New Braunfels Independent School District

Walnut Springs Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: October 10, 2022

Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day.

Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	**Behaviors**	**Outcome**
Passion for Growth	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters High expectations Act with purpose	Ready for Tