home campuses determine the plans for RTI for the students. These plans are placed in Branching Minds and the teachers at DAEP have access to the plans. The plans are implemented while the students are attending DAEP through individual teachers and POUNCE class. The RTI plans are not adjusted in Branching Minds at DAEP unless the student is enrolled for 45 days or longer. The transition plans are placed in Branching Minds and recommendations from DAEP are made in that form. The beginning point is to look at Branching Minds to assess the students' primary needs. Tools used to support students are District programs such as Edmentum, Renaissance, and Freckle along with a variety of other online resources. Many of our students come to us having already failed classes and academic years. We address this issue through the interventions programs we use here at DAEP. High course failures can be the result of many variables including classroom management issues, personality issues, poor planning, interruptions, and students' academic insecurity.

Student Learning Strengths

The students at the G.L. Wiley Opportunity Center are given the opportunity to recover credits at the high school level. The class sizes are considerably smaller than the classes at their home campuses. Because of this, they are able to achieve improved time on task. All students must be passing all of their classes, show improvement in attendance, meet the points system requirement and demonstrate improvement in their discipline behavior, prior to returning to their home campuses. The students at the middle school have been removed from Edmentum, as a main source for learning. The middle school elective classes have been replaced with a Social Skills Curriculum with the exception of elective classes where the students can recieve high school credits. There has been a schedule set for the elementary level in order to address all subject areas as social/emotional skills. The majority of the high school students remain on Edmentum for their elective classes. They will also continue to take a Social Skills class. We have also incorporated the use of Cornell Note taking. For the 2020-2021 school year, Renissance testing has been added to assess students in Reading and Mathematics. Our students will be instructed in-person and remotely using Canvas and Seesaw.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Retrieving student academic information from the home campuses continues to be an issue. **Root Cause:** The students information is not always accurate in the students' DAEP Packet and in Branching Minds.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs

Identification of teacher leaders for potential advancement should become more of a focus. Also, offering upcoming committee meeting times, opportunities for participation and ways to serve outside our campus are desired. Being a part of the TIA committee was helpful for our staff and we would like more opportunities to have a place at the decision table. Safe and Civil Schools (C.H.A.M.P.S.) training was offered this year as in years past, but we have not received as much classroom training this year as in previous years. Staff are able to locate and attend Professional Development opportunities using a new dedicated link for upcoming professional development opportunities within WISD. That has been very helpful with all the zoom meetings conducted this year. We have not had any outside training from community members, but that is something we would like to see more of for teacher growth initiatives. We did allow the following guest speakers to adress the students virtually: Andrew Billings is currently a defensive tackle for the Cincinatti Bengals and Quincy Carter is the former quarterback of the Dallas Cowboys.

During the 2018-2019 school year, Sherwynn Patton met with the staff and led a training on Restorative Discipline. We continue to use Restorative Practices today, but could use refresher training on current practices and additional training, specifically regarding the varying restorative circles. For the past four years, the G.L. Wiley Opportunity Center has partnered with Baylor University and the Bear Project to help staff and students with problems stemming from social and emotional deficits. We also have maintained our relationship with our Adopt-A-School Partner, Member Choice Bank. We are looking forward to continued collaboration. WISD currently plans all of the in-service training opportunities. However, we feel that our needs are not always met as there are seldom sessions that apply to our campus needs or grade level curriculum. We would like an opportunity to participate in the district planning and be included in having sessions on our campus that would benefit teachers district-wide in working with our students. Region XII has speakers as well that could come to our campus and hold workshops on classroom management that would benefit both Wiley and the district at large. Wiley teachers are capable and interested in offering district training for staff for working with our student population. Currently, the students are receiving the training and strategies while they are here, but no one on their home campus does, so there is no continuity upon their return.

Wiley's discipline team currently consists of two Behavior Aides and grade level asistant principals. Due to the significance of the behaviors of our assigned students, we are in need of a dedicated Behavior Specialist to teach, train and support teachers and staff with student discipline issues. Currently, the PLC/BLC meetings are used to identify students in need of additional support and to assess current plan initiatives. Once identified as necessary, referrals are made to the Bear Project for supplemental support. Branching Minds, District and campus testing through Eduphoria, 504 meetings, SAT meetings, as well as special education data are kept to collect data and monitor student success. We have a dedicated Special Education teacher and aide, but we have significant concerns regarding accommodating special education student's needs and IEP requirements- especially in transportation and identification/placement. Because we do not have AP certified or CTE teachers, students are required to complete their coursework in Edmentum. We also have difficulty receiving support from the home campus instructors despite repeated attempts to contact them for assignments and assistance. Dyslexia students do receive services while at WOC, but the referral process is not clear or consistent. For elementary students, many do not receive services while they are on our campus in favor of making up that time upon their return (decided by their home campus). Due to the multiplicity of visits in one year for many students, this has meant a disconnect (and lack) of dyslexia services. We need clear Child Find procedures to identify and refer students as quickly as possible at all levels.

The district technology plan is put together at the district level with data that is gathered throughout the yearly required technology survey. Teachers use technology on an individual basis based on grade level and content. Edmentum is used for credit recovery with the classrooms and TOP Lab classes as well. There isn't a specific plan for the integration of technology on the Wiley campus but the technology opportunity is growing with the purchase of iPads, a new mobile computer station with 25 laptops, and newer refreshed student desktops in the classrooms. Teachers are expected to teach from bell to bell to help maximize instructional time in the classroom. Teachers are also expected to maintain a classroom environment that allows that to happen. Teachers are encouraged to use the "circle time" within a classroom when teaching becomes difficult. Teachers are responsible for using their personal content conference, the grade level PLC/BLC meetings, and all district training and workshops to enhance their instructional time in the classroom. Each student is provided with the materials, teaching opportunities, and learning opportunities to be successful at Wiley. All students are provided the appropriate teaching if general ed., special ed., or 504 is needed.

Student transition plans are written as students attend Wiley and restorative practices are put in place. Teachers at the elementary level travel back to the students' home campus

to help with the physical transition from campus to campus. Middle and high school transitions are done primarily through written plans only. Schools are encouraged to send members of their student success team to Wiley to visit with their students prior to returning to reconnect. Currently, this does not happen consistently in person or with Zoom conferencing. We utilize both campus and class rules. Wiley Opportunity center has made ROAR a model of consistency. Each morning, students and staff alike are asked to model responsibility, optimism, attentiveness and respect. We are in need of a Behavior Specialist to help us address behavioral deficiencies at all levels. We are in need of an Instructional Specialist to address scope and sequence and spiraling concerns we have due to the movement of our kids throughout the year. Wiley and all Waco ISD campuses are completing appropriate drills each month (i.e. evacuation, lock down, tornado or severe weather, reverse evacuation, shelter in place, and fire drills).

Also, to help the students transition smoothly back to their homes campuses, we will be adding two additional positions. The Transition Specialist will perform transitional casework services to help students and families resolve personal, emotional, behavioral, and social problems that interfere with the student's progress in school. Ensure successful implementation of student transition plans with campus staff.

School Processes & Programs Strengths

The school context and organization strength allow students to have a sense of belonging. The campus is focused on helping parents become involved in their child's education through the Behavior Learning Communities, the Bear Project interns and the Behavior Aides. The master schedule is designed to maximize instructional opportunities and character building assignments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a committee, it was discussed at length that because of the uniqueness of the DAEP campus, oftentimes decisions that are made for staff development or campus growth is done so with more of the traditional campuses in mind. The Wiley campus would benefit greatly by having members of its staff included by the district professional development planners in its calendar planning dates. Professional development that centers on behavior and social and emotional issues would benefit not only the alternative campus but would benefit the traditional home campus as well as they work with the students for longer period of time. **Root Cause:** Students transitioning to and from their home campuses create a "hole in the net" so to speak when it comes to identifying the learning and behavior needs that are vital to the reduction in a student returning to Wiley. Staff development has been lacking in this area of instruction and student needs.

Perceptions

Perceptions Summary

Perceptions

The G.L. Wiley Opportunity Center is often seen in a negative light by other schools, parents, teachers, and students. Parents are invited to stay and attend an orientation to receive a better understanding of the expectations at the G.L. Wiley Opportunity Center. Additional support is offered during a Saturday Diversion class. Students who attend the classes are given twenty-five extra points. The Bear Project interns also work with community members and invite them to come and talk with the students to encourage the students to change their ways and start imagining a better future. We have several bilingual staff members to provide translation for those parents who need it. The WOC has partnered with Baylor University and the Bear Project, to help with the home/school relationship and encourage the students to improve their behavior. For the past three years, the Members Choice Bank has been our Adopt-A-School partner. Before the COVID-19 Pandemic, once a month, they would read to the elementary students. Because of the COVID-19 restrictions, this will be done virtually. They also provide incentives for our Employee of the Month. We have also invited a number of guest speakers to visit with students, including Andrew Billings, a current member of the Cincinnati Bengals and Quincy Carter, the formaer quarterback of the Dallas Cowboys. Again, because of COVID-19, the visit was done virtually. In the past, we have invited members of the United States Army to workout and speak to the students.

The G.L. Wiley Wiley Opportunity Center is a very structured campus. Students are escorted everywhere and are not allowed to mingle in the common areas of the school. A standard mode of dress is required. It is an alternative school and students likely see it as a very strict and structured environment with few/no special activities that regular campuses enjoy. Teachers generally find Wiley to be a well-ordered and structured campus, as well. The campus has to be structured, to meet the needs of the students that it serves. All special population students are served and all students receive the district's adopted curriculum from certified teachers. Students' assignments at Wiley vary in length and they have the opportunity to earn their way back to their home campuses, by earning positive points. Students, for the most part, believe that they are treated fairly and respectfully at the G.L. Wiley Opportunity Center. All students and their parents go through orientation so that they understand the rules, regulations, and procedures at Wiley. This step provides them with guidelines. The G.L. Wiley Opportunity Center staff promote understanding through repetition and support done in a respectful, caring manner. In some cases, students who are sent to the alternative program at WOC function better, perhaps due to the small class size and the more structured environment. The enrollment at WOC is determined by administrators at the home campuses and the Coordinator of Student Management. To improve communication, the Facebook page will be updated weekly to reflect staff responsibilities, contact infprmation and reinforce our philospphy.

Perceptions Strengths

When students attend the G.L. Wiley Opportunity Center, they receive a quality education and they are safe. Communication is the key. An orientation for students and parents is conducted for every new student. Wiley has partnered with Baylor University and the Bear Project to ensure that positive activities are in place for the students and to help support students and staff in their daily time here. Weekly Professional Development has been added to address staff and student concerns through our Professional Learning Community and Behavior Learning Committee meetings. Because of the COVID-19 restrictions, we are unable to conduct our monthly cookout incentives. We still however give Student of the Week Awards. On Fridays, students that meet the criteria are allowed to talk at their tables.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The G.L. Wiley Opportunity Center is often seen in a negative light by other schools, parents, teachers, and students. **Root Cause:** Members

of the community mistakenly think that employees are placed at the campus as a punishment and that the students do not receive the same quality instruction as a traditional school.

Priority Problem Statements

Problem Statement 1: Traditionally, ethnic and gender distribution figures, indicate a higher number of male minority students were enrolled at the G.L. Wiley Opportunity Center.

Root Cause 1: African American male students and students from a racial-ethnic minority group are most likely to be suspended, expelled, or removed from the classroom for punishment, at a higher rate, than White students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Retrieving student academic information from the home campuses continues to be an issue.

Root Cause 2: The students information is not always accurate in the students' DAEP Packet and in Branching Minds.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The G.L. Wiley Opportunity Center is often seen in a negative light by other schools, parents, teachers, and students.

Root Cause 3: Members of the community mistakenly think that employees are placed at the campus as a punishment and that the students do not receive the same quality instruction as a traditional school.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: As a committee, it was discussed at length that because of the uniqueness of the DAEP campus, oftentimes decisions that are made for staff development or campus growth is done so with more of the traditional campuses in mind. The Wiley campus would benefit greatly by having members of its staff included by the district professional development planners in its calendar planning dates. Professional development that centers on behavior and social and emotional issues would benefit not only the alternative campus but would benefit the traditional home campus as well as they work with the students for longer period of time.

Root Cause 4: Students transitioning to and from their home campuses create a "hole in the net" so to speak when it comes to identifying the learning and behavior needs that are vital to the reduction in a student returning to Wiley. Staff development has been lacking in this area of instruction and student needs.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Support Systems and Other Data

- Organizational structure data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 1: Provide an authentic school atmosphere during students' assignment to the campus, ensuring that all student needs are met and parents have confidence in the program.

Evaluation Data Sources: Parent, Teacher and Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: We will continue to invite different community members to speak to students (virtually or in-person).	Formative			Summative
Strategy's Expected Result/Impact: Students will be exposed to information about jobs and skills that will better prepare them for life's challenges **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: We will continue the implementation of the Restorative Discipline Model through small groups.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will be provided with strategies to help them address students that are having behavior issues **Staff Responsible for Monitoring:** Leadership Team, Teachers, Behavior Aides, Bear Project Interns **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Offer incentives, like coupons to restaurants and gift certificates, to students achieving academic, attendance, and discipline success.	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance/grades, decrease incident reports by 10% **Staff Responsible for Monitoring:** Leadership Team, Teachers, Counselor, Behavior Aides, Bear Project Interns **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: We will continue to hold Behavior Learning Community Meetings that focus on discipline strategies used when students return to their home campuses. Selected strategies will be documented on students' individual Transition Plans. **Strategy's Expected Result/Impact:** The purpose of the transition plan is to decrease the recidivism rate **Staff Responsible for Monitoring:** Leadership Team, Grade Level BLC Teams, Behavior Aides, Bear Interns **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Wiley Foundations Team will lead campus-wide Positive Behavior Intervention Support (PBIS) implementation. **Strategy's Expected Result/Impact:** Improve social skill behavior **Staff Responsible for Monitoring:** Entire Staff, Students, Parents **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 2: We will implement processes and procedures to increase safety and security.

Evaluation Data Sources: Safety Committee Meeting Documentation, Sign-In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular campus safety committee meetings.	Formative			Summative
Strategy's Expected Result/Impact: Safety and security issues addressed in a timely manner, collaboration used to identify potential concerns **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure safety procedures posters are displayed in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: Students and staff know and follow campus safety procedures **Staff Responsible for Monitoring:** Principal, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Frequently practice and document safety drills including fire, lockdown, and shelter in place.	Formative			Summative
Strategy's Expected Result/Impact: The faculty and staff will be prepared during emergencies **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Require students to wear identification badges.	Formative			Summative
Strategy's Expected Result/Impact: Students will be easily identified, ensuring that strangers are easily spotted should there be an intruder **Staff Responsible for Monitoring:** Leadership Team **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Ensure doors and classrooms are locked.	Formative			Summative
Strategy's Expected Result/Impact: Unauthorized visitors will not be allowed to enter the building or classrooms **Staff Responsible for Monitoring:** Faculty, Teachers, Principals **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Require the Crisis Intervention Team to attend non-violent Crisis Prevention Intervention (CPI) training and refreshers to remain in compliance. **Strategy's Expected Result/Impact:** The use of de-escalation techniques results in a safe and supportive environment **Staff Responsible for Monitoring:** All Faculty **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Improve communication with parents and home campuses, clearly explaining the intake process. **Strategy's Expected Result/Impact:** Will build better relationships between parents and home campuses **Staff Responsible for Monitoring:** Leadership Team, PEIMS **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 3: Increase awareness and implementation of social-emotional learning among staff and students.

Evaluation Data Sources: Safe and Civil Schools Foundation Team, Bear Project

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teach daily social skills lessons focusing on coping skills, problem-solving options, and goal setting techniques. These skills will be vital when students transition back to their home campuses. **Strategy's Expected Result/Impact:** Reduce recidivism rate **Staff Responsible for Monitoring:** Leadership Team, Teachers, Behavior Aides, Counselor, Bear Project **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide teachers with social-emotional learning strategies to address various discipline issues and guide support for students. **Strategy's Expected Result/Impact:** Reduce the number of behavior incidents by 10% **Staff Responsible for Monitoring:** Leadership Team, Teachers, Behavior Aides, Counselor, Bear Project **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Participate in the district pilot of Emergent Tree Education's Bridges Framework that addresses Tier 2 behaviors through targeted interventions. **Strategy's Expected Result/Impact:** The staff will be able to do the following: 1. Build a shared philosophy, 2. Establish a comprehensive approach and 3. Align practices across classrooms **Staff Responsible for Monitoring:** Faculty, Students **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 4: Engage families and community members to support campus goals.

Evaluation Data Sources: Leadership Team

Strategy 1 Details	Reviews			
Strategy 1: We will schedule Adopt-A-School Partner math and reading intervention activities with our elementary and middle school students, twice a month.	Formative			Summative
Strategy's Expected Result/Impact: Improve each student's reading score by one grade level based on the Renaissance Program **Staff Responsible for Monitoring:** Leadership Team, Adopt-A-School Partner, Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Engage in communication with home campuses to foster a positive transition.	Formative			Summative
Strategy's Expected Result/Impact: Smooth transition of students back to the home campus **Staff Responsible for Monitoring:** Leadership Team, Teachers, Students **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure all parents have the opportunity to view the orientation video.	Formative			Summative
Strategy's Expected Result/Impact: All parents and students will know the rules and procedures at the G.L. Wiley Opportunity Center. **Staff Responsible for Monitoring:** Leadership Team, parents, students, and PEIMS Clerks **Title I Schoolwide Elements:** 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 5: Address the growing number of present and former DAEP students that have been arrested for Title V offenses.

Targeted or ESF High Priority

Evaluation Data Sources: Wiley Tracking Sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use ESSER funds to hire two Transition Specialists. **Strategy's Expected Result/Impact:** The Transition Specialists will help perform transitional casework services. This includes helping students and families resolve personal, emotional, behavioral, and social issues that interfere with student progress in school. **Staff Responsible for Monitoring:** Leadership Team, Transition Specialist **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop partnerships with home campuses to ensure successful implementation of transition plans. **Strategy's Expected Result/Impact:** Fewer instances of recidivism **Staff Responsible for Monitoring:** Transition specialists, Leadership Team				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase student achievement for all student populations.

Performance Objective 1: Address the needs of all students, particularly those at risk of not meeting the state academic standards.

Evaluation Data Sources: Renaissance , Home Campus Data, Accelerated Instruction Plan, STAAR, EOC Exams, Eduphoria Reports, PBMAS, Parental Involvement surveys, Edmentum Reports, Three Week Progress Reports, Report Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use district technology, software, and materials for online instruction and intervention including Canvas, Seesaw, Edmentum, and Renaissance. **Strategy's Expected Result/Impact:** Students will have the same access as their peers on other campuses to district technology and resources. Reports from these resources will demonstrate student progress **Staff Responsible for Monitoring:** Leadership Team, Teachers, District Technology Department **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Technology - State Compensatory Education - $10,556				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use assessment data to help differentiate instruction and determine targeted interventions during data meetings. **Strategy's Expected Result/Impact:** Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests **Staff Responsible for Monitoring:** Leadership Team, Teachers, Counselor, Home Campuses **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Staff (Administration and Clerical) - State Compensatory Education - $383,656				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will use Renaissance as a resource to increase literacy levels. **Strategy's Expected Result/Impact:** Improved reading levels **Staff Responsible for Monitoring:** Leadership Team, Teachers, Home Campuses **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide technology to support teaching and learning initiatives and support campus operations. **Strategy's Expected Result/Impact:** Teachers will be given the necessary technology to successfully implement learning objectives **Staff Responsible for Monitoring:** Leadership Team, District Leadership Team **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide a math and reading intervention class (POUNCE) for all middle school students. **Strategy's Expected Result/Impact:** Specific reading and math areas of need are targeted **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math				

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

Goal 2: Increase student achievement for all student populations.

Performance Objective 2: Create a culture of accountability for all students and staff that includes recognition of social-emotional, behavioral, and instructional needs.

Evaluation Data Sources: T-Tess, T-Pess, Emergent Tree

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assist staff with the identification of students with social-emotional, behavioral, or instructional needs. **Strategy's Expected Result/Impact:** Increased academic and behavioral skills **Staff Responsible for Monitoring:** All faculty and staff. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Address social-emotional and behavioral needs of individual students. **Strategy's Expected Result/Impact:** Students will be taught the Social Skills using a designated curriculum provided by the district **Staff Responsible for Monitoring:** Leadership Team, Teachers, Counselor, Behavior Aides **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Social and Emotional Needs (Counselor, Behavior Aides and Certified Nurses Assistant) - State Compensatory Education - $206,317				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Implement strategies to improve teacher induction and retention.

Performance Objective 1: Implement professional learning and social emotional health strategies to build staff capacity and foster supportive work environments.

Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, Session Survey Results, Increased Knowledge and Skills Effective Instructional Strategies, T-Tess Results

Strategy 1 Details	Reviews			
Strategy 1: Core teachers will meet with their subject matter counterpart once a week during DDI Meetings.	Formative			Summative
Strategy's Expected Result/Impact: Improved instructional practices result in increased student achievement **Staff Responsible for Monitoring:** T-Tess Appraisers, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All new teachers will be assigned a mentor.	Formative			Summative
Strategy's Expected Result/Impact: Improved teacher attendance and performance **Staff Responsible for Monitoring:** Leadership Team, Mentors **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities addressing academic improvement and classroom culture.	Formative			Summative
Strategy's Expected Result/Impact: Provide sign-in sheets from assigned meetings to demonstrate attendance and mastery **Staff Responsible for Monitoring:** Leadership Team, Central Administrative Office, Bear Project Interns **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Additional Targeted Support Strategy** **Funding Sources:** Professional Development - State Compensatory Education - $2,400	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Give an Employee of the Month Award to employees who demonstrate outstanding service.	Formative			Summative
Strategy's Expected Result/Impact: Build a better culture by showing appreciation to the staff **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide staff members with an opportunity during monthly faculty meetings to give "Shout Out Awards" to employees who have done something exceptional. **Strategy's Expected Result/Impact:** Build positive rapport between staff members **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Establish a staff Crisis Intervention Team to mediate minor disagreements and misunderstandings among staff members. **Strategy's Expected Result/Impact:** The Crisis Intervention Team will allow staff members to resolve minor disagreements **Staff Responsible for Monitoring:** Crisis Intervention Team, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Identify and implement strategies to reduce the school's dropout rate.

Performance Objective 1: Implement a system that allows high school students to recover credits.

Evaluation Data Sources: Leadership Team, Edmentum, Counselors, Credit Recovery Teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Attendance Team will meet weekly to address student absences. **Strategy's Expected Result/Impact:** Students will attend classes daily to earn the required number of minutes for credit accrual **Staff Responsible for Monitoring:** Attendance Team, PEIMS Attendance Clerk **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students with perfect attendance will be eligible for the Student of the Week Award. **Strategy's Expected Result/Impact:** Students will attend their classes daily **Staff Responsible for Monitoring:** Leadership Team, Teachers, PEIMS Attendance Clerk **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Notify parents when a student is absent. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Attendance Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Notify the campus PCL when a student is absent more than three days. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Attendance Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Identify and implement strategies to reduce the school's dropout rate.

Performance Objective 2: Provide transition services as mandated in HB 2184.

Evaluation Data Sources: Transition Plans, Graduation Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use weekly Behavior Learning Community (BLC) meetings to develop transition plans. **Strategy's Expected Result/Impact:** Transition plans will be created and sent back to the home campuses when a student is released from DAEP **Staff Responsible for Monitoring:** Principal, Grade Level Behavior Learning Community, Home Campuses, Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Bear Project interns and staff members will visit students when they return to their campuses. **Strategy's Expected Result/Impact:** Increased communication with home campuses on the progress of students released from DAEP **Staff Responsible for Monitoring:** Leadership Team, Bear Project **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: During Transition Meetings, the Leadership Team will determine whether a student is eligible for early release. **Strategy's Expected Result/Impact:** The Transition Team will meet weekly to discuss the progress of students and their possible release dates **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Written notification in the form of an email will be sent to the home campuses at least three days prior to student release from DAEP. **Strategy's Expected Result/Impact:** Home campuses will be given time to plan for the return of students who have been sent to DAEP **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Build capacity for school leadership.

Performance Objective 1: Develop campus leadership capacity to serve student needs while working as a team to advance the goals of the district.

Evaluation Data Sources: Student Achievement Data, Graduation Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Data-Driven Instruction (DDI) framework. **Strategy's Expected Result/Impact:** Increased student achievement and increased observation and feedback in improved Tier I instruction **Staff Responsible for Monitoring:** Principal, Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement strategies from Action Coaching to support teachers in making instructional improvements. **Strategy's Expected Result/Impact:** Increased student achievement and increased observation and feedback in improved Tier I instruction **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training to teachers to deepen understanding of the lesson planning process. **Strategy's Expected Result/Impact:** Improved lesson plans, increased student achievement **Staff Responsible for Monitoring:** Leadership Team **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

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

State Compensatory

Budget for Wiley Opportunity Center

Total SCE Funds:
Total FTEs Funded by SCE: 27
Brief Description of SCE Services and/or Programs

Personnel for Wiley Opportunity Center

Name	Position	FTE
Allen, Sheila	Counselor	1
Cox, Charles Craig	Assistant Principal	1
Crawford, Skylar	Teacher	1
Curtis, Larryl	Principal	1
Gonzales, Kelley	Teacher	1
Graves, Tawyna	Behavior Aide	1
Herring, Melody	Assistant Principal	1
Hill, Raquel	Teacher	1
Horten, Robyn	Teacher	1
Jones, Jacqueline	ISS Aide	1
Lenord, Deloz	Assistant Principal	1
Libhart, Tina	Teacher	1
Luckey, Allen	Teacher-PE	1
McCloud, Tanya	Credit Recovery	1
Mills, Melba	Teacher	1
Mitchell, Vivian	Teacher	1
Owens, Vicki	Teacher	1
Perez, Norberto	Behavior Aide	1
Rauls, Ashiya	Certified Nursing Assistant	1

Name	Position	FTE
Raynor, Amanda	Teacher	1
Ross, Mattie	PEIMS Clerk	1
Saenz, Briana	Teacher	1
Salazar, Dora	Instructional Aide	1
Suasa, Teresa	PEIMS Clerk	1
Thompson, Kathryn	Administrative Assistant	1
Waddle, Jacqueline	Teacher	1
Wilson, Stacy	Credit Recovery	1

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Technology		$10,556.00
2	1	2	Staff (Administration and Clerical)		$383,656.00
2	2	2	Social and Emotional Needs (Counselor, Behavior Aides and Certified Nurses Assistant)		$206,317.00
3	1	3	Professional Development		$2,400.00
				Sub-Total	$602,929.00
				Budgeted Fund Source Amount	$1,358,033.00
				+/- Difference	$755,104.00
				Grand Total	$602,929.00

Addendums

Waco Independent School District

Board of Trustees Meeting Agenda

Date: October 28, 2021 **Contact Person:** Dr. Daniel Lopez

RE: Hiring of an Employee Related to an Administrator

==========

Background Information:

According to policy DC (LOCAL), the Board retains final authority for employment of all contracted personnel regarding an applicant for employment who is related to a District administrator within the second degree by blood or marriage, as defined in this policy, shall disclose the nature of the relationship during the application process. The District shall employ such an applicant only with Board approval. For purposes of this policy, relatives within the second degree by blood or marriage shall be defined as: spouse, parent, parent-in-law, child, son-in-law, daughter-in-law, sibling, brother-in-law, or sister-in-law.

Catherine Lopez is the wife of Assistant Superintendent, Daniel Lopez, and has been recommended for a Special Education Teacher at Cedar Ridge PDS. Mrs. Lopez has 25 years of teaching experience and is certified in Special Education, Art, and Secondary Reading and English Language Arts. Mrs. Lopez has a Bachelor's from the University of Texas at Dallas.

Fiscal Implications:

Salary is included in fiscal year budget.

Administrative Recommendation(s):

Approve contract recommendation as presented.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person:** Sheryl Davis/Peter Rusek

RE: First Reading of Amendments to Board Policy CV (Local)

==========

Background Information:

Attached is a copy of Board Policy CV (Local) with the proposed amendments shown/tracked. The proposed language is "stair stepped" for change orders based on dollar amounts. In the event the bond election passes and in light of the increase in construction costs, the proposed amendments would allow for addressing and approving change orders in a timely and efficient manner based on the dollar amount related to the overall cost of the project.

The proposed amendments also address authority for changes in the dates of substantial completion and final completion.

Additionally, having these provisions specifically set forth in Board policy would allow for construction contracts to be keyed to Board policy, as opposed to setting forth a dollar amount and/or number of days in the construction contracts themselves.

Fiscal Implications:

None.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approved the proposed amendments to Board Policy CV (Local).

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above $50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above $50,000, the Superintendent shall also submit the successful proposer or bidder and the dollar amount of the contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Prevailing Wage Rates

The prevailing wage rates for all District construction projects shall be the District's prevailing wage rates for McLennan County as updated from time to time by the District.

For all job descriptions/titles not listed in the District's schedules, the prevailing wage rates as determined by the Central Texas Chapter of the Associated General Contractors (AGC) shall apply.

Change Orders

Change orders permitted by law shall be approved prior to any changes being made in the approved plans of the actual construction of the facility.

For construction contracts valued at or below $10 million, ~~C~~change orders valued ~~at or~~ above $50,000 (where such changes are within the Owner's contingency or the Contractor's contingency) shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

For construction contracts valued above $10 million, but at or below $75 million, change orders valued above $100,000 (where such changes are within the Owner's contingency or the Contractor's contingency) shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

For construction contracts valued above $75 million change orders valued above $150,000 (where such changes are within the Owner's contingency or the Contractor's contingency) shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

Change orders that would increase the cost (value) of a construction contract (i.e. change the "contract sum" or "guaranteed maximum price") more than $50,000 shall be approved by the Board prior to any changes being made in the approved plans or actual construction of the facility. If the Superintendent reasonably determines that such prior approval will unreasonably delay construction on a given project, the Superintendent may approve a change order or a change in the total contract allowance that exceeds $50,000 but that does not exceed $100,000, and the Board shall ratify the change at the earliest opportunity.

Change orders that would increase the date of "substantial completion" or "final completion" by more than 30 (calendar) days shall require Board approval. The Superintendent shall be authorized to approve change orders for 30 (calendar days) and less.

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

Final payments for construction work and/or the supervision of such work in the District shall not be made until the work has been completed and accepted by the District.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person:** Sheryl Davis/Peter Rusek

RE: Authorization for Superintendent (or Designee) to Conduct Public Hearing Pursuant to Chap. 26 of the Texas Parks and Wildlife Code for Cotton Palace and Lake Air Little League Properties

==========

Background Information:

In connection with the McLennan County venue project, the District, the City of Waco, and McLennan County entered into a three party interlocal agreement. That agreement addressed a number of items, including land transfers and exchanges between the parties. In order to move forward in a timely manner with the Waco High School rebuild project, the District needs to continue with the process of completing the land transfers. The action requested in this agenda item is necessary because some of the land exchanges provided for in the three party interlocal agreement include lands owned by the City of Waco that are legally considered to be a park or parkland and, as such, the City of Waco cannot simply execute a deed to the District for those properties. Instead, there are several steps involved, including conducting a public hearing pursuant to Chapter 26 of the Texas Parks and Wildlife Code, which is what this agenda item specifically covers. A copy of the pertinent sections of Chapter 26 (Sections 26.01 and 26.02) are included in the Board packet. This item authorizes the Superintendent (or designee) to conduct the necessary public hearing, to provide the notices required under Chapter 26 for the public hearing and to bring a recommendation to the Board after the public hearing has been conducted. A copy of the proposed notice is included in the Board packet.

Fiscal Implications:

The cost of publishing the required notices will be charged to funds budgeted in the general fund for statutorily required public notices.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve holding the required public hearing on the date and time shown in the notice, authorize the Superintendent (or designate) to conduct the hearing and after the hearing to bring a recommendation back to the Board of Trustees regarding the matters addressed in Section 26.01.

NOTICE OF PUBLIC HEARING

REGARDING

THE TAKING AND USE OF A PORTION OF

COTTON PALACE PARK

And

THE TAKING AND USE OF ALL OF

LAKE AIR LITTLE LEAGUE FIELDS

FOR PUBLIC SCHOOL PURPOSES

Date of Public Hearing: November 30, 2021
Time of Public Hearing: 6:00 P.M.
Place of Public Hearing: Waco ISD Conference Center
115 South 5th Street, Waco, Texas

The Waco Independent School District will hold a public hearing at 6:00 P.M. on November 30, 2021 at the Waco ISD Conference Center, 115 South 5th Street, Waco, Texas, regarding:

1. the taking of a portion of the property known as COTTON PALACE PARK for public school purposes and
2. the taking of the property known as LAKE AIR LITTLE LEAGUE FIELDS for public school purposes.

The portion to be taken of the COTTON PALACE PARK is approximately 2.695 acres (total, being comprised of three separate tracts of 0.263 acres (fronting on Clay Ave.), 0.384 acres (Cleveland Ave. ROW) and 2.050 acres (fronting on Dutton Ave.) and being described generally as bounded by South 15th Street on the Southwest, Dutton Avenue on the Southeast, Waco Creek on the Northeast and Clay Avenue on the Northwest, in the City of Waco, McLennan County, Texas.

The LAKE AIR LITTLE LEAGUE FIELDS are approximately 10.047 acres of land on which the current Lake Air Little League Fields are located and are described by a plat with a property description of Lot 1, Block B of the Waco High Addition to the City of Waco, McLennan County, Texas [Lot 1, Block B of the Waco High Addition to the City of Waco, McLennan County, Texas, recorded in the Official Public Records of McLennan County, Texas in the Plat Records as document number 2020035647] and are bounded by Trice Ave., North New Road (North 41st St.), Colcord Avenue and N. 42nd St.

The purpose of the hearing is to receive public comment and input regarding the taking and use, feasible and prudent alternatives to the taking and use, and plans and proposals to minimize harm to use of the land as a park.

The public is invited to attend and participate.

For information, contact:

Kyle DeBeer
Waco ISD
501 Franklin Ave
Waco TX 76701
254-755-9455
kyle.debeer@wacoisd.org

Vernon's Texas Statutes and Codes Annotated
Parks and Wildlife Code (Refs & Annos)
Title 3. Parks
Chapter 26. Protection of Public Parks and Recreational Lands (Refs & Annos)

V.T.C.A., Parks & Wildlife Code § 26.002

§ 26.002. Notice of Hearing

Currentness

(a) When any program or project requires notice and a public hearing before approval, the notice must be given in writing to the person, organization, department, or agency that has supervision of the land proposed to be used or taken.

(b) The notice must state clearly the proposed program or project and the date and place for the public hearing. The notice must be given at least 30 days before the date for the public hearing.

(c) Notice must also be given to the public by publishing a notice similar to that specified in this section once a week for three consecutive weeks. The last days of publication must not be less than one week or more than two weeks before the date of the hearing. The notice must be published in a newspaper of general circulation, which paper must be published at least six days a week in the county where the land proposed to be used or taken is situated.

(d) If there is no newspaper that qualifies under Subsection (c) of this section, the notice must be published in a qualifying newspaper that is published in any county adjoining the county where the land is situated. If there is no qualifying newspaper published in any adjoining county, then the notice must be published in a qualifying newspaper published in the nearest county to the county where the land is situated. If there is no qualifying daily newspaper published therein, the notice must be published in any newspaper of general circulation published in the political subdivision affected. If no newspaper is published in the political subdivision, the notice must be published in a newspaper published in the political subdivision nearest the political subdivision affected.

Credits

Added by Acts 1983, 68th Leg., p. 1035, ch. 235, art. 6, § 2(a), eff. Sept. 1, 1983.

V. T. C. A., Parks & Wildlife Code § 26.002, TX PARKS & WILD § 26.002
Current through legislation effective June 18, 2021, of the 2021 Regular Session of the 87th Legislature. Some statute sections may be more current, but not necessarily complete through the whole Session. See credits for details.

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Vernon's Texas Statutes and Codes Annotated
Parks and Wildlife Code (Refs & Annos)
Title 3. Parks
Chapter 26. Protection of Public Parks and Recreational Lands (Refs & Annos)

V.T.C.A., Parks & Wildlife Code § 26.001

§ 26.001. Protected Land; Notice of Taking

Currentness

(a) A department, agency, political subdivision, county, or municipality of this state may not approve any program or project that requires the use or taking of any public land designated and used prior to the arrangement of the program or project as a park, recreation area, scientific area, wildlife refuge, or historic site, unless the department, agency, political subdivision, county, or municipality, acting through its duly authorized governing body or officer, determines that:

(1) there is no feasible and prudent alternative to the use or taking of such land; and

(2) the program or project includes all reasonable planning to minimize harm to the land, as a park, recreation area, scientific area, wildlife refuge, or historic site, resulting from the use or taking.

(b) A finding required by Subsection (a) of this section may be made only after notice and a hearing as required by this chapter.

(c) The governing body or officer shall consider clearly enunciated local preferences, and the provisions of this chapter do not constitute a mandatory prohibition against the use of the area if the findings are made that justify the approval of a program or project.

Credits

Added by Acts 1983, 68th Leg., p. 1035, ch. 235, art. 6, § 2(a), eff. Sept. 1, 1983.

Notes of Decisions (13)

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V. T. C. A., Parks & Wildlife Code § 26.001, TX PARKS & WILD § 26.001
Current through legislation effective June 18, 2021, of the 2021 Regular Session of the 87th Legislature. Some statute sections may be more current, but not necessarily complete through the whole Session. See credits for details.

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Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: **Susan Kincannon**

RE: Resolution to Nominate Candidate for the McLennan County Appraisal District Board of Directors

==========

Background Information:

Bi-annually, in odd numbered years, the taxing entities in McLennan County elect directors for the McLennan County Appraisal District Board. There are five (5) elected positions on the Board of Directors. Each taxing entity is entitled to nominate, by resolution, one candidate for each of the five (5) positions to be filled. Currently, the elected Board is made up of the following individuals, with their affiliated entity:

Name	Affiliated Entity
John Kinnaird, Chairperson	Waco City Council, District 3
Allen Sykes, Secretary	Waco Independent School District, District 5
Jonathan Green	Midway Independent School District
Ben Perry	McLennan County Commissioners, Precinct 4
Mildred Watkins	La Vega Independent School District, District 1

Nominations were due to the Chief Appraiser by October 15, 2021. However, since the Waco ISD Board of Trustees' September meeting was held prior to notification of the voting process, the Chief Appraiser has granted an extension until October 29, 2021.

Attached is a copy of the 2022-2023 Board of Directors Taxing Unity Voting Procedures, Eligibility Guidelines, the McLennan County Appraisal District Board of Directors Allowable Votes by Entity, and a copy of the taxing entity resolution nominating candidates to be submitted to the Chief Appraiser.

Fiscal Implications:

None

Administrative Recommendation(s):

The administration recommends that the Board of Trustees nominate candidate(s) to the McLennan County Appraisal District Board of Directors and approve the Resolution to submit nomination(s) to the Chief Appraiser, as presented.

MCLENNAN COUNTY APPRAISAL DISTRICT

2022-2023 BOARD OF DIRECTORS
TAXING UNIT VOTING PROCEDURES

McLennan CAD Taxing Units:

It is again time to deliver the voting entitlements, for eligible taxing units, to nominate candidates for the five (5) positions serving on the McLennan County Appraisal District Board of Directors.

Each taxing unit is entitled to nominate, via resolution adopted by its governing body (sample enclosed), one (1) candidate for **each** of the five (5) open positions of the board of directors. The presiding officer of the governing body of each taxing unit shall submit the name and address of the unit's nominee(s) to the chief appraiser **before October 15th**. **Before October 30th**, the chief appraiser shall prepare a ballot, listing the candidates, and shall deliver a copy of said ballot to the presiding officer of each taxing unit that is entitled to vote.

Each governing body shall determine its vote, via resolution, and submit it to the chief appraiser **before December 15th**. Due to HB 988, entities that are entitled to cast at least 5% of the total votes must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the chief appraiser delivers the ballot to the presiding officer of the governing body (Midway ISD, Waco ISD, McLennan County, MCC, City of Waco). Your voting entitlement may be cast for one candidate or it may be distributed amongst any number of candidates the governing body would like to choose. The chief appraiser shall count the votes, declare the five (5) newly elected board members, who received the largest, cumulative total votes and submit those results, **before December 31st**, to each governing body.

Please mark these important dates on your calendar for the governance of the McLennan County Appraisal District:

- Before **October 15th:** Each governing body will submit their choice of nominee names and addresses, via resolution, to the chief appraiser.
- Before **October 30th:** The chief appraiser will prepare and deliver a ballot to the presiding officer of each taxing unit.
- Before **December 15th or within 3 days of the 2nd meeting following receipt of ballot:** Each governing body will vote, via resolution, and return the ballot to the chief appraiser.
- Before **December 31st:** The chief appraiser will send the election results to each governing body, as well as to the candidates.

There is a very small window of time in which to consider this issue. Please remember to include these procedures and dates on the agenda of your next scheduled meeting, in order to plan how your taxing unit would like to prepare for and act on this matter. Your vote is extremely important in order to ensure the continued dedicated leadership of this board.

The voting entitlement has been determined from the preceding year (2021) supplemented tax levy.

Respectfully submitted,

Joe Don Bobbitt, RPA
Chief Appraiser

MCLENNAN COUNTY APPRAISAL DISTRICT

MCLENNAN COUNTY APPRAISAL DISTRICT
BOARD OF DIRECTORS ELIGIBILITY

Eligibility:
To be eligible to serve, a person must have resided in the appraisal district for at least two (2) years immediately preceding the date of taking office. The person may not be an employee of a taxing entity served by the appraisal district, but may be an elected official or a member of the governing body. A person may not be appointed if related within the second degree of consanguinity (blood) or affinity (marriage) to either an appraiser who appraises property for use in the appraisal district's appraisal review board proceedings or a tax representative who represents taxpayers for compensation before the appraisal district's appraisal review board. Owing delinquent taxes for more than 60 days after the date the person knew or should have known of the delinquency, disqualifies a person from serving on the CAD board of directors.

Term:
All directors, other than the county tax assessor collector, serves a two (2) year term, beginning on January 1st of an even-numbered year.

Meetings:
Meetings are held at least once a calendar quarter, at the convenience of the majority of the board.

Compensation:
Directors may not receive a salary, per diem, or other compensation. The appraisal district may reimburse for reasonable and necessary expenses incurred in the performance of a director's duties, if included in the appraisal district budget.

General Statement of Functions:
The board of directors has the following primary responsibilities:

- Establish the appraisal district's appraisal office;
- Adopt the appraisal district's annual operating budget;
- Contract for necessary services;
- Hire a chief appraiser;
- Hire a taxpayer liaison officer (districts in counties having a population of over 125,000); and
- Make general policy on the appraisal district's operation.

The board's authority over appraisals is limited. The board does not appraise property or review values on individual properties. The board has no authority to officially review ARB decisions. The board does have some authority over appraisals through its duties to contract and budget.

MCLENNAN COUNTY APPRAISAL DISTRICT BOARD OF DIRECTORS
ALLOWABLE VOTES BY ENTITY

TAXING UNIT	Preceding YR Tax Levy 2020	PERCENT OF TOTAL LEVY	CALCULATED 2022-2023 TERM VOTES
SCHOOL DISTRICTS			
AXTELL ISD	1,649,819.22	0.344509%	**17**
BOSQUEVILLE ISD	2,637,265.34	0.550704%	**28**
BRUCEVILLE-EDDY ISD	2,321,484.25	0.484764%	**24**
CHINA SPRING ISD	13,528,193.17	2.824908%	**141**
CONNALLY ISD	9,971,006.52	2.082110%	**104**
CRAWFORD ISD	2,819,078.15	0.588670%	**29**
GHOLSON ISD	591,966.38	0.123612%	**6**
HALLSBURG ISD	965,409.60	0.201593%	**10**
LA VEGA ISD	13,166,378.84	2.749356%	**137**
LORENA ISD	8,225,954.59	1.717714%	**86**
MART ISD	1,270,814.60	0.265367%	**13**
McGREGOR ISD	6,045,995.96	1.262503%	**63**
MIDWAY ISD	71,031,932.31	14.832631%	**742**
MOODY ISD	1,738,773.31	0.363084%	**18**
OGLESBY ISD	9,207.09	0.001923%	**0**
RIESEL ISD	5,393,063.96	1.126160%	**56**
ROBINSON ISD	10,433,295.33	2.178643%	**109**
VALLEY MILLS ISD	942,596.51	0.196830%	**10**
WACO ISD	86,290,435.34	18.018857%	**901**
WEST ISD	5,980,029.69	1.248728%	**62**
COUNTY			
MCLENNAN COUNTY	89,318,633.40	18.651194%	**933**
MCLENNAN COMMUNITY COLLEGE	30,142,460.61	6.294240%	**315**
CITIES			
BELLMEAD, CITY OF	1,885,349.21	0.393692%	**20**
BEVERLY HILLS, CITY OF	518,475.76	0.108266%	**5**
BRUCEVILLE-EDDY, CITY OF	351,015.71	0.073298%	**4**
CRAWFORD, CITY OF	306,598.78	0.064023%	**3**
GHOLSON, CITY OF	72,575.43	0.015155%	**1**
GOLINDA, CITY OF	23,330.62	0.004872%	**0**
HALLSBURG, CITY OF	18,025.14	0.003764%	**0**
HEWITT, CITY OF	5,689,575.50	1.188077%	**59**
LACY-LAKEVIEW, CITY OF	1,503,912.43	0.314042%	**16**
LEROY, CITY OF	26,135.08	0.005457%	**0**
LORENA, CITY OF	709,568.61	0.148170%	**7**
MART, CITY OF	458,224.93	0.095685%	**5**
McGREGOR, CITY OF	2,684,801.98	0.560631%	**28**
MOODY, CITY OF	372,483.95	0.077781%	**4**
RIESEL, CITY OF	208,825.28	0.043606%	**2**
ROBINSON, CITY OF	5,362,265.43	1.119729%	**56**
VALLEY MILLS, CITY OF	6,151.26	0.001284%	**0**
WACO, CITY OF	87,144,110.32	18.197118%	**910**
WEST, CITY OF	1,229,408.29	0.256721%	**13**
WOODWAY, CITY OF	5,844,998.40	1.220531%	**61**
TOTAL	**478,889,626**	**100%**	**5,000**

Waco Independent School District

RESOLUTION OF CANDIDATE NOMINATIONS FOR THE McLENNAN COUNTY APPRAISAL DISTRICT BOARD OF DIRECTORS FOR THE YEARS 2022-2023

WHEREAS, Section 6.03 (g) of the Texas Property Tax Code, requires that each taxing unit entitled to vote may nominate by Resolution one candidate for each of the five positions to be filled and submit those nominations to the Chief Appraiser of the McLennan County Appraisal District by October 29, 2021.

THEREFORE, the Waco Independent School District submits the following nomination for Board of Directors of the McLennan County Appraisal District for 2022-2023:

1. Andrew Drexel
2. _____
3. _____
4. _____
5. _____

ACTION TAKEN this 28th day of October, 2021, in Regular Session of the Board of Trustees of the Waco Independent School District; as authorized under Section 6.03 of the Texas Property Tax Code, for the purpose of nominating candidates to the Board of Directors of the McLennan County Appraisal District.

_____
Angela Tekell, President

_____
Stephanie Ybarra Korteweg, Vice President

_____
Jose Vidana, Secretary

_____
Jeremy Davis

_____
Cary DuPuy

_____
Keith Guillory

_____
Emily Iazzetti

ATTEST:

_____

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Charlotte Davis

RE: Special Education Remote Homebound Waiver

==========

Background Information

The Texas Education Agency (TEA) requires districts to request a waiver to provide remote special education homebound services. Students with a chronic medical condition, weakened immune system, or other significant health conditions may warrant remote homebound instruction. The need for homebound services are determined through a Homebound Needs Evaluation endorsed by a licensed physician.

Remote instruction for a student receiving special education services with an instructional setting code of 01-Homebound must receive individualized instruction through special education homebound instruction in which all requirements related to special education homebound instruction are met expect for in-person instruction from the homebound teacher.

School districts are able to provide special education remote homebound instruction to a student if:

1. The student's Admission, Review, Dismissal (ARD) committee has determined that the remote homebound instruction to be provided meets the needs of the student.
2. The ARD committee has documented the determination in the student's Individualized Education Plan (IEP).
3. All other requirements related to the provision of special education homebound instruction are met except face-to-face instruction from the homebound teacher.

At this time, Waco ISD has two homebound students who have requested a waiver and meet the eligibility requirements for remote special education homebound services.

Fiscal Implications

If the waiver is granted, the affected students will generate ADA funding according to the homebound funding provisions.

Administrative Recommendation(s)

Approve the submission of a Special Education Remote Homebound waiver request to the Texas Education Agency.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Deena Cornblum

RE: Reading Diagnostic Instrument Requirement Waiver

==========

Background Information

TEC, §28.006(c-1) requires each school district to administer at the beginning of the seventh grade a reading instrument adopted by the Commissioner to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency.

The Commissioner has adopted the following:

- Istation's Indicators of Progress, Advanced Reading (ISIP-AR)
- Reading Analysis and Prescription System (RAPS 360)
- Texas Middle School Fluency Assessment (TMFSA)
- Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)

LEAs are required to use one of these reading diagnostic instruments. However, with board approval, districts may request a waiver in order to use another instrument that best meets the needs of students.

Waco ISD will use the Renaissance Star Reading diagnostic instrument for seventh grade reading for the 2021-2022 school year. This diagnostic tool is already implemented as a part of our locally developed curriculum and teachers have been trained to administer the assessment and disaggregate data from student reports. Using Renaissance Star Reading will streamline the testing process and prevent the administration of an additional assessment.

Fiscal Implications

None

Administrative Recommendation(s):

Approve the submission of a Reading Diagnostic Instrument waiver request to the Texas Education Agency for the 2021-2022 school year.

Waco Independent School District

Board of Trustee Workshop Agenda Item

Date: October 28, 2021 **Contact Person**: Dr. Daniel Lopez

RE: T-TESS Appraisers for 2021-2022 School Year

==========

Background Information:

Per DNA (Local), the Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Attached is the 2021-2022 T-TESS Appraiser list for Board consideration. T-TESS Administrators who may serve as Second Appraisers for 2021-2022 are designated in the attached list with an asterisk (*).

Fiscal Implications:

None

Administrative Recommendation(s):

The administration recommends approval of the 2021-2022 T-TESS Appraisers list as presented.

2021-2022 T-TESS Appraisers
October 28, 2021

Last Name	First Name	Role
Adams	Bryant	Assistant Principal
Alexander	Joseph	Principal
Allen	Thia	Principal
Barefield	Elijah	Assistant Principal
Beckham	Kandace	Dean/Principal
Carpenter*	Larry	District Administrator
Carridine*	Ronnita	District Administrator
Carrier	Isaac	Principal
Castillo	Jessica	Assistant Principal
Collier	Krystal	Assistant Principal
Cornblum	Deena	District Administrator
Cox	Charles (Craig)	Assistant Principal
Craytor	Samantha	Principal
Curtis	Larryl	Principal
Dean	Haley	Principal
Decker	Adrian	Assistant Principal
Edison	Ricky	Principal
Evans-Jackson	Monica	Assistant Principal
Flentge	Amanda	Assistant Principal
Frasure	Lauren	Principal
Goodman	Sheree	Assistant Principal
Guajardo	Diana	Assistant Principal
Gutierrez*	Josie	District Administrator
Hardeman	Desiree	Assistant Principal
Hassell*	Karen	District Administrator
Helton	Lindsey	Principal
Herring	Melody	Assistant Principal
Jenkins	Glenna	Assistant Principal
Jenkins	John	District Administrator
Jenkins	Joi	Assistant Principal
Johnson	Daneric	Assistant Principal
Johnson	Kristan	Dean
Johnson	Valerie	Assistant Principal
Kilgore	Kathleen	Assistant Principal
Knight	Kathleen	Assistant Principal
Lackey	Adam	Assistant Principal
Lange	Erin	Assistant Principal
Laster	Anverly	Assistant Principal
Latchison	Daphanie	Principal
Lee	Twana	Assistant Principal
Lenord	Deloz	Assistant Principal

Logan	Jennifer	Assistant Principal
Lopez	Areli	Assistant Principal
Lopez*	Daniel	District Administrator
Love	Alfreda	Assistant Principal
Lozano	Isabel	Principal
McAdoo	Alonzo	Principal
McCall	Dale	Principal/Principal
McCowan	Some'	District Administrator
Mechell	Rebekah	Principal
Moore	Bamma	Assistant Principal
Ochoa	Christina	Assistant Principal
Oliver	Elisha	Assistant Principal
Orchard	Amber	Assistant Principal
Ortiz	Lena	Principal
Parker	Rhonda	Assistant Principal
Pritchard	Melissa	Principal
Rambo	Mathew	Principal
Rankin	Chris	Principal
Salinas	Elizabeth	Assistant Principal
Sanders	Brittany	Dean
Saxenian	Lisa	Principal
Smith	Elizabeth Helen	Principal
Sora	Chemise	Assistant Principal
Stewart, Jr.	James	Assistant Principal
Tankersley	Stephanie	Principal
Taylor	Amy	District Administrator
Tinney	Troy	Assistant Principal
Walker	Lisa	Assistant Principal
Weeks	John	Principal
Whitaker	Courtney	Principal
White	Keonna	District Administrator
Wilhelm	Bobby Jo	Assistant Principal

*Second Appraisers

Updated October 25, 2021

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Susan Kincannon

RE: Board Operating Procedures

==========

Background Information

Effective board practices include the development of clearly defined procedures for the way in which the Board will do its work. The last known revisions to Waco ISD's Board Operating procedures are August 2013.

The attached Board Operating Procedures have been updated to reflect current practices. Board members were provided a copy for review at the September 30, 2021, Team Building Special Meeting.

Fiscal Implications

Not Applicable.

Administrative Recommendation(s):

Approve the Board Operating Procedures as presented.

WACO INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES

Regular Meeting, August 26, 2021 - 6:00 p.m.
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT
Angela Tekell
Stephanie Korteweg
Jose Vidana
Allen Sykes
Cary DuPuy
Jeremy Davis
Keith Guillory

BOARD MEMBERS ABSENT
None

CALL TO ORDER
Angela Tekell, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:00 p.m. She stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The Board convened in closed session at 6:01 p.m.

CLOSED SESSION (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)

RECONVENE IN OPEN SESSION
The Board reconvened in open session at 7:30 p.m.

MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Trustee Keith Guillory asked everyone to remember the families of loved ones lost in Afghanistan.

AUDIENCE FOR GUESTS
None

SPECIAL RECOGNITIONS
Pledge Leaders
Each month, one campus selects two students to lead the Pledge of Allegiance at the Regular Meeting of the Waco ISD Board of Trustees. For the month of August, Cadet Lieutenant Colonel Viviana Ramirez and Cadet Major Zachary Mauzey from Waco High

School were selected for this honor. Both are members of the JROTC and are Waco High's two highest-ranking Cadets.

Top Ten Young Marines' National Leadership Academy
The Young Marines is a national youth leadership and service program for boys and girls aged 8 through high school graduation. This summer the National Leadership Academy was held in Warrenton, Oregon, with Young Marines from across the country participating. That included Waco High School senior GySgt Montserrat Serrano, who trained for two weeks to become a better leader. She was selected as a top ten graduate of the Advanced Leadership School.

No place for Hate Designations
At the beginning of the 2020-2021 school year, ten Waco ISD campuses started the process of applying and stating their intentions to be a No Place for Hate school. Each school then formed a coalition of students and staff who developed and implemented at least three school-wide activities during the year.

Ten Waco ISD campuses have been designated as No Place for Hate schools for the 2020-2021 school year.

- Alta Vista Elementary
- Bell's Hill Elementary
- Crestview Elementary
- Hillcrest PDS
- Kendrick Elementary
- Parkdale Elementary
- Provident Heights Elementary
- Indian Spring Middle School
- Tennyson Middle School
- University High School

Waco ISD Award for Outstanding Community Partners - Lady Bears Basketball Team
Each month the district recognizes a community partner making a difference. This month the district is recognizing the Baylor Lady Bears Basketball Team. Last school year, the team held a number of virtual meet and greets with students at South Waco Elementary, recorded a series of storytime videos, and donated basketballs, shirts, and tickets to games. Earlier this month, the team held a basketball clinic as part of the Back to School Supplies drive for the school.

Assistant Athletic Director for Player Development Sophia Young-Malcolm, Assistant Athletic Director for Basketball Operations Michael Motta and Assistant Director of Basketball Operations Micah Odom accepted the award virtually.

Superintendent's Report

Summer Graduates

Dr. Susan Kincannon stated that WISD will be graduating 54 students from Waco High School, University High School, and Brazos High School. That's more than double the number of summer graduates from last year. Many students were short only a few credits at the end of the school year, mostly as result of not attending class or completing work during COVID.

2021-2022 District Theme: "We are Waco ISD"

Dr. Susan Kincannon announced the District theme for the 2021-2022 school year is "We are Waco ISD."

First Week of School/Enrollment Counts

Dr. Susan Kincannon stated that 13,727 students are enrolled. Last year we were at 14,428 at snapshot. Over 80% of students were registered prior to the start of the school year.

Dr. Kincannon announced that Waco ISD schools will require face masks inside schools and district buildings beginning Monday, August 30. In the first three days of school, 34 people who had spent time at a campus or other facility reported testing positive for COVID-19. Health care professionals have stated that the situation in hospitals and across the community is growing increasingly dire. The number of new cases and the number of hospitalizations are both increasing. More ventilators are in use locally than at any other time during the pandemic, and hospitals are having to find ways to care for critical patients outside of their intensive care units.

In her visits to school this week, Dr. Kincannon stated she was heartened to see many (but by no means all) of our students and employees voluntarily wearing masks.

PUBLIC MEETING TO DISCUSS THE 2021-2022 BUDGET AND PROPOSED TAX RATE

The Regular Meeting was closed and the Public Meeting was called to order at 7:53 p.m.

In accordance with Section 44.004 of the Education Code, the District must conduct a public hearing to discuss the 2021-2022 budgets and the proposed tax rate. All requirements for budget adoption and setting the tax rate will be met with the holding of the public hearing. Notice of the public hearing was published in the newspaper on August 16, 2021.

Sheryl Davis presented the 2021-2022 Budget and Proposed Tax Rate. There were no public comments.

The Public Meeting was closed and the Regular Meeting reconvened at 8:10 p.m.

CONSENT AGENDA: CONSIDER AND TAKE APPROPRIATE ACTION

- Amendments to the 2020-2021 Budget
- Resolution Committing Unassigned General Fund Balance as of August 31, 2021
- Approve Bid Award for Child Nutrition Services Walk-in Cooler and Freezer
- Bid Award for Educational Consulting, Professional Development, and Other Student-based Contracted Services
- Bid Award for Licensed Professional Counselor Services
- Bid Renewal for Flood Insurance
- Approve the Job Order Contract Renewal for General Construction Services
- Bid Renewal for Job Order Contracting for Data Wiring and Installation Services
- Bid Renewal for Job Order Contracting for Floor Covering Services
- Approve Bid Award for HVAC Filters and Installation Services
- Approve the Job Order Contractor Renewal for HVAC Repairs and Installation Services
- Approve the Job Order Contract Renewal for Plumbing Services
- Bid Renewal for Job Order Contracting for Refrigeration Services
- Purchases in Excess of $50,000 Made Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Services
- Ratification of Purchases over $50,000 Made Under the Emergence Declaration for G. W. Carver Middle School, as Authorized Under the Texas Education Code Section 44.031 (h)
- Adult Meal Pricing Increase for the 2021-2022 School Year
- Amendment to the Interlocal Agreement between the McLennan County Juvenile Probation Department and Waco ISD for Child Nutrition Services for the 2021-2022 School Year
- Interlocal Agreement with the Education Service Center, Region 18, and Waco ISD for Cooperative Purchasing Services
- Memorandum of Understanding between the Heart of Texas Region MHMR - Klaras Center for Families and Waco ISD For Waco High School

- Monthly Financial Reports for the Period Ended July 31, 2021
- T-TESS Appraisers for the 2021-2022 School Year
- Legal Services Agreement Between Waco ISD and Sheehy, Lovelace & Mayfield P.C.
- Beer and Wine Application Permit
- School District Teaching Permit for Selected Teacher Candidate to Teach a Non-Core Academic CTE Course
- 2021-2022 Student Code of Conduct
- Board of Trustee Meeting Minutes
  - July 15, 2021 - Special Meeting
  - July 22, 2021 - Regular Meeting

Allen Sykes made a motion, seconded by Stephanie Korteweg, to approve the consent agenda as presented. The motion carried unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING ADMINISTRATOR CONTRACTS

Dr. Josie Gutierrez recommended that the Board of Trustees approve the Administrator contracts for a new Assistant Principal of Waco High School and a new Assistant Principal for West Avenue Elementary.

Chistina Ochoa was recommended for Assistant Principal at Waco High School.
Elisha Oliver was recommended for Assistant Principal at West Avenue Elementary.

Stephanie Korteweg made a motion, seconded by Cary DuPuy, to approve the Administrator Contracts. The motion carried unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE HIRING OF A CONSTRUCTION AUDITOR FOR THE G.W. CARVER MIDDLE SCHOOL REPLACEMENT PROJECT

On January 23, 2020, the Board of Trustees approved a professional services agreement with O'Connell Robertson. This professional services contract was recommended to be amended to cover the architectural services for the replacement of G.W. Carver Middle School. Fees for architectural services have been agreed upon at six percent of the cost of the project. Based upon initial figures, the total design services for the replacement of G.W. Carver Middle School are estimated at $3,861,000.

Stephanie Korteweg made a motion, seconded by Jeremy Davis to approve the amendment to O'Connell Robertson's professional service agreement for the design of the replacement G.W. Carver Middle School, and authorize the Superintendent to

execute the final corresponding contracts for these services, as presented. The motion carried unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE HIRING OF A CONSTRUCTION AUDITOR FOR THE G.W. CARVER MIDDLE SCHOOL REPLACEMENT PROJECT

The administration recommended that RL Townsend and Associates be engaged to provide construction audit services for the G.W. Carver Middle School Replacement Project. The audit services related to the G.W. Carver Middle School Replacement Project will not exceed $51,750.

Allen Sykes made a motion, seconded by Stephanie Korteweg, to approve R.L. Townsend and Associates, LLC, for construction auditing services in relation to the G.W. Carver Middle School Replacement project and authorize the superintendent to execute a contract, as presented. The motion carried unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING AN ORDER DEFEASING AND CALLING CERTAIN BONDS FOR REDEMPTION AND OTHER MATTERS RELATING TO WACO INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, SERIES 2016

Property value increases of approximately 4.3% offer an opportunity for the District to defease a portion of outstanding general obligation bonds with a slight decrease in the I&S tax rate. The proposed transaction would redeem $1.5 million of the outstanding August 15, 2030 maturities of the Unlimited Tax Refunding Bonds, Series 2016.

The bond defeasement would result in an estimated interest savings of approximately $288,374 over the remaining life of the bonds.

Allen Sykes made the motion, seconded by Jose Vidana, to approve the Order Defeasing and Calling Certain Bonds for Redemption and Enacting Other Matters Relating to the Subject and Purposes of this Order within agreed upon parameters, as presented. The motion carried unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE 2021-2022 DISTRICT IMPROVEMENT PLAN

Dr. Kincannon reviewed the 2021-2022 District Improvement Plan.

Allen Sykes made a motion, seconded by Stephanie Korteweg, to approve the 2021-2022 District Improvement Plan as presented. The motion passed unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING ADOPTION OF THE BUDGETS FOR THE 2021-2022 FISCAL YEAR

The proposed budget was presented to the Board of Trustees at a specially-called meeting on August 12, 2021.

Official Budget:

- General Fund $165,054,484
- Child Nutrition Fund $10,968,269
- Debt Service Fund $17,277,246

Other Budgets:

- Greater Waco Advanced Health Care Academy $1,361,938
- Greater Waco Advanced Manufacturing Academy $1,217,047
- McLennan County Challenge Academy $918,256
- Regional Day School for the Deaf $1,009,645

Cary DuPuy made a motion, seconded by Allen Sykes, to approve the budgets for the 2021-2022 Fiscal year in the amounts presented. The motion passed unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING A RESOLUTION ADOPTING THE TAX RATE FOR THE 2021 TAX YEAR

The administration is recommending an M&O tax rate of $1.02440/$100 assessed value and a proposed I&S rate of $0.22024/$100 assessed value for 2021 for a tax rate of $1.24464/$100 assessed value.

This year's proposed tax rate exceeds the no-new-revenue tax rate.

Allen Sykes made a motion "I move that the property tax rate be increased by the adoption of a tax rate of $1.24464, which is effectively a 1.85 percent increase in the tax rate." Jose Vidana seconded the motion. The motion passed unanimously (7-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE USE OF ESSER II FUNDS TO PROVIDE ADDITIONAL COMPENSATION FOR PARAPROFESSIONALS ASSUMING ADDITIONAL RESPONSIBILITIES DURING COVID-19

Dr. Josie Gutierrez discussed Waco ISD's appreciation of our paraprofessionals and the support that they provide to the campuses. Since the COVID pandemic began, it has been a struggle to ensure schools have a sufficient number of staff onsite due to an increase in employee absences and a shortage of substitute teachers.

Waco ISD will provide a one-time payment to Instructional or Special Education Aides only including Reach Associate, Student Support, Special Education (ESCE, Achieve, Aspire, 18-21 Transition, SAIL, Resource/Inclusion, Def Ed, etc.), RESET Classroom, Primary Literacy, PK/K, Pre-K, Physical Education, Multimedia, Library, ISS, Instructional/Library, Instructional SIT, GWAMA, Compensatory, Instructional, Child Care, Bilingual Instructional, and Behavior Support.

The following guidelines have been established for payment:

- Those hired prior to January 27,2021, and have since continued employment are eligible for a one-time payout of $1000 on December 15, 2021.
- Those hired between January 27,2021 and August 31,2021, and continue employment are eligible for a one-time payout of $500 on December 15, 2021.
- Must be employed as an eligible aide on the day of the payout.

The estimated cost of the proposed pay for paraprofessionals assuming additional responsibilities during COVID-19 is $329,500 and impacts an estimated 367 employees.

Jeremy Davis made a motion, seconded by Keith Guillory, to approve the use of ESSER II funds to pay campus instructional and special education paraprofessionals for assuming additional responsibilities. The motion passed unanimously (7-0).

ANNOUNCEMENTS

Kyle DeBeer, Chief of Staff, made the following announcements:

- The state opened up the 3rd round of Pandemic Electronic Benefit Transfer
- On August 31, there will be a special meeting to interview for the position to fill the vacancy left by Trustee Allen Sykes' resignation.

ADJOURNMENT

The meeting was adjourned at 8:56 p. M.

WACO INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES

Special Meeting, August 31, 2021 - 6:00 p.m.
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT
Angela Tekell
Stephanie Korteweg
Jose Vidana
Cary DuPuy
Jeremy Davis
Keith Guillory

BOARD MEMBERS ABSENT
Allen Sykes

CALL TO ORDER
Angela Tekell, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:06 p.m. She stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

AUDIENCE FOR GUESTS
None

The Board convened in closed session at 6:07 p.m.

CLOSED SESSION (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)

RECONVENE IN OPEN SESSION
The Board reconvened in open session at 9:33 p.m.

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE APPOINTMENT OF A BOARD TRUSTEE FOR DISTRICT 5 VACANCY
Cary DuPuy made the motion, seconded by Jose Vidana, to appoint Emily Iazzetti to the position of District 5 Trustee. The motion passed (5-1).

ADJOURNMENT
The meeting adjourned at 9:38 p.m.

WACO INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES

Regular Meeting, September 9, 2021
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT
Angela Tekell
Jose Vidana
Allen Sykes
Cary DuPuy
Jeremy Davis
Keith Guillory

BOARD MEMBERS ABSENT
Stephanie Korteweg

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:01 p.m. She stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

MOMENT OF SILENCE AND PLEDGE

AUDIENCE FOR GUESTS

None

SPECIAL RECOGNITIONS

Pledge Leaders

Each month, one campus selects two students to lead the Pledge of Allegiance at the regular business meeting of the Waco ISD Board of Trustees. For the month of August, Kyrie Clevland and Pratyusha Pas from South Waco Elementary School were selected for this honor.

Broadcom MASTERS Top 300

Broadcom MASTERS is a premier national STEM competition for middle school students. The program seeks to inspire young scientists, engineers and innovators to solve the grand challenges of the 21st century. Each year, the Top 300 young scientists in the country are selected as Broadcom MASTERS and will receive a prize package in addition to $125 from the Department of Defense STEM.

ATLAS Academy at Tennyson Middle School Student Gabriela Guerra-Sanchez was among those awarded from over 1800 entrants. Only students who are named in the top 10% of their science fair are eligible to enter the competition. In February, Gabriela won first place in behavioral & social sciences at the Central Texas Science and Engineering Fair and advanced to state. Thirty finalists will be announced on September 14 and will compete for more than $100,000 in awards and prizes.

Society for Science Advocate Program
The Society for Science is a nonprofit organization that promotes the understanding and appreciation of science and the vital role it plays in human advancement. The Advocate Program provides mentors with training, a $3,000 stipend, and year-round support to mentor underrepresented students in entering science research competitions.

For the 2021-2022 school year, Leslie Cannon, a teacher-librarian at Tennyson Middle School, is among the 66 stellar educators from across the U.S. who have been chosen for the Advocate Program. An experienced scientific researcher and educator with over 38 years working in coding, Cannon continually engaged Atlas Academy's gifted and talented students in STEM research.

Waco ISD Award for Outstanding Community Partners - Waco Family Medicine
Each month, the district is recognizing a community partner making a difference with the Waco ISD Award for Outstanding Community Partners. This month the district is recognizing Waco Family Medicine.

Last fall, Waco Family Medicine partnered with Transformation Waco to launch Telehealth for Schools, a program that allows on-campus students to use video chat on the school nurse's computer to have visits with doctors and nurses during the school day. Also, Waco Family Medicine has partnered with Waco ISD for over a decade offering free dental exams to our students, most recently at our ninth annual Family Fest.

Dr. Jackson Griggs accepted the award virtually.

Special Recognition of Trustee Allen Sykes
After 22 years of representing District 5, Trustee Allen Sykes is retiring. He has been a strong advocate and voice for our students and our employees for two decades. He was first elected in 1999 and has been the longest serving member of the current board. Trustee Sykes has volunteered thousands of hours, working on behalf of Waco ISD. He has a remarkable record of service to Waco ISD, as well as our community.

OATH OF OFFICE

The Oath of Office was administered to Emily Iazzetti.

SUPERINTENDENT'S REPORT

Dr. Daniel Lopez was introduced as the new Assistant Superintendent of Human Resources. He joins Waco ISD from Denton ISD and has 25 years of experience in public education. He has a doctorate from the University of Houston and a masters of education leadership from Texas A&M University.

CONSENT AGENDA: CONSIDER AND TAKE APPROPRIATE ACTION

- Amendments to the 2021-2022 Budget
- Approve Bid Award for Chiller Maintenance Services
- Bid Award for Educational Consulting, Professional Development, and Other Student-based Contracted Services
- Approve for Job Order Contract Award for Electrical Services
- Purchases over $50,000 Under Pre-Existing Bid, Purchasing Cooperative, or Allowed Professional Service
- Report on Cooperative Fees Paid by Waco ISD
- Resolution Regarding Mask Mandate
- Pay Rates of Temporary/Extra Duty Tutors
- Adjunct Professors
- Contract for Election Services Between McLennan County Election Administration Department and the Waco Independent School District
- Notice of Joint General Election
- Board of Trustee Meeting Minutes
  - Special Meeting - August 12, 2021

Cary DuPuy made a motion, seconded by Jeremy Davis, to approve the consent agenda as presented. The motion carried unanimously (6-0).

Consider, Discuss and Take Appropriate Action Regarding a Petition Seeking the Abandonment of North 42nd Street (from Trice Avenue to Colcord Avenue) by the City of Waco, Including Authorizing the Superintendent to Sign the Petition and Have a Survey Map and Field Note Description Prepared by a Registered Professional Land Surveyor (of the Property to be Abandoned)

Sheryl Davis explained in order to move forward with the Waco High School rebuild project, the District needs to initiate proceedings with the City of Waco seeking abandonment of North 42nd Street (between Trice Avenue and Colcord Avenue). This requires action by the Board to request the abandonment on behalf of the District. The

City's process for abandonment calls for a petition to be submitted to the City. The administration is requesting authorization for the Superintendent to sign the petition. The City's process for abandonment also requires a survey map and field note description of the property to be abandoned. The survey map must be prepared by a registered professional land surveyor. The administration is requesting authorization to retain a professional land surveyor to complete the required survey map and field note description.

Cary DuPuy made a motion, seconded by Jose Vidana, to authorize the Superintendent to request the abandonment of North 42nd Street (between Trice Avenue and Colcord Avenue) by the City of Waco, including authorizing her to sign the petition and have a survey map and field note description prepared by a registered professional land surveyor, as presented. The motion carried unanimously (6-0).

Consider, Discuss and Take Appropriate Action Conveying Land Owned by the District Adjacent to Cesar Chavez Middle School in Exchange for Land Owned by the City of Waco (1) Adjacent to Cesar Chavez Middle School and (2) Across North 42nd Street from Waco High School (Lake Air Little League Fields) and Authorizing Condemnation (Eminent Domain) Proceedings of the Land to be Acquired from the City of Waco

Sheryl Davis explained the District, the City of Waco, and McLennan County entered into a three party interlocal agreement. This agreement addressed a number of items, including land transfers and exchanges between the parties. The action requested in this agenda item is necessary because some of the land exchanges provided for in the three party interlocal agreement include lands owned by the City of Waco that are legally considered to be a park or parkland and, as such, the City of Waco cannot simply execute a deed to the District for these properties.

Cary DuPuy made a motion, seconded by Jeremy Davis, to authorize the filing of the appropriate condemnation/eminent domain proceedings for the land owned by the City of Waco (1) adjacent to Cesar Chavez Middle School and (2) across North 42nd Street from Waco High School (Lake Air Little League Fields), as presented. The motion passed unanimously (6-0).

CONSIDER, DISCUSS AND TAKE APPROPRIATE ACTION REGARDING THE SCHEMATIC DESIGN FOR WACO HIGH SCHOOL

Jarrod Sterzinger of O'Connell Robertson reviewed the Schematic Design for the project and outlined the next steps.

The proposed 372,000 square foot facility is designed to be implemented in four phases beginning with the construction of Phase One in August 2022 and ending with the completion of Phase Four in December 2025. Construction costs are estimated at $119,000,000.

Jose Vidana made a motion, seconded by Jeremy Davis, to approve the Schematic Design Submittal for the Waco High School Replacement Project as presented. The motion passed unanimously (6-0).

REVIEW AND DISCUSS REDISTRICTING PROCESS

Mike Morrison, Legal Counsel for Redistricting, provided the Board with an overview of the redistricting process and preliminary assessment of the 2020 Census data and its implications for Waco ISD's trustee districts. Mr. Morrison stated that a public hearing would need to take place in October. The deadline for approving would need to be before the end of the year to allow people to decide if they can run for a position on the School Board.

Trustee Keith Guillory left the meeting at 7:48 p.m.

REVIEW AND DISCUSS DISTRICT WIDE LIBRARY IMPROVEMENTS

Jerry Allen, Executive Director for Technology, presented the Board of Trustees with a Waco ISD Library Update. The District's initiative for modernizing our libraries is "Helping Kids and Improving Libraries."

Waco ISD is working hard to improve our libraries.

- New District Coordinator: Diane McDaniel
- 2021 Campus Librarians: Bell's Hill, Lake Air, Cesar Chavez, Tennyson, G.W. Carver, Dean Highland, and a shared position at Hillcrest/Parkdale
- 2022 Campus Librarians: Alta Vista, Brook Avenue, JH Hines, Cedar Ridge, Crestview, Kendrick, Mountainview, Provident Heights, South Waco, and separate Hillcrest/Parkdale
- Weeding through books in circulation
- Implementing a Design Process
- Modernizing the Library

Federal ESSER funds are being used for the library modernization project

REVIEW AND DISCUSS HOUSE BILL 4545 REQUIREMENTS FOR ACCELERATED INSTRUCTION

House Bill 4545 became effective on June 16, 2021. It establishes requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR). Students must now be provided no less than 30 hours of accelerated instruction during the summer or subsequent school year for each STAAR assessment that was not passed or taken. Instruction must be delivered in a 1:1 or small group setting of no more than 3 students. Districts are able to meet the requirements by assigning students to a classroom teacher who is a certified master, exemplary, or recognized teacher. For students who did not take or pass the reading or math STAAR assessment in grades 3-8 or any End-of-Course exam, districts must establish an accelerated learning committee to develop an individual educational plan.

Kourtni Parnell, Director of Intervention Services and State and Federal Programs, stated thirty-three positions were added in 2021-2022 to provide academic interventions for our students. 100% of these positions were funded through State Comp, Title I and/or ESSER funding.

REVIEW AND DISCUSS BOARD OPERATING PROCEDURES

Angela Tekell, School Board President, discussed the Board Operating Procedures. The District is required to have an annual review of the procedures. She stated the governing board would discuss the operating procedures at the Team Building Meeting on September 30, 2021.

ANNOUNCEMENTS

Kyle DeBeer, Chief of Staff, made the following announcements:

- Summer Pandemic Electronic Transfer is open. Everyone in Waco ISD is eligible. The deadline is September 13, if you haven't previously received it.
- 60th Anniversary of Richfield High - Richfield High was renamed Waco High in 1986. #WacoHighat60
- COVID Case Counts

Waco ISD	**McLennan County**
59 Last Thursday	405 New Cases Last Thursday
19 This Thursday	243 New Cases This Thursday

- The Next Vaccination Clinic is on September 17, 2021, from 4:00-8:00, in the Indian Spring Middle School gym. You can sign up at covidwaco.com

ADJOURNMENT

The meeting adjourned at 8:29 p.m.

WACO INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES

Board Team Building Meeting, September 30, 2021
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT	BOARD MEMBERS ABSENT
Angela Tekell	
Stephanie Korteweg	
Jose Vidana	
Cary DuPuy	
Jeremy Davis	
Keith Guillory	
Emily Iazzetti	

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:07 p.m. She stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

REVIEW AND DISCUSS REDISTRICTING PROCESS

Mike Morrison, Legal Counsel for Redistricting, stated that there was nothing new to report. He encouraged the Trustees to talk to voters in their districts and collect questions about the redistricting process.

There will be a public hearing on the redistricting process on October 28, 2021. The Board will then vote on the redistricting in November.

The Board convened in closed session at 6:24 p.m.

CLOSED SESSION (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 6:45 p.m.

GOVERNANCE TEAM (BOARD AND SUPERINTENDENT) TEAM BUILDING AND SELF-ASSESSMENT

Kay Douglas, Texas Association of School Boards, provided the Governance Team with Team Building and Self-Assessment. A copy of the Board Operating Procedures was provided to each trustee.

ANNOUNCEMENTS

None

ADJOURNMENT

The meeting was adjourned at 9:45 p.m.

WACO INDEPENDENT SCHOOL DISTRICT
BOARD MEETING MINUTES
Board Team Building Special Meeting, January 21, 2021
WISD Administration Offices Board Room

BOARD MEMBERS PRESENT
Angela Tekell
Allen Sykes
Jose Vidana
Cary DuPuy
Robin Houston
Stephanie Korteweg

BOARD MEMBERS ABSENT
None

BOARD MEMBERS PRESENT BY ZOOM
Norman Manning

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Waco Independent School District Board of Trustees to order at 6:00 p.m. She stated that a quorum of Board Members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The Board convened in closed session at 6:03 p.m.

CLOSED SESSION (TEXAS GOVERNMENT CODE, SUBCHAPTERS D AND E)

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 6:53 p.m.

PUBLIC COMMENTS ON AGENDA ITEMS

None

CONSIDER, DISCUSS, AND TAKE APPROPRIATE ACTION REGARDING THE BID AWARD FOR THE PAUL TYSON FIELD REPLACEMENT

Requests for Bids for the Paul Tyson Field Replacement Project have been issued and opened for the purpose of awarding a General Contractor. This project will accommodate UIL competition standard eight-lane track with artificial turf, approximately 2,000 seat grandstands, approximately 3,000 square feet of building to

include press box, ticketing areas, concession stands, and restrooms. This project will also include renovations of two existing locker rooms. A new baseball and softball practice field are planned across from N. 44th Street with basic practice amenities only.

The District received four responses for this project and after the evaluations were completed, a best and final request was extended to Northridge Construction Group. The firm submitted a final bid of $8,955,000, which includes Alternates 1 and 2, for the artificial turf and synthetic outdoor track.

Allen Sykes made a motion, seconded by Stephanie Korteweg, to approve Northridge Construction Group as the General Contractor for the Paul Tyson Field Replacement Project, as presented. The motion carried unanimously (7-0).

GOVERNANCE TEAM (BOARD AND SUPERINTENDENT) TEAM BUILDING AND SELF-ASSESSMENT

Kay Douglas, Texas Association of School Boards, provided the Governance Team with Team Building and Self-Assessment.

ANNOUNCEMENTS

None

ADJOURNMENT

The meeting was adjourned at 9:55 p.m.

COMMUNITY ADVISORY COMMITTEE
WACO ISD FACILITIES LONG-RANGE MASTER PLAN

Meeting 1, January 11, 2021
Zoom Meeting

BOARD MEMBERS PRESENT
Angela Tekell
Allen Sykes
Jose Vidana
Stephanie Korteweg
Cary DuPuy
Robin Houston
Norman Manning

BOARD MEMBERS ABSENT
None

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Community Advisory Committee for the Waco ISD Facilities Long-Range Master Plan to order at 6:30 p.m. She stated that a quorum of Board members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 51.

AUDIENCE FOR GUESTS

None

WELCOME

Angela Tekell, Board President, thanked everyone for being a part of the committee. She stated that every committee member is important.

Dr. Kincannon welcomed everyone to the Community Advisory Process for Long-Range Master Planning. She is looking forward to getting everyone's input as we design a master plan for the future.

INTRODUCTIONS + ONE GOAL

Introductions were made, including the introduction of the Architectural Firm, O'Connell Robertson.

Dr. Kincannon shared the Committee Purposes and Expectations.

- The Community Advisory Committee (CAC) and the Waco ISD staff to study the District's facility needs and help develop the Facilities Long-Range Master Plan

- The Waco ISD Community Advisory Committee (CAC) will serve in an advisory capacity to help the Board of Trustees assess and prioritize capital improvement needs and long-range facility needs.
- The committee will review potential projects based on anticipated growth, desired operational efficiencies, and identified safety, educational and technology needs.
- The committee will objectively consider all information presented, provide input, and share with their network of organizations, friends, and colleagues the information gathered regarding Waco ISD facilities.

WACO ISD BACKGROUND

- Waco ISD established in 1948 (First free public schools in Waco date back to 1882)
- Covers 61 square miles of McLennan County
- Serves 15,000 students
- Employs 2,400 staff

The mission of Waco ISD is to provide an educational foundation that empowers and values all.

The vision of Waco ISD is to grow students and staff to create a better future for all.

Facilities Overview

Waco ISD is proud of its excellent Public Schools, which includes:

- 15 Elementary Schools
- 4 Middle Schools
- 2 Comprehensive High Schools + 2 GWAMA and GWACHA
- 3 Alternative Campuses

It also includes:

- 25 campuses and 5 administrative and supporting buildings
- Housed over 452 acres
- 2,665,289 square feet of building space
- Construction 1910 to 2012
- Average age is 51 years
- Media age is 60 years

LONG-RANGE + BOND PLANNING PROCESSES

Facilities Master Plan: a 10 to 15 year strategy for Waco ISD for alignment of education vision and facilities while accommodating student enrollment and demographics as well as addressing on-going maintenance and operational needs.

Bond Planning: a 3 to 5 year single phase of the Facilities Master Plan addressing facilities, technology, land purchases, and/or transportation needs of the District

WRAP-UP + NEXT STEPS

Updated projections will be shared at the next board meeting. The committee was encouraged to continue to ask questions and share comments with the board and/or Dr. Kincannon.

ADJOURNMENT

The meeting adjourned at 8:39 p.m.

COMMUNITY ADVISORY COMMITTEE
WACO ISD FACILITIES LONG-RANGE MASTER PLAN

Meeting 2, January 25, 2021
Zoom Meeting

BOARD MEMBERS PRESENT
Angela Tekell
Allen Sykes
Jose Vidana
Stephanie Korteweg
Cary DuPuy
Robin Houston
Norman Manning

BOARD MEMBERS ABSENT
None

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Community Advisory Committee for the Waco ISD Facilities Long-Range Master plan to order at 6:30 p.m. She stated that a quorum of Board members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 51.

AUDIENCE FOR GUESTS

None

WACO ISD FACILITIES CONDITION ASSESSMENT

Jerrod Sterzinger, O'Connell and Robertson presented the Waco ISD Facilities Condition Assessment. The report provides an assessment of the existing Waco ISD facilities with regards to age, condition, and useful life. Systems are replaced in a like-for-like scenario.

EDUCATIONAL SUITABILITY

Jarrod also discussed Educational Suitability. A study of Waco ISD facilities and their support of education within the built environment was presented. Factors include lighting, acoustics, flexibility, technology, furniture, and other elements.

WISD EDUCATIONAL VISION

Dr. Kincannon and Deena Cornblum discussed the Waco ISD Educational Vision. The vision for teaching and learning will be implemented throughout Waco ISD. The vision

supports all academic areas, elementary through secondary education, including core curriculum, science + CTE + visual + performing arts, and athletics.

DEMOGRAPHICS + CAPACITY

The committee received a report on district demographics and capacity. The evaluation of Waco ISD permanent and temporary facilities for total and effective capacity was discussed as well as the potential for growth within the district.

21ST CENTURY LEARNING ENVIRONMENTS

Student population: Every year the student population is becoming more diverse, bringing into question whether traditional instructional methods in traditional institutions still work.

Methods of teaching: Knowledge is jointly constructed by students and faculty alike and assumes that teaching is an art of collaboration and understanding.

ADJOURNMENT

The meeting adjourned at 8:39 p.m.

COMMUNITY ADVISORY COMMITTEE
WACO ISD FACILITIES LONG-RANGE MASTER PLAN

Meeting 3, February 8, 2021
Zoom Meeting

BOARD MEMBERS PRESENT
Angela Tekell
Allen Sykes
Jose Vidana
Stephanie Korteweg
Cary DuPuy
Robin Houston
Norman Manning

BOARD MEMBERS ABSENT
None

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Community Advisory Committee for the Waco ISD Facilities Long-Range Master plan to order at 6:30 p.m. She stated that a quorum of Board members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 51.

SCHOOL TOURS

Six facilities were toured by the Community Advisory Committee:

- University High School
- Waco High School
- Cesar Chavez Middle School
- GW Carver Middle School
- JH Hines Elementary School
- Kendrick Elementary School

DEMOGRAPHICS + CAPACITY

Report analyzed:

- Annual enrollment changes, including impact of COVID-19
- Local economic activity - unemployment, job growth/decline
- Waco ISD housing market activity - sales, new developments
- TEA transfer reports - into/out WISD and within WISD
- Birth rate analysis
- 10-year enrollment forecast

ADJOURNMENT

The meeting adjourned at 9:26 p.m.

COMMUNITY ADVISORY COMMITTEE
WACO ISD FACILITIES LONG-RANGE MASTER PLAN

Meeting 4, March 1, 2021
Zoom Meeting

BOARD MEMBERS PRESENT
Angela Tekell
Allen Sykes
Jose Vidana
Stephanie Korteweg
Cary DuPuy
Robin Houston
Norman Manning

BOARD MEMBERS ABSENT
None

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Community Advisory Committee for the Waco ISD Facilities Long-Range Master plan to order at 6:30 p.m. She stated that a quorum of Board members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 51.

AUDIENCE FOR GUESTS

None

WACO HIGH SCHOOL OPTIONS

Total project costs for Waco High School are estimates and will continue to be refined.

- Option 1 - Maintain Systems - $70-$80 Million
- Option 2 - Renovate WHS - $125-$155 Million
- Option 3 - Replacement - $140-$150 Million

ADJOURNMENT

The meeting adjourned at 6:32 p.m.

COMMUNITY ADVISORY COMMITTEE
WACO ISD FACILITIES LONG-RANGE MASTER PLAN

Meeting 5, March 22, 2021
Zoom Meeting

BOARD MEMBERS PRESENT
Angela Tekell
Allen Sykes
Jose Vidana
Stephanie Korteweg
Cary DuPuy
Robin Houston
Norman Manning

BOARD MEMBERS ABSENT
None

CALL TO ORDER

Angela Tekell, Board President, called the meeting of the Community Advisory Committee for the Waco ISD Facilities Long-Range Master plan to order at 6:32 p.m. She stated that a quorum of Board members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 51.

AUDIENCE FOR GUESTS

None

MIDDLE SCHOOL OPTIONS

- Option 1 - Maintain Systems Only - All campuses are maintained = Total of 5 Middles Schools
- Option 2 - Consolidate Carver + Indian Spring - 2 campuses combined to a 1 new = Total of 4 Middle Schools - $60-70M (+$10M)
- Option 3 - Consolidate Carver + Indian Spring, Replace Tennyson - 2 campuses combined to 1 new + new Tennyson = Total of 4 Middle Schools - $130-140M (+$50M)

ADJOURNMENT

The meeting adjourned at 7:59 p.m.

COMMUNITY ADVISORY COMMITTEE
WACO ISD FACILITIES LONG-RANGE MASTER PLAN

Meeting 6, April 12, 2021
Zoom Meeting

BOARD MEMBERS PRESENT

Angela Tekell
Allen Sykes
Jose Vidana
Stephanie Korteweg
Cary DuPuy
Robin Houston
Norman Manning

BOARD MEMBERS ABSENT

CALL TO ORDER

Allen Sykes, Board Vice President, called the meeting of the Community Advisory Committee for the Waco ISD Facilities Long-Range Master Plan to order at 6:32 p.m. He stated that a quorum of Board members was present, that the meeting had been duly called, and that the notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 51.

ELEMENTARY SCHOOL OPTIONS

Baseline Option

- Address Facility Conditions Assessment needs for next 15 years
- No additional improvements
- No impact to education space
- Maintain 14 campuses
- 817,900 square feet
- Grades PK-5
- Maintain 9,020 capacity
- $190-$210M

Long-Term Vision

- Address schools with the highest need
- Provide additional educational support staff + increase operational efficiencies
- Align campuses and capacity to projected 10-year need over multiple bond programs
- $240-$250M

INITIAL APPROACH FOR KENDRICK, SOUTH WACO, + ALTA VISTA

- Baseline option - $25-35M
- Long-Term Vision Phase 1 - $50-$75M

ADJOURNMENT

The meeting adjourned at 7:55 p.m.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Dr. Susan Kincannon

RE: Review and Discuss Progress on the Design Development of Waco High School

==========

Background Information

Jarrod Sterzinger, architect with O'Connell Robertson, will provide the Board with an update on the progress of the design development of Waco High School. The Board will receive a preview of interior design pictures of the campus.

Fiscal Implications

Not Applicable

Administrative Recommendation(s):

Report Only

O'CONNELL ROBERTSON

WACO INDEPENDENT SCHOOL DISTRICT

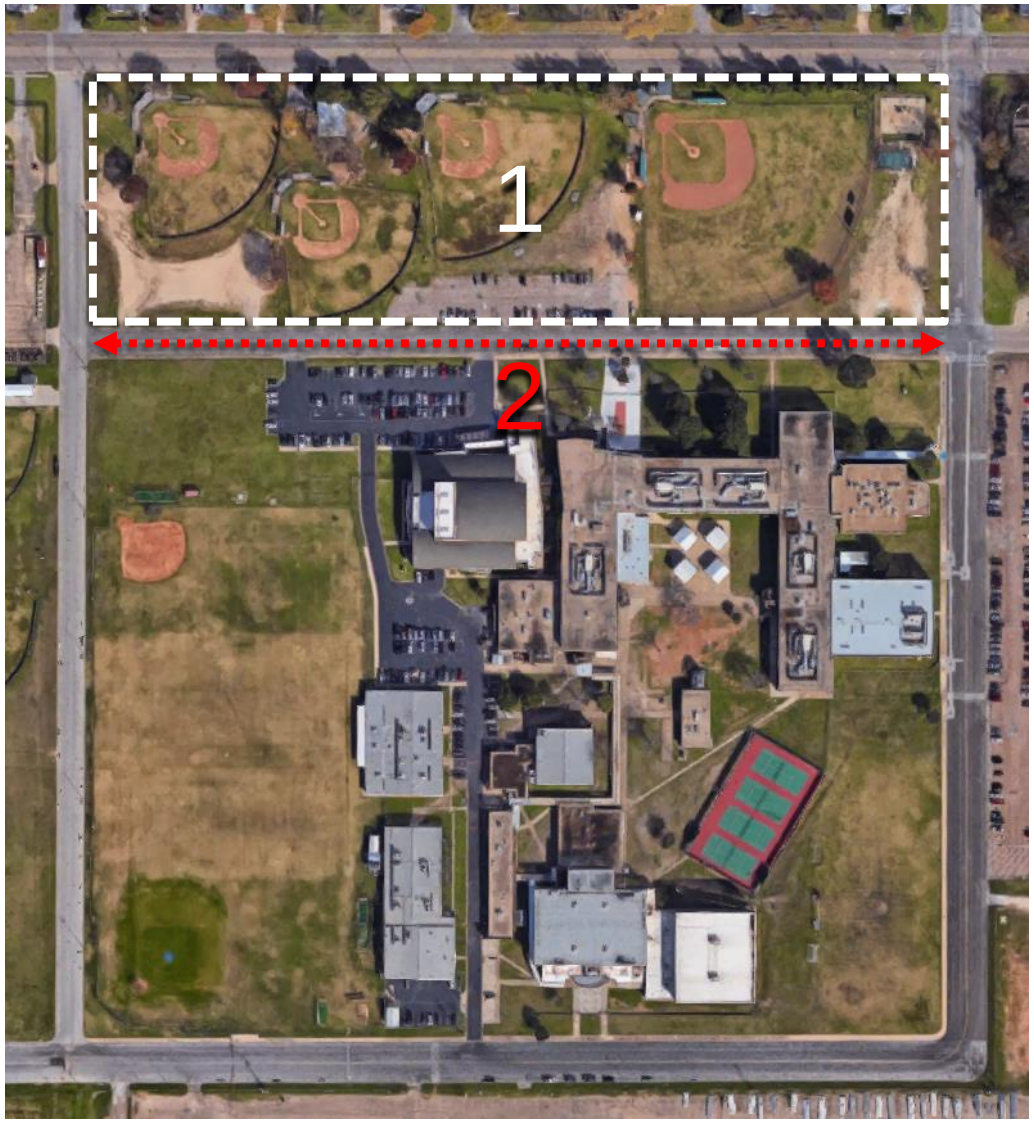
Waco Independent School District

Waco High School
Design Development Process Update

10.28.2021

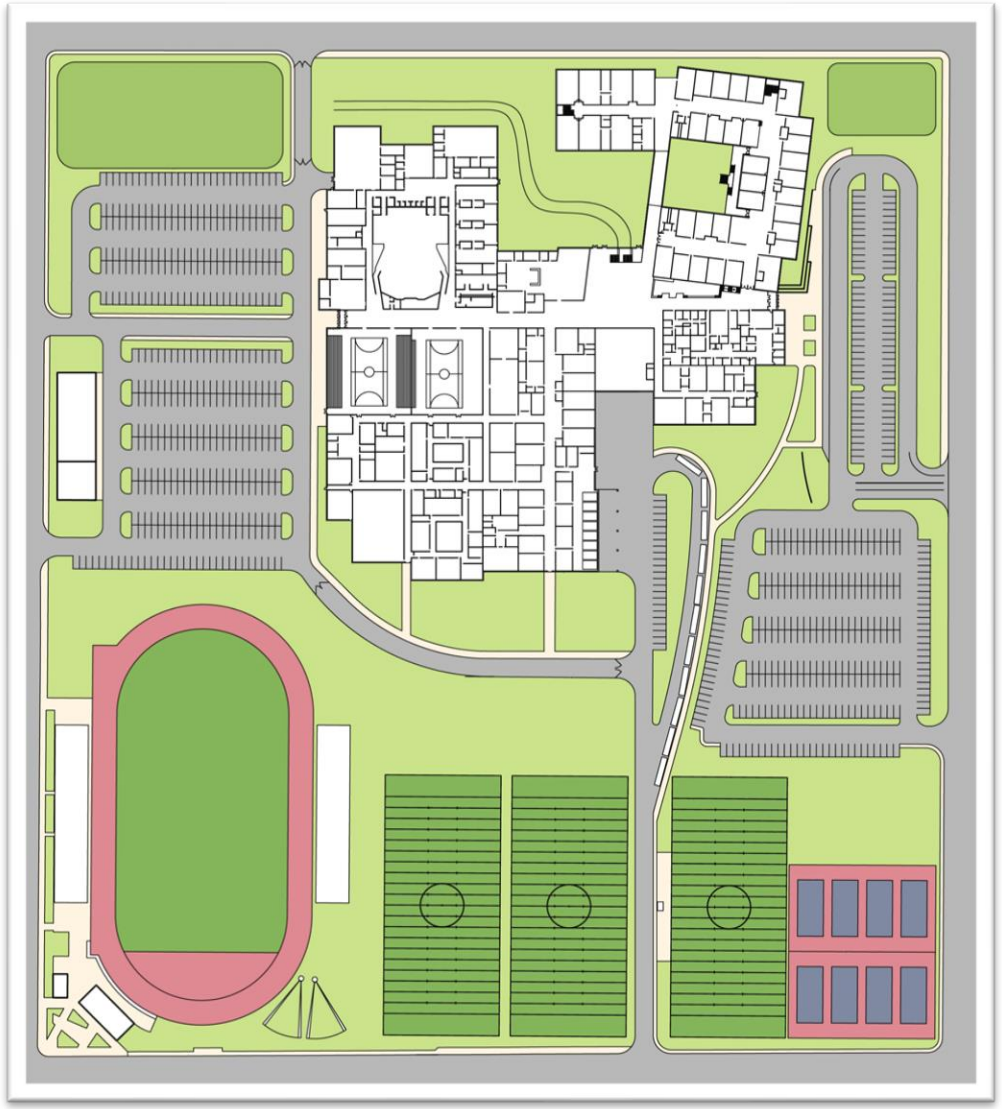
Design Development Progress

O'CONNELL ROBERTSON



1. Lake Air Little League Indemnification
2. 42nd street closure

Site Update





Design Development Progress

O'CONNELL ROBERTSON









Exterior Design

O'CONNELL ROBERTSON

Construction Manager at Risk

Constructability – Phasing – System Selection

Probable Estimate of Costs $157.1M

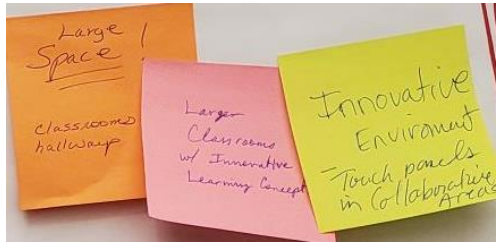
- Construction Costs (GMP)
- Fees / PM / Expenses
- Other Developmental Costs (Survey / Geotech / Etc)
- Furnishings Fixtures and Equipment
- IT Systems (Projectors, Network, Security, Phone)
- Offsite Costs / Land Purchase
- Building Move-In Expenses
- Construction Testing
- Project Contingency
- Proposed Waco ISD 2022 Bond Program

Rogers-O'Brien CONSTRUCTION

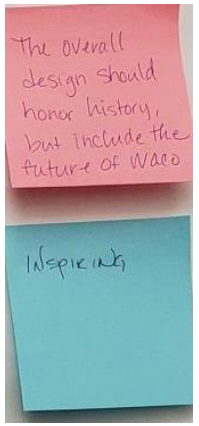
Schematic Design Estimate of Costs at $142.5M – within project budget

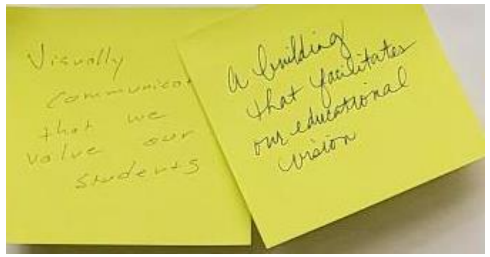
Interior Design

O'CONNELL ROBERTSON

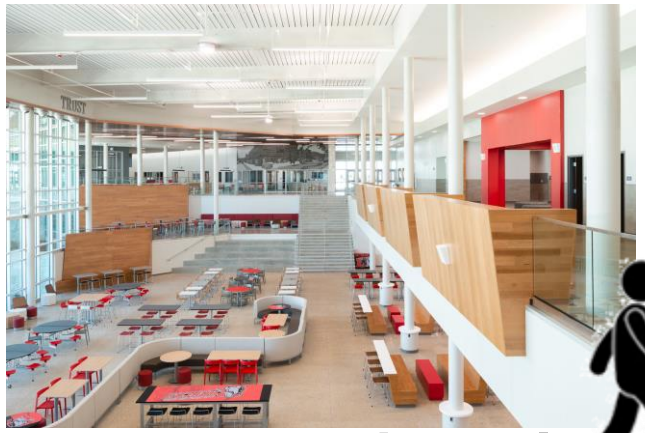


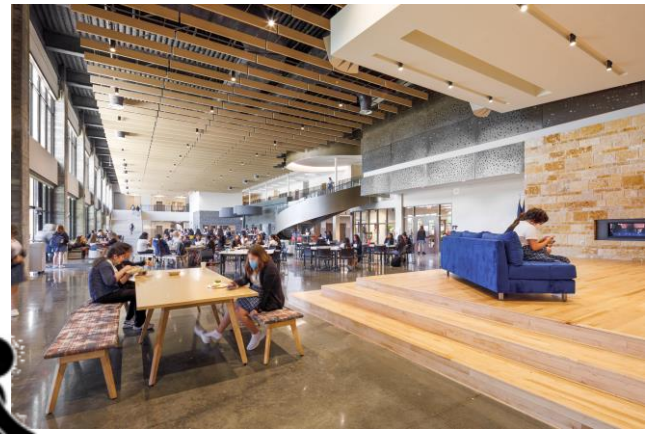












School Tours



Interior Design Visioning

O'CONNELL ROBERTSON

Lion **PRIDE** runs deep!

- Personal Responsibility
- Respect
- Integrity
- Determination
- Excellence



PAST PRESENT FUTURE



PRIDE



PERSONAL RESPONSIBILITY



DETERMINATION


RESPECT



INTEGRITY


EXCELLENCE



Next Steps:

- Continued Engagement with WISD + WHS Staff
- Design Development Completion
- Participation with Rogers O’Brien
- Early GMP for Structural Steel + other long lead items

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Dr. Susan Kincannon

RE: Consider, Discuss and Take Appropriate Action Regarding the Schematic Design for G.W. Carver Middle School

==========

Background Information

Following the fire of G.W. Carver Middle School on July 27, 2021, the Board authorized the Administration to move forward with the architectural design of a new campus to be built on the existing site. Since early September, O'Connell Robertson architects have engaged the Administration and middle school user groups with teacher and staff representatives from G.W. Carver Middle School in conversations regarding the vision, space programming, and overall schematic design of the G.W. Carver Middle School replacement project.

The proposed 184,000 square foot facility is designed to be implemented in one construction phase beginning in early 2022 with an estimated completion in the summer of 2023, as outlined in the attached Schematic Design Submittal. Total project costs are estimated at $73.2 million.

Jarrod Sterzinger will review the Schematic Design for the project and outline next steps for the Board. With the approval of Schematic Design, the project will proceed to design development.

Fiscal Implications

Total project costs for the G.W. Carver Middle School replacement project are estimated at $73.2 million and contingent upon voter approval.

Administrative Recommendation(s):

Report Only

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Waco Independent School District

Middle School Design
Schematic Design

10.28.2021



Design Visioning
Programming



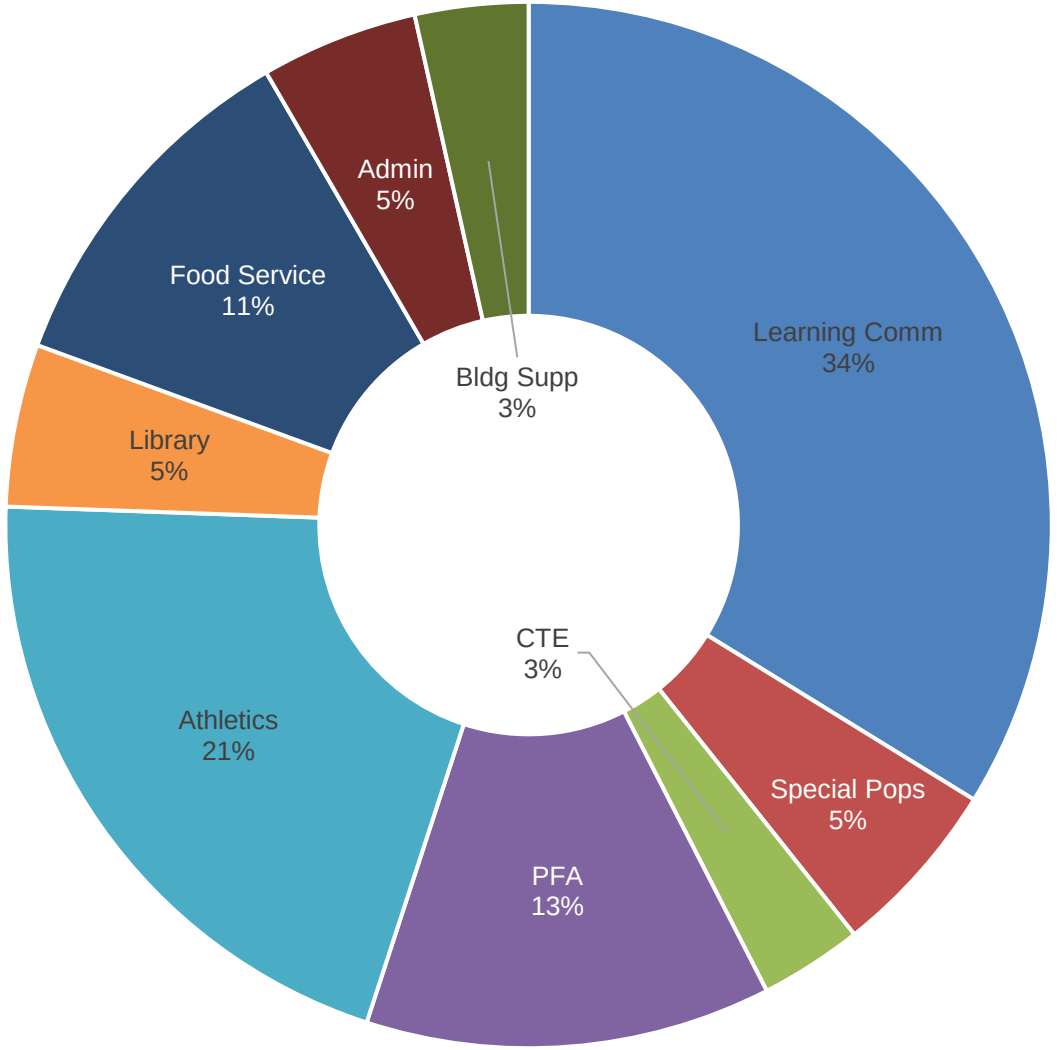
Administration + Staff Input



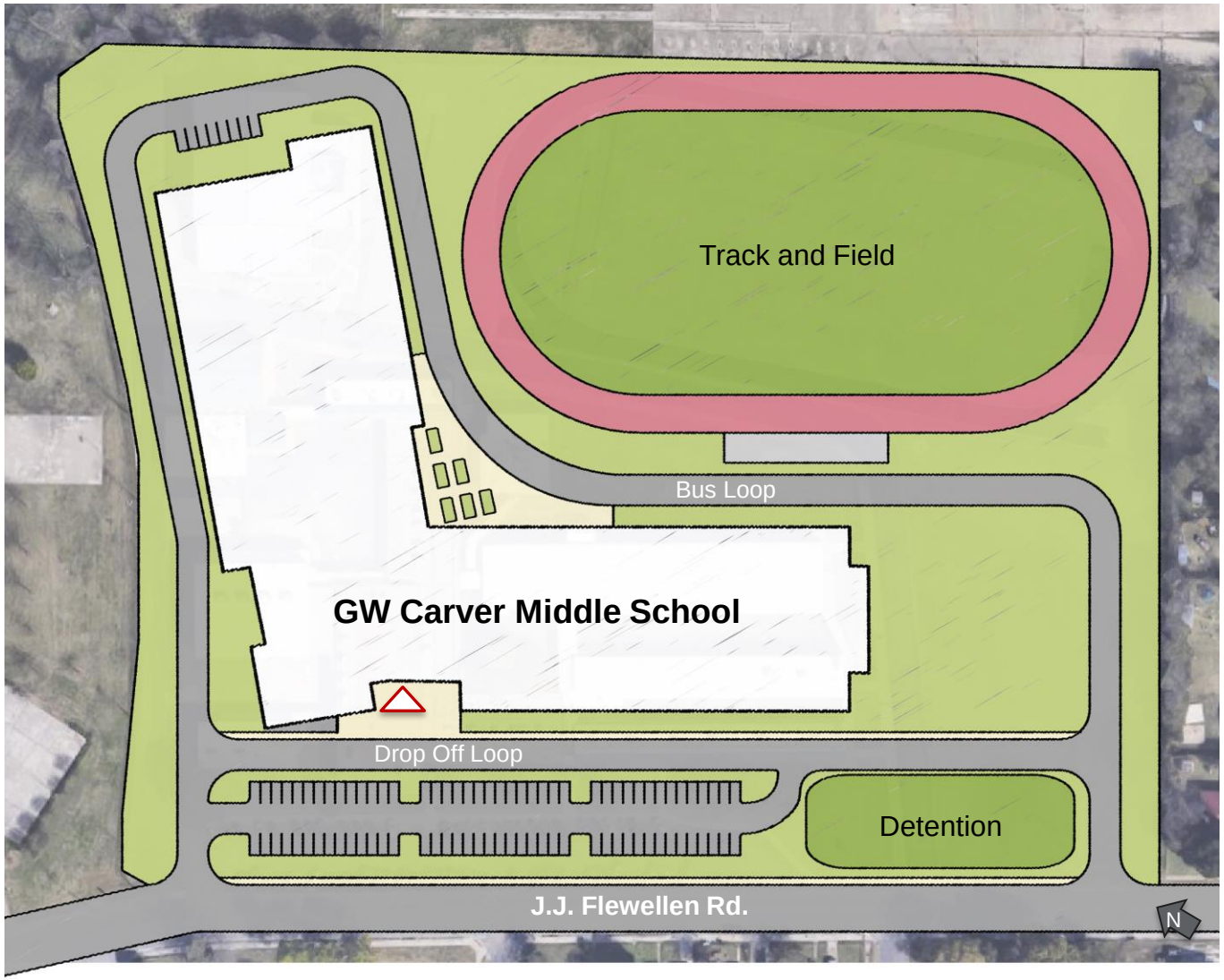
School Tours
Day in the Life

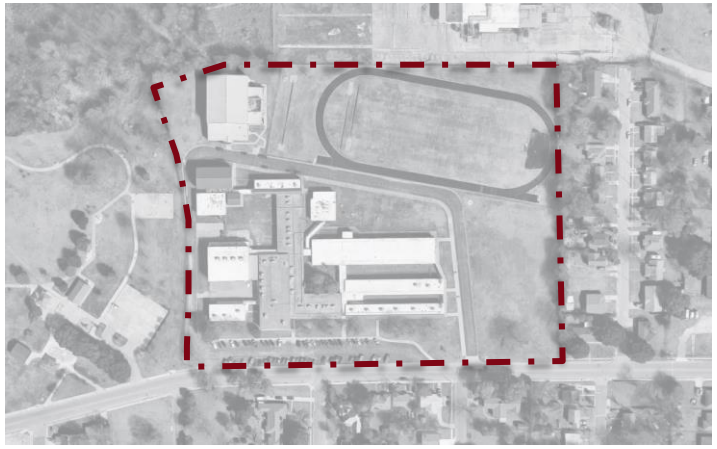
Design Process

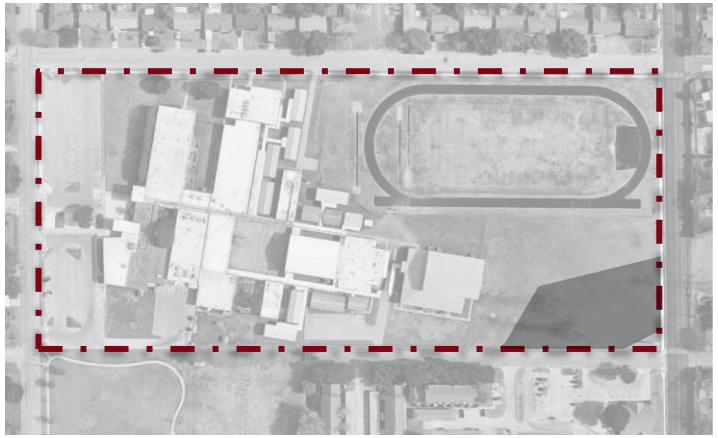
	SF
LEARNING COMMUNITIES	45,870
SPECIAL POPULATIONS	7,480
CTE SPACES	4,310
PERFORMING+FINE ARTS	17,010
PHYSICAL EDUCATION	27,900
LIBRARY	6,820
COMMONS+FOOD SERVICE	15,000
ADMINISTRATION	6,600
BUILDING SUPPORT	4,750
CIRC/WALLS/RESTROOMS	47,509
TOTAL	**183,249**



Program Summary


Track and Field
Bus Loop
GW Carver Middle School
Drop Off Loop
Detention
J.J. Flewellen Rd.
N





Site Plan



Floor Plan Update

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Exterior Design

Next Steps

- Schematic Design Approval
- Progress in Design Development
- CMR Selection, Engagement, and Input
- Future GMP Approvals
  - Demolition
  - Structural Steel + Other Long Lead Items
  - Site + Civil Construction
  - Balance of Project



Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: **S. Smith/S. Kincannon**

RE: Consider, Discuss and Take Appropriate Action Regarding the Rankings of Construction Manager at Risk (CMR) for the G.W. Carver Replacement Project

==========

Background Information:

Request for Bid, RFP # 21-1201, Construction Manager at Risk (CM@R) for the Replacement Carver Middle School (one-step process), has been issued and opened for the purpose of awarding a Construction Manager-at-Risk Contractor to provide the construction services for this project. A replacement Carver Middle School was one of the items on the list from the Community Advisory Committee's recommendation. While replacing G.W. Carver Middle with a new campus in the same location has been a priority for some time, the July 27th fire that destroyed much of the school, has increased the urgency of the project.

The District received two (2) responses from well-qualified firms for this project. The proposals were reviewed by a team consisting of both district and architect representation. In addition to a review of the submitted proposals, interviews were conducted of the submitting firms. Scoring, as provided by the evaluation process, identified CORE Construction as the highest ranked contractor for the G. W. Carver Middle School Replacement project. CORE Construction's construction manager at risk fee is 2.95% of the construction budget ($55M), with preconstruction cost of $50,000, and general conditions of 5.69%. These figures represent a not to exceed amount of $4,799,871.

Upon approval by the Board of Trustees, the administration will begin negotiations with the highest ranked proposer, CORE Construction. If the administration is unable to agree to terms, we will enter into negotiations with the second ranked proposer, Rogers O'Brien.

Fiscal Implications:

The cost of preconstruction services will be paid from the general fund and reimbursed from bond proceeds, as provided under the previously approved reimbursing resolution.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve the rankings of the Construction Manager-at-Risk for the replacement G.W. Carver Middle School, with CORE Construction being the highest ranked proposer and Rogers O'Brien second, and authorize the superintendent to negotiate and execute a contract, as presented.

21-1201 Construction Manager-at-Risk
Replacement Carver Middle School
Bid Tabulation Based Upon Project Budget

	Rogers O'Brien	CORE
At the $55,000,000 project budget amount:		
CM @ R fee percentage	2.100%	2.950%
CM @ R fee amount based upon project budget amount	$ 1,155,000	$ 1,622,500
Pre-Construction Services Fee	$ 25,000	$ 50,000
General Conditions fee percentage	4.100%	5.690%
GC fee based upon project budget amount	$ 2,255,000	$ 3,129,500
GC fee not to exceed amount	$ 2,257,164	$ 3,127,371
Total cost based on GC fee percentage	$ 3,435,000	$ 4,802,000
Total cost based on GC NTE Amount	$ 3,437,164	$ 4,799,871

21-1201 - Construction Manager at Risk (CM@R) for the Replacement Carver Middle School

Consolidated Evaluation Scoresheet

Supplier	Rank	Pre Interview Score	Proposed Costs (to include pre-construction services fee, general conditions fee, and CM@R fee)	The Reputation of the contractor/presence in the Waco area	The Quality of the Contractor's Work	The Extent to Which the Contractor's Services meets the District's needs	Safety Record	Financial Resources and Stability	Interview Round	Post Interview Score
		100	35	10	15	30	5	5	20	120
CORE Construction	1	85.80	25	8	15	29	4	5	17	102.80
Rogers-OBrien Construction, LLC	2	84.00	35	8	12	22	2	5	16	100.00

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: **S. Smith/ S. Davis**

RE: Contract Amendment for Student Transportation Services

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Background Information:

At the May 27, 2021 meeting, the Board of Trustees approved the renewal of the bid for student transportation services with Goldstar Transit for an additional three years. The renewal was based on an increase in rates of 3.4% utilizing the CPI increase for the 12-month period ending March 2021 from the Dallas-Fort Worth, All Urban Consumers, schedule. As part of the agreement, the rates would not increase for the second and third years of the extension.

The contract provided for a starting wage rate for bus drivers of $16.50 per hour. However, the District's routes are currently understaffed by eleven drivers. Although we recently hired three drivers, who are currently in training, during the same period, another three drivers resigned. This shortage has resulted in delayed pick-ups and drop-offs for both home-to-school routes and extracurricular runs as wells as overcrowding as routes have had to be combined. Currently, Goldstar is utilizing supervisors, office staff, and mechanics to drive buses.

While the driver shortfall isn't new, the lingering effects of the pandemic have made it worse since a large percentage of the workforce is over 65 and more vulnerable to the virus. Driving a school bus requires a commercial driver's license that can take weeks to obtain. Approximately 80% of school districts throughout the nation are having trouble finding bus drivers. Districts have increased wage rates, offering signing bonuses, and offering to pay parents to take care of their own transportation.

In an effort to address the shortage, the District is proposing to increase wage rates under the contract with Goldstar. Attached are a number of proposals with the estimated financial impact shown for each proposal. The proposed increases range from 6% to 20% for drivers, monitors, and hourly staff. Related starting wage rates for bus drivers would range from $17.50 per hour to $20.00 per hour. Also attached is a schedule of starting wage rates from a sampling of other Texas school districts. Goldstar is currently offering a signing bonus of $500.00 to drivers.

The administration is recommending an increase in the driver, monitor, and hourly staff wage rates of 10% which would result in a starting driver rate of $18.15 per hour. We are also recommending a 3.3% increase in the rates of salaried staff to accommodate the additional work loads. We are not recommending an increase in the signing bonus.

Fiscal Implications:

The recommended increase in pay rates would result in an annual increase of $279,779. Because the pay increase would not be effective until November 1, it is anticipated that the cost for the 2021-2022 fiscal year would be approximately $214,230. Funds for the increase would come from unassigned general fund balance and other savings.

Administrative Recommendation(s):

The Administration recommends that the Board of Trustees approve an amendment to the contract with Goldstar Transit to accommodate the increase in wage rates, authorizing the Superintendent to negotiate and execute the amendment, as presented.

Scenario 1

Revenue Increases by Category			
	2021-22 Estimate	Post increase	Incremental Cost
HTS Rev	3,484,035	3,957,138	473,103
Monitor Rev	343,451	391,534	48,083
ExCurr Rev	548,682	625,497	76,815
Total Rev Categories	**4,376,167**	**4,974,169**	**598,002**
Wage Increases/Hour			
Hourly Associates			
Driver Wage Increase		$ 3.50	
Monitor Wage Increase		$ 1.50	
Staff Wage Increase		$ 3.50	
Salaried Associates			
Staff		7.0%	

$20.00 starting wage

Scenario 2

Revenue Increases by Category			
	2021-22 Estimate	Post increase	Incremental Cost
HTS Rev	3,484,035	3,818,586	334,551
Monitor Rev	343,451	377,452	34,002
ExCurr Rev	548,682	603,001	54,319
Total Rev Categories	**4,376,167**	**4,799,040**	**422,873**
Wage Increases/Hour			
Hourly Associates			
Driver Wage Increase		$ 2.50	
Monitor Wage Increase		$ 1.00	
Staff Wage Increase		$ 2.50	
Salaried Associates			
Staff		4.0%	

$19.00 starting wage

Scenario 3

Revenue Increases by Category			
	Budget	Post increase	var - B/(W)
HTS Rev	3,484,035	3,705,379	221,344
Monitor Rev	343,451	365,947	22,496
ExCurr Rev	548,682	584,620	35,939
Total Rev Categories	**4,376,167**	**4,655,946**	**279,779**
Wage Increases/Hour			
Hourly Associates			
Driver Wage Increase		$ 1.65	
Monitor Wage Increase		$ 0.71	
Staff Wage Increase		$ 1.65	
Salaried Associates			
Staff		3.3%	

$18.15 starting wage

Scenario 4

Revenue Increases by Category			
	Budget	Post increase	var - B/(W)
HTS Rev	3,484,035	3,619,207	135,172
Monitor Rev	343,451	357,189	13,738
ExCurr Rev	548,682	570,629	21,947
Total Rev Categories	**4,376,167**	**4,547,024**	**170,857**
Wage Increases/Hour			
Hourly Associates			
Driver Wage Increase		$ 1.00	
Monitor Wage Increase		$ 0.40	
Staff Wage Increase		$ 1.00	
Salaried Associates			
Staff		2.0%	

$17.50 starting wage

Survey of Bus Driver Pay as os 10/19/21

Waco	starting $16.50, sign on bonus of $500
China Spring	$28.00/rte (counting am, pm, & midday as three routes, probably about $14.00/hr)
Connally	$16.58 - $19.00
La Vega	$15.38 - $18.50
Midway	0-5 Years $16.00, 6-10 years $16.50, >10 $17.00
Temple	$14.36 - $17.00
Belton	$13.95 - $19.49
Bryan	starting $18.00
Corsicana	$13.93 - $24.38
Dallas	starting $22.69
Fort Worth	starting $22.00
Garland	starting $21.00
Gatesville	$16.00 - $20.00
Georgetown	$18.50 - $24.52
Killeen	$17.46 - $20.00
Plano	starting $21.00
Tyler	starting $18.00
Waxahachie	$17.46 - $22.00

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Kyle DeBeer

RE: Consider, Discuss and Take Appropriate Action Regarding Amendment to the Performance Contract with Transformation Waco

==========

Background Information

In June 2018, Transformation Waco accepted assignment of the performance contract to operate Alta Vista Elementary, Brook Avenue Elementary, G.W. Carver Middle, Indian Spring Middle and J.H. Hines Elementary. That contract has an initial three-year term and provides for its automatic renewal for additional one-year terms unless it is terminated.

The initial three-year term ended on June 15, 2021. At that time, the contract renewed for an additional one-year term ending on June 15, 2022.

In July, the Texas Education Agency indicated that the automatic renewal provision was insufficient "to continue SB 1882 benefits for this partnership" and that the Agency needed "something that confirms that the [Waco ISD] board is still contracting with Transformation Waco to operate these campuses." One option presented to continue SB 1882 benefits was to amend the contract to extend the current term.

The proposed amendment revises Section 16.01 to extend the current term through June 15, 2022. It also removes the automatic renewal clause in Section 2.04 and a reference to it in Section 16.05.

The Texas Education Agency has advised the District that the proposed amendment is sufficient to continue SB 1882 for the current school year.

Fiscal Implications

For 2021-2022, SB 1882 benefits will provide $1.8 million in state funding for the five campuses operated by Transformation Waco.

Administrative Recommendation(s):

Approve the amendment to the performance contract with Transformation Waco, as presented.

AGREEMENT BETWEEN WACO ISD AND TRANSFORMATION WACO (BY WAY OF ASSIGNMENT FROM PROSPER WACO) AMENDMENT 2

This amendment (the "Amendment") is made by and between Waco Independent School District ("WISD") and Transformation Waco ("OP"), parties to the Agreement originally between WISD and Prosper Waco (the "Agreement") dated and commenced upon on April 30, 2018 and subsequently assigned by Prosper Waco to Transformation Waco on June 20, 2018. WISD and OP hereby amend the Agreement as follows:

ARTICLE II. PURPOSE OF AGREEMENT

~~2.04 Continuation of Agreement for the Benefit of Students. The Parties intend that this Agreement shall continue for an initial three (3) year term, with automatic renewal for one (1) year terms each year thereafter subject to the requirement for a public hearing or other requirements of this Agreement under Section 16.05 and unless terminated in accordance with the provisions of Article XVI. Such termination must be initiated through notice by a Party no less 180 days prior to the expiration of the agreement.~~

ARTICLE XVI. TERM AND TERMINATION

16.01 Term. The term of this Agreement shall begin on the Commencement Date and end on June 15th, 2022. This Agreement is subject to the termination provisions below.

16.05 Termination Right to a Public Hearing. WISD may not terminate this Agreement under Section 16.03 if the Schools successfully achieves the student outcome goals specified in Addendum 3, attached, without a public hearing at least 30 days prior to any District action to terminate this Agreement.

Except as set forth in this Amendment, the Agreement is unaffected and shall continue in full force and effect in accordance with its terms. If there is conflict between this Amendment and the Agreement or any earlier amendment, the terms of this Amendment will prevail.

Signed and made Effective on this _____ day of _____, 2021

Waco ISD:

_____ _____

By Date

Transformation Waco:

_____ _____

By Date

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Kyle DeBeer

RE: Annual Evaluation of the Performance of Campuses Operated by Transformation Waco

==========

Background Information:

On June 29, 2018, Transformation Waco assumed the performance contract to operate five Waco ISD campuses: Alta Vista Elementary, Brook Avenue Elementary, J.H. Hines Elementary, G.W. Carver Middle and Indian Spring Middle.

Annually, the Board is required by Board Policy ELA (LOCAL) to "evaluate each campus charter against the performance standards established by the Board or law." As part of that process, the Board is required to provide a written report to Transformation Waco and to post the report on the District's website.

The Board established performance standards in Addendum 3 of the performance contract, and to the extent that data is available, the annual evaluation assesses the performance of each campus operated by Transformation Waco on these metrics for the 2020-2021 school year. The evaluation also considers other areas of compliance and performance.

The proposed annual evaluation document will be added to the agenda packet prior to the Board's meeting. The performance metrics will also be reviewed during the meeting.

Fiscal Implications:

None

Administrative Recommendation(s):

Approve the annual evaluation of the performance of campuses operated by Transformation Waco, as presented.

Annual Evaluation of the Performance of Campuses Operated by Transformation Waco

2020-2021



Background

On June 29, 2018, Transformation Waco assumed the performance contract to operate five Waco ISD campuses: Alta Vista Elementary, Brook Avenue Elementary, J.H. Hines Elementary, G.W. Carver Middle and Indian Spring Middle.

To quote from the contract, "The primary purpose of this Agreement is to improve student outcomes by authorizing [Transformation Waco] to operate the Schools as an autonomous campus subject to transparent accountability requirements." As a result, the contract gives Transformation Waco broad authority to determine the budget, staffing and curriculum for each campus. It also establishes specific performance metrics for each campus that Transformation Waco is expected to meet each year.

Board Policy ELA (LOCAL), which governs in-district charter partnerships (like the one with Transformation Waco) requires the Waco ISD Board of Trustees to conduct an annual evaluation of each campus against the performance measures in the contract and to produce "a written report that summarizes compliance and performance, including areas of strength and improvement," and to make the report available to both Transformation Waco and the public. This document is that report, and it will be available online at wacoisd.org/2021evaluation.

Most of the academic performance measures in the contract set specific levels for campus performance under the state accountability system and/or on the State of Texas Assessments of Academic Readiness (STAAR). However, due to the pandemic, the state did not release accountability ratings in 2021.

As a result, data is not available for some of the performance measures and goal progress measures in the performance contract. This evaluation reviews the data that is available and draws on other data sources to capture some of the strengths and weaknesses of the five campuses.

2020-2021 Performance Metrics

Performance Measure #1: Campus Rating

This performance measure relies on accountability data that the state did not release for 2020-2021.

Performance Measure #2: School Progress

This performance measure relies on accountability data that the state did not release for 2020-2021.

Performance Measure #2, Goal Progress Measure #1: Relative Performance Scaled Score

This goal progress measure relies on accountability data that the state did not release for 2020-2021.

Performance Measure #2, Goal Progress Measure #2: STAAR Percent Meets or Exceeds Progress (All Subjects)

This goal progress measure relies on accountability data that the state did not release for 2020-2021.

Performance Measure #2, Goal Progress Measure #3: STAAR Percent Exceeds Progress (All Subjects)

As noted in the 2019 evaluation of campuses operated by Transformation Waco, this goal progress measure is based on the state's previous accountability system, and it would be difficult to evaluate even if the state had released accountability data this year.

Performance Measure #3: Closing Gaps

This performance measure relies on accountability data that the state did not release for 2020-2021.

Performance Measure #3, Goal Progress Measure #1: Academic Achievement: STAAR Performance Status

Campus	2017-2018	2018-2019	2019-2020	2020-2021 Target[1]	2020-2021
Alta Vista Elementary	24.4%	22.1%	n/a	28.4%	13.6%
Brook Avenue Elementary	14.0%	15.1%	n/a	18.0%	7.5%
J.H. Hines Elementary	22.7%	15.1%	n/a	26.7%	10.1%
G.W. Carver Middle	19.8%	15.2%	n/a	23.8%	14.1%
Indian Spring Middle	24.7%	26.7%	n/a	28.7%	17.6%

This goal progress measure comes from the Student Success Status section of the Closing the Gaps Status and Data Tables in the accountability report for each campus. The percentages in the

[1] The contract set the target for this goal progress measure for 2019-2020 and subsequent years at "plus 2 from baseline each year" using 2017-2018 as the initial baseline.

table above are an average of the percentages of each student subgroup at the meets grade level standard or above.

Performance Measure #3, Goal Progress Measure #2: STAAR Growth Measure - Relative Performance

This goal progress measure relies on accountability data that the state did not release for 2020-2021.

Performance Measure #3, Goal Progress Measure #3: ELL Proficiency

Campus	2017-2018	2018-2019	2019-2020	2020-2021 Target[2]	2020-2021
Alta Vista Elementary	45%	42%	n/a	49%	18%
Brook Avenue Elementary	39%	33%	n/a	43%	40%
J.H. Hines Elementary	47%	7%	n/a	51%	0%
G.W. Carver Middle	38%	16%	n/a	42%	26%
Indian Spring Middle	26%	29%	n/a	30%	28%

The percentages in the table above are TELPAS Progress Rates as reported in the Closing the Gaps Status and Data Tables in the accountability report for each campus.

Performance Measure #3, Goal Progress Measure #4: School Quality: STAAR Grade 3-8 Reading and Math Performance

Campus	2017-2018	2018-2019	2019-2020	2020-2021 Target[3]	2020-2021
Alta Vista Elementary	25.6%	25.4%	n/a	29.6%	12.9%
Brook Avenue Elementary	16.6%	17.6%	n/a	20.6%	10.3%
J.H. Hines Elementary	24.5%	14.3%	n/a	28.5%	10.7%
G.W. Carver Middle	20.3%	18.3%	n/a	24.3%	14.4%
Indian Spring Middle	28.1%	28.3%	n/a	30.1%	18.5%

This goal progress measure comes from the Academic Achievement Status section of the Closing the Gaps Status and Data Tables in the accountability report for each campus. The percentages in the table above are an average of the percentage at meets grade level standard or above for each student subgroup for both ELA/reading and math.

[2] See footnote 1.
[3] See footnote 1.

Performance Measure #4: Percentage Meeting Growth Target on NWEA MAP Assessment in ELA and Math

Campus	2017-2018	2018-2019	2019-2020	2020-2021 Target	2020-2021
Alta Vista Elementary	n/a	n/a	n/a	54%	21.9%
Brook Avenue Elementary	n/a	n/a	n/a	54%	30.3%
J.H. Hines Elementary	n/a	n/a	n/a	54%	28.6%
G.W. Carver Middle	n/a	n/a	n/a	54%	43.8%
Indian Spring Middle	n/a	n/a	n/a	54%	38.8%

The NWEA MAP Assessments in reading and mathematics are nationally normed tests for kindergarten through 12th grade that allow teachers to see if their students are growing at an expected pace and to make predictions about what type of growth is typical based on where a student starts. NWEA uses anonymous assessment data to create national norms, which makes it possible to compare a student's and a school's performance to the US school-age population.

The MAP Assessments are designed to be administered after the fourth, 20th and 32nd weeks of instruction. The fall or beginning of year assessment is used, in part, to set a growth target for each student for the school year.

In addition to providing the data for this goal progress measure, which is based on growth from the beginning of year to the end of year assessments, Transformation Waco also provided the following chart, which shows the percentage of students meeting their target for growth from the middle of the year to the end of the year.

2020-2021 Reading and Math Combined Growth Scores

NWEA MAP Growth

Campuses	BOY to EOY Growth	MOY to EOY Growth	Growth at either benchmark
Alta Vista Elementary	21.9%	36.8%	43.3%
Brook Avenue Elementary	30.3%	44.5%	53.6%
J. H. Hines Elementary	28.6%	47.1%	49.6%
G. W. Carver Middle	43.8%	55.3%	62.0%
Indian Spring Middle	38.8%	52.5%	56.4%
Transformation Waco	32.5%	46.9%	52.7%

It is notable that a significantly higher percentages of students at each campus met their growth target for the second half of the year.

Performance Measure #4, Goal Progress Measure #1: Teacher Satisfaction

Campus	2017-2018	2018-2019	2019-2020	2020-2021
Alta Vista Elementary	81.1%	81.4%	n/a	55.2%
Brook Avenue Elementary	72.9%	75.9%	n/a	63.2%
J.H. Hines Elementary	58.5%	65.5%	n/a	65.7%
G.W. Carver Middle	81.4%	73.8%	n/a	48.0%
Indian Spring Middle	75.0%	81.6%	n/a	37.1%

The survey instrument used for this goal progress measure changed between 2018-2019 and 2020-2021. Like other Waco ISD campuses, the five campuses operated by Transformation Waco participated at somewhat lower rates in 2020-2021 than in previous years.

Performance Measure #4, Goal Progress Measure #2: Parent Satisfaction

Campus	2017-2018	2018-2019	2019-2020	2020-2021 Target	2020-2021
Alta Vista Elementary	n/a	9.4	n/a	8.0	9.3
Brook Avenue Elementary	n/a	8.6	n/a	8.0	8.6
J.H. Hines Elementary	n/a	7.7	n/a	8.0	7.7
G.W. Carver Middle	n/a	8.9	n/a	8.0	8.1
Indian Spring Middle	n/a	8.6	n/a	8.0	8.6

The second goal progress measure for Performance Measure #4 is described as "Parent Net Promoter (Scale of 1-10)." To gather the data for this goal progress measure, Transformation Waco distributed a survey, which included the question "How likely is it that you would recommend this school to a colleague or friend?"

Performance Measure #4, Goal Progress Measure #3: Attendance

Campus	2017-2018	2018-2019	2019-2020	2020-2021 Target	2020-2021
Alta Vista Elementary	95.8%	96.1%	n/a	97.0%	92.2%
Brook Avenue Elementary	95.2%	96.8%	n/a	97.0%	96.4%
J.H. Hines Elementary	95.7%	95.5%	n/a	97.0%	89.0%
G.W. Carver Middle	94.4%	94.8%	n/a	97.0%	95.1%
Indian Spring Middle	95.5%	95.8%	n/a	97.0%	98.7%

Performance Measure #5: Financial Indicators

Met the performance standards established in the performance contract.

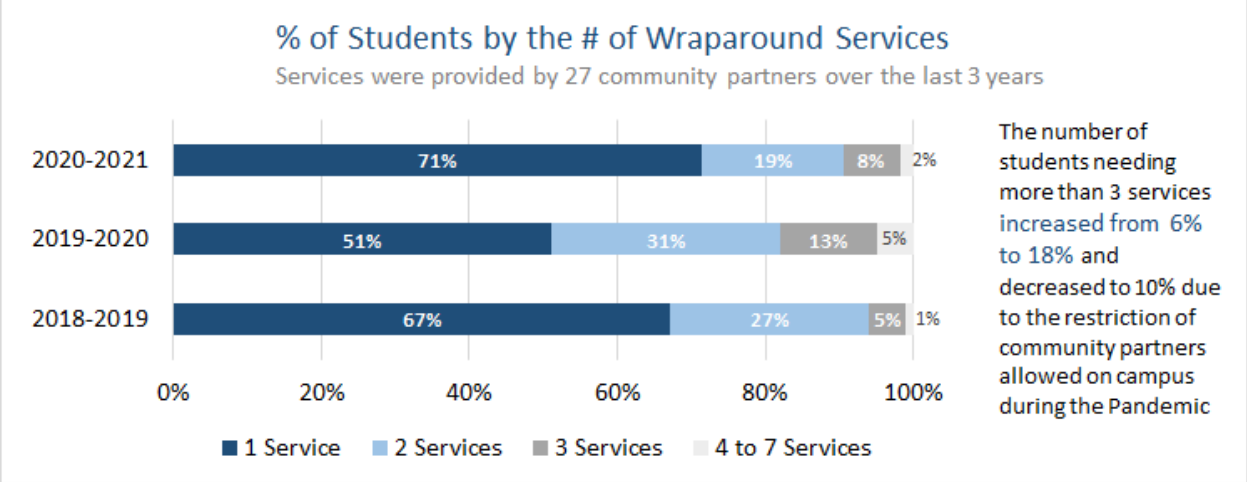
Performance Measure #5 consists of two goal progress measures addressing Transformation Waco's annual financial report for the previous fiscal year (in this case, the fiscal year ending August 31, 2020). Transformation Waco submitted a cash basis financial statement to the district within 180 days of the end of the fiscal year. The auditor did not issue a modified opinion and did not identify any material weaknesses in internal controls.

Other Compliance and Performance Considerations

Wrap-Around Services

Coordinating wrap-around services to meet the unmet needs of students is central to Transformation Waco's theory of change, and each campus operated by Transformation Waco has a family support specialist, whose role is focused on the coordination of academic, social and behavioral support for students. While the specific services and service providers vary by campus, they include mentoring programs, after-school and enrichment programs, mental health services, and access to free eye exams and free glasses.

The contract does not include a specific performance metric or target for wrap-around services. However, Transformation Waco provided the data below to quantify the number students at the five campuses who received services in 2020-2021.



Note that during the 2020-2021 school year, a majority of Transformation Waco's community partners were unable to provide in-person services, because all Waco ISD campuses were closed to visitors due to COVID-19. Most of the services reflected in the chart above were provided by Communities in Schools, BEAR Project, and Transformation Waco's family support specialists. Some mentors provided services through Zoom.

Summary

In announcing that the state would not issue accountability ratings in 2021, Texas Education Commissioner Mike Morath highlighted "these unprecedented circumstances have forced all of us to change and adapt."

Just like other Waco ISD schools and schools across the country, the five campuses operated by Transformation Waco were deeply impacted by the pandemic and its associated challenges. While all campuses dealt with the instability created by student and staff quarantines as well as shifting between instructional settings, some of the campuses operated by Transformation Waco also experienced frequent closures due to COVID-19.

While it might be obvious, it is worth stating explicitly that the performance contract did not anticipate a global pandemic that would disrupt school operations for more than two years. The structure of some performance measures assumes relative stability allowing academic gains in one year to compound in the next (i.e., raising the target by two points each year).

As a result of the pandemic, data for many of the performance metrics is not available. In other cases, it is not clear that the targets set before the pandemic remain a meaningful way to measure a school's performance during the pandemic.

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: October 28, 2021 **Contact Person**: Rachelle Warren

RE: Board Update on Behavior Intervention and Discipline Systems

==========

Background Information

Ongoing pandemic management has taken a toll on the social, emotional and mental health of students and staff members. While the majority of Waco ISD students eventually returned to in-person instruction by Spring 2021, significantly smaller class sizes, remote learning options and other safety protocols masked some of the increasing trauma. Understandably then, the excitement and relief of having all students back on campuses this fall also included a degree of anxiety about expected transitional challenges. At a minimum, students had spent an extended time period away feeling bored and academically unmotivated while missing their friends and school-day routines (Keels, 2021).

Since the 2021-2022 school year started, Waco ISD campuses have experienced the same heightened levels of tension as campuses throughout Texas and nationally. Though the resulting acting-out behaviors were not dramatically different in the district's first six weeks than in years past, the stressful multiplier of COVID-19 combined with academic *and* behavioral learning loss intensified the campus impact.

Accordingly, the district's proactive and reactive strategies are expanding into a multi-tiered system of support. Campuses are able to access regularly updated data reports, support staff and other resources to identify appropriate responses to unsafe or concerning behaviors. Disciplinary actions, guided by the district's student code of conduct in addition to state and federal requirements, are selected to preserve campus safety and delineate individual culpability. Role-specific professional learning for all staff members, technical assistance and renewed prioritization of specialized community partnerships enable more comprehensive responses that attend to the whole child. Though the effects of some are more immediately impactful, all efforts are designed to ensure the long-term safety of all students and staff members.

Fiscal Implications

None

Administrative Recommendation(s):

Receive and Discuss Behavior Intervention and Discipline Systems

Compassionate DISCIPLINE in Waco ISD

Student Services & Support

October 28, 2021

Behavior is the *language* of trauma;
students will *show* you
before they *tell* you
that they are in distress.

Micere Keels

Interdependent Systems
INSTRUCTIONAL APPROACH



Data Review

- Student Code of Conduct
- Fighting Incidents
- Staffing
- Campus Support

Climate Change

- Behavior Systems Committee
- Safe and Civil Schools
- Emergent Tree Education
- Social, Emotional and Mental Health Initiatives
- Student Support and Voice

STUDENT CODE OF CONDUCT

Minor Infractions



STUDENT CODE OF CONDUCT

Minor Infractions

- Minor offense violations of the District's Student Code of Conduct (SCC) are considered discretionary by Texas Education Code Chapter 37 Discipline Chart
- Discretionary offenses can result in student conferences, detention, parent conferences, Saturday Diversion, In-School Suspension (ISS), Out-of-School Suspension (OSS), and/or removal to the District's Alternative Education Program (DAEP)
- Minor offenses include violations of the SCC, fights/mutual combat, possession of tobacco or a vape
- These types of offenses = 25% of total number of reported incidents
- Classroom disruptions and other types of behavior exhibited on campuses that do not require ISS, OSS, DAEP, or JJAEP = 74%

STUDENT CODE OF CONDUCT

Minor Infractions

	ALL INCIDENTS (INCLUDING TEACHER/ CLASSROOM INCIDENTS)	21 - STUDENT CODE OF CONDUCT VIOLATIONS	41 - FIGHTS / MUTUAL COMBAT	L96 - BULLYING	L33 - POSSESSION TOBACCO	L34 - POSSESSION VAPE
ELEMENTARY	1,490	132	12	0	0	0
MIDDLE	1,035	315	45	3	1	3
HIGH	1,021	371	26	1	0	2
% OF INCIDENTS		22.73%	2.22%	0.11%	0.03%	0.13%

In-School FIGHTING

Current Protocol for In-School Fighting

Discretionary Offense

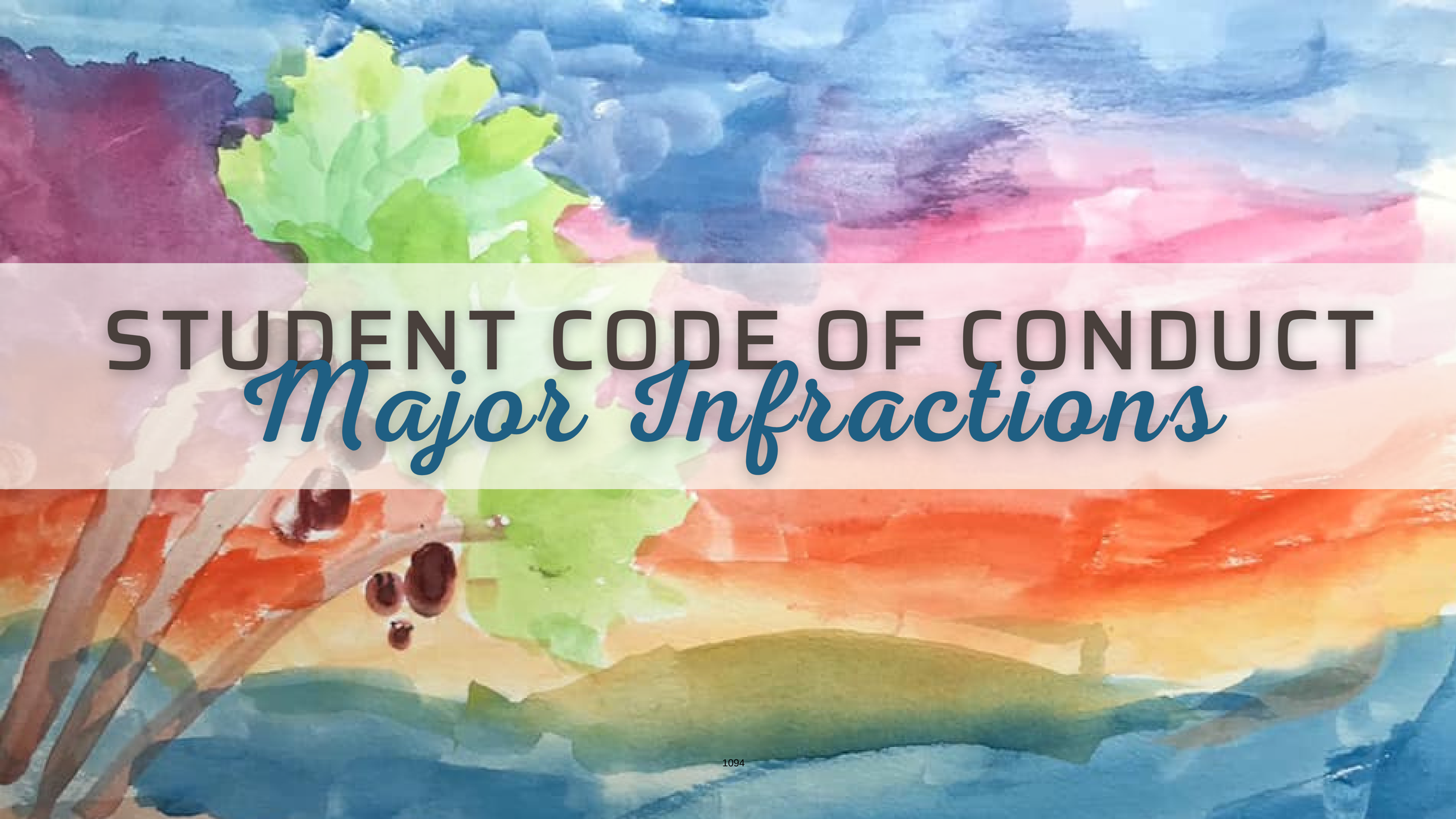
- Campus Interventions
- Saturday Diversion
- ISS
- OSS
- DAEP

Percentage of Students Involved in Fighting

1.3%

CONSEQUENCES & DISCIPLINARY ACTIONS: *Fights*

- Fighting/Mutual Combat = Discretionary Offense per Texas Education Code, Chapter 37 Discipline Chart and the Student Code of Conduct
- During the first six weeks, 2.22% of incidents reported as fights, involving 1.3% of the student population.
- 80% of students received a combination of ISS and OSS; 27% of students engaging in a fight also referred to DAEP for placement.


STUDENT CODE OF CONDUCT
Major Infractions

STUDENT CODE OF CONDUCT

Major Infractions

- Major offenses can result in placement at Wiley Opportunity Center, DAEP or McLennan County Challenge Academy, the District's Juvenile Justice Alternative Education Program (JJAEP).
- Major offenses include bullying, criminal mischief, possession of alcohol or controlled substances, false alarm and terroristic threats.
- Major offenses = 1.13% of total number of reported incidents

STUDENT CODE OF CONDUCT

Major Infractions

DISCRETIONARY & MANDATORY CODES

	ALL INCIDENTS	22	61	23	07	28	60	04	05	09
MIDDLE	1,035	2		1	2	1		1		2
HIGH	1,021		5	5		2	1	17	1	2
PERCENTAGE		0.05%	0.13%	0.16%	0.05%	0.08%	0.03%	0.48%	0.03%	0.11%

DISCRETIONARY DAEP/JJAEP

22-Criminal Mischief
61-Bullying TEC 37.0052 b
23-Emergency Placement

MANDATORY DAEP

07-Public Lewdness
28-Assault Against Non-Employee
60-Harassment Against Employee

MANDATORY DAEP/ DISCRETIONARY JJAEP

04-Possession/Used/Sold/Under Influence of Marijuana/Controlled Substance
05-Possession/Used/Sold/Under Influence of Alcohol
09-Off-Campus Title 5 Felony



RESOURCES & Support

Behavior PARAPROFESSIONALS

	2020-21	2021-22
ALTA VISTA	1	1
BELL'S HILL	2	1
BROOK AVENUE	2	1
DEAN HIGHLAND	2	2
J.H. HINES	5	5
KENDRICK	1	1
PARKDALE	2	1
PROVIDENT HEIGHTS	1	2
LAKE AIR MONTESSORI	2	0
SOUTH WACO	1	1

	2020-21	2021-22
WACO HS	6	4
UNIVERSITY HS	2	2
WILEY OPPORTUNITY CENTER	2	2
CESAR CHAVEZ MS	2	1
TENNYSON MS	3	2
G.W. CARVER MS	3	3

Total Behavior Paraprofessional Positions

2020-21 **37**

2021-22 **29**

SCHOOL RESOURCE OFFICERS & SECURITY

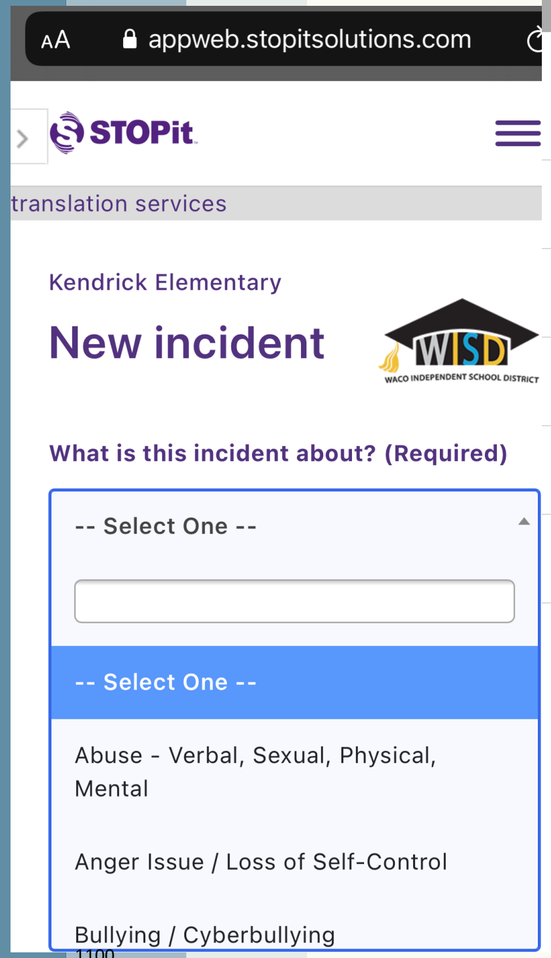
Comparative Data

	ENROLLMENT	# OF CAMPUSES	POLICE/SRO	SRO CONTRACTED	SECURITY
WACO ISD	14,854	26	ISD DEPT 15 + CHIEF		WHS (8), UHS (6), WILEY (1)
KILLEEN ISD	44,000+	54	ISD DEPT 25 + CHIEF		
BELTON ISD	12,148	16		BELTON & TEMPLE PD: 8 SRO @ MS, HS	BHS (9), LBHS (5), BNTHS (1)
TEMPLE ISD	8,720	16		TEMPLE PD: 8 SRO @ MS, HS, DAEP	HS (7)
MIDWAY ISD	8,300	10		HEWITT & WOODWAY PD: 5	
DESOTO ISD	8,716	10		DESOTO PD: 5	
MANSFIELD ISD	35,524	49	ISD DEPT 37 + CHIEF + ASST CHIEF		
BEAUMONT ISD	18,122	28	ISD DEPT 23		
CROWLEY ISD	15,965	25	ISD DEPT 4 + CHIEF		PUBLIC SAFETY OFFICERS (26)

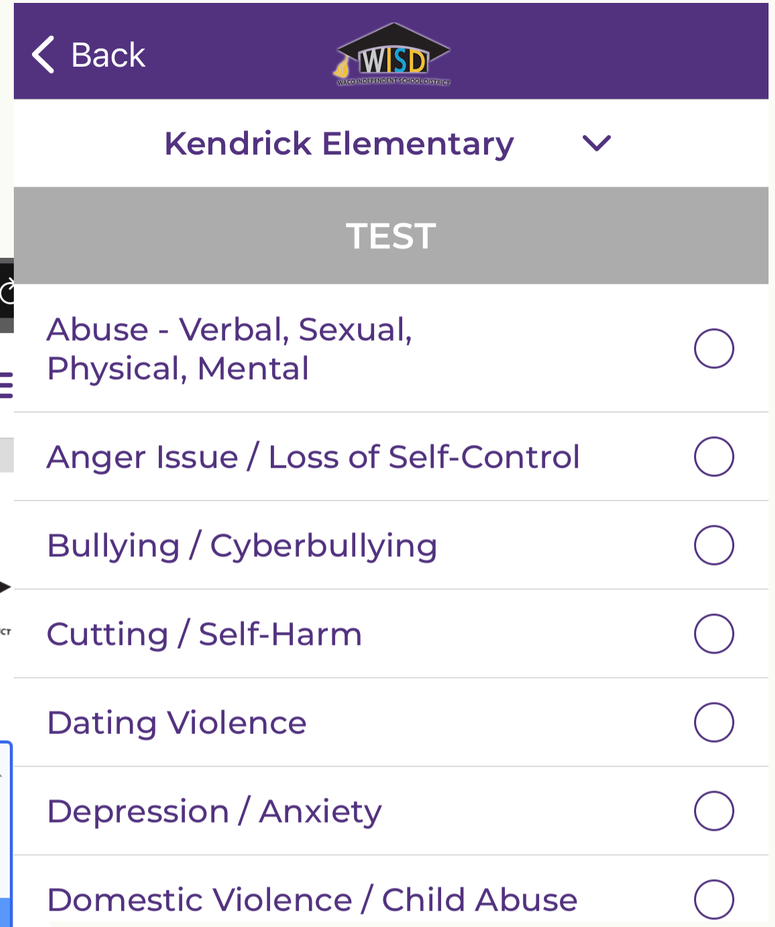
Stop-It Solutions

WACO ISD'S ANONYMOUS REPORTING APP

- Online and app-based system designed to empower students, parents, teachers and others to anonymously report anything of concern to school officials - from cyber bullying to threats of violence or self harm
- Student-centered platform for proactive reporting
- Encourages students to become Upstanders in their community in a comfortable way



web browser



mobile app

STOPit SOLUTIONS™

Campus SUPPORT

- All Campus Administration Teams receive:
  - HB 1652 - required Ch 37 training every 3 years (2021)
  - TEC 37.200 & 37.115 - TxSSC Behavior Threat Assessment (2020-2021)



Campus SUPPORT



Keila Sotomayor

- Behavioral Threat Assessment Specialist (NEW position)
  - On-site training, guidance and support:
    - Identifying cause of behavior
    - Case management
  - District tracking and STOPIt monitoring

Empathy Interviews AT WACO HIGH SCHOOL

Do you feel connected to Waco HS & the adults here?

- On a scale of 1 (lowest) - 10 (highest)
  - 72 male students responded with a 5 or less
- Strong connections noted with coaches, elective teachers & some support staff

Why do you think fights are happening at Waco HS? How do you feel when there is a fight?

- Why?
  - Past and present conflicts
  - Social media
- Feelings:
  - Embarrassment
  - Annoyance
  - Excitement
  - Irritation

How likely are you to seek help from a staff member to resolve fights or to notify them in advance?

- Hesitation for appearing “weak”
- Asking for help makes matters worse

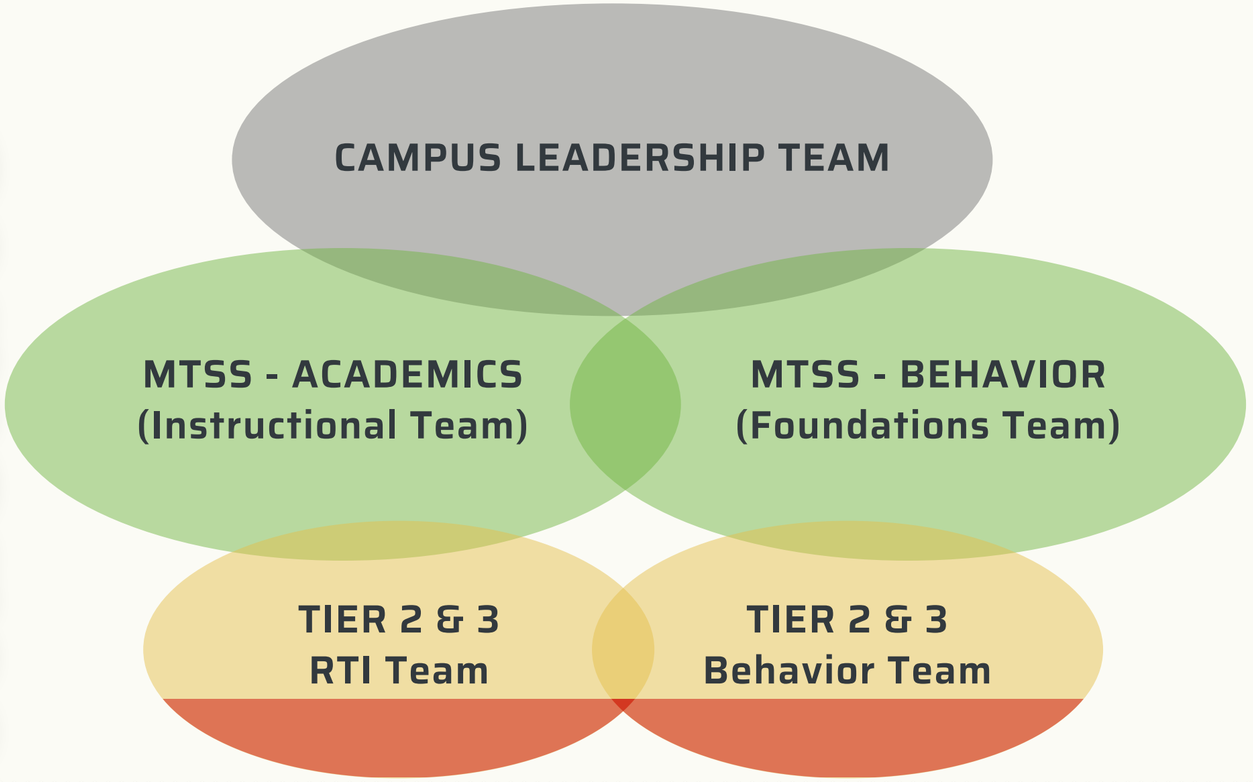
How do we keep fights from happening at Waco HS?

- Collaboration between students and staff
- School activities like pep rallies and school spirit/pride events
- Praise good behavior
- Consistency with enforcing consequences

Do you think teachers, staff, and principals know about the fights?

- No, but more focus and attention on “bad” behavior versus positive behaviors
- Yes, but they can’t get there fast enough
- Maybe, because students will argue the day before

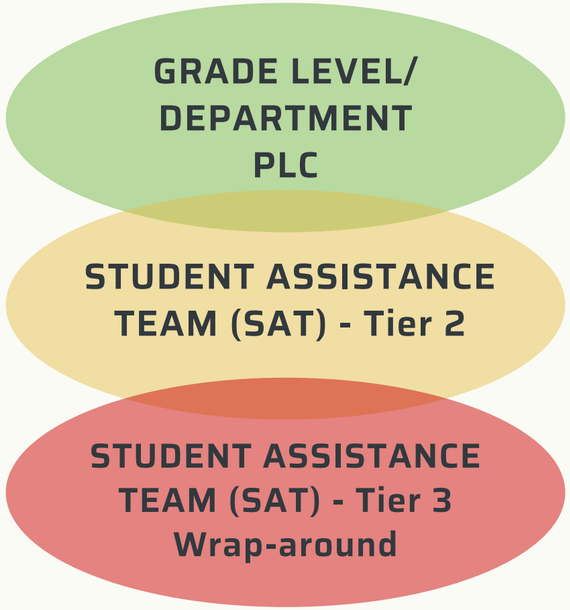
CAMPUS MTSS *Team Structure*



SYSTEMS *Support*

GREEN - TIER 1 SYSTEMS: Teams that guide universal support systems such as curriculum, school-wide data analysis, teacher training and engagement, attendance, classroom management, common areas, and school climate.

YELLOW/RED - TIER 2/3 SYSTEMS: Teams that oversee targeted intervention programs, analyze targeted student data (bi-weekly for Tier 2 students & weekly for Tier 3 students), and screen students for Tier 2 or Tier 3 SAT meetings.



1104

STUDENT *Support*

GREEN - TIER 1 STUDENT SUPPORT: Classroom teacher planning, differentiation, and planning. Student concerns are referred to Tier 2/3 Systems teams as needed.

YELLOW - TIER 2 STUDENT SUPPORT: SAT to create and monitor Tier 2 targeted intervention plans.

RED - TIER 3 STUDENT SUPPORT: Multidisciplinary SAT to create and monitor intensive individualized student intervention plans, including academic pull-out, wrap-around services, and natural supports where indicated.

BEHAVIOR SYSTEMS *Committee*



Spring 2020



Campus & District Representatives



Key Recommendations

SAFE & CIVIL SCHOOLS

Training & Resources: 2019-2021

- All Teachers: Two full days of classroom management training: CHAMPS (K-8)* or Discipline in the Secondary School (9-12)
- All 3rd+ Year Teachers: One day of training on Early-Stage Interventions: Behavior Strategies for Every Teacher
- Teacher Mentors, administrators, and nominated Peer Coaches: Coaching Classroom Management to support teachers with CHAMPS implementation
- All Administrators and Campus Foundations Team members: Multiple days of training and ongoing campus consultation for Foundations: A Positive and Proactive System of Behavior Support. Start on Time program for hallway management.
- Tier 2 Intervention Team Members, Behavior Staff: Training and coaching for Connections Check In Check Out and Meaningful Work intervention programs
- Tier 3 Intervention Team Members, Behavior Staff: Training and coaching for Interventions: Support for Individual Students with Behavior Challenges, and PASS: Positive Approach to Student Success for Reset and Tier III intervention plans.
- Office Staff, Custodians, Cafeteria Workers, Bus Drivers: 2 hour introduction to CHAMPS. Offered in English and Spanish.

*Books and software resources listed in blue

Emergent TREE EDUCATION

Universal Screener

- Identify students in need of proactive instruction
- Look at overall campus and group trends
- Determine teachers with need for support

Bridges Pilot

- Wiley Opportunity Center & Cesar Chavez
- Tier 2 Targeted Support

Solid Roots

- Special Education SAIL Classrooms
  - Bell's Hill
  - J.H. Hines
  - West Avenue
  - Tennyson
  - Waco High


Social, Emotional &
MENTAL HEALTH

Social, Emotional & MENTAL HEALTH

NEW COUNSELING INITIATIVES

- Additional counselors at Cedar Ridge, Crestview, Kendrick, South Waco, Cesar Chavez, and Tennyson
- Two Coordinators of Social-Emotional Learning and Counseling



Sara Miller & Julianne Heldt

Coordinators of Social-Emotional Learning & Counseling

NEW PARTNERSHIPS & PROGRAMMING

- Meadows Mental Health Policy Institute
- Trauma and Grief Center
- Neurosequential Model
- Ascension Providence: Licensed Professional Counselor

FOSTERING *Student Voice*

- STOPIT
- EMPATHY INTERVIEWS
- DESIGN THINKING
- BEAR PROJECT
- COMMUNITIES IN SCHOOLS (CIS)
- NO PLACE FOR HATE (NPFH)


We are Waco ISD
READING IS GROOVY!
Alta Vista Elementary School
NO place for HATE
ADL Education Program
I LOVE SCHOOL
Bell's Hill Elementary School
NO place for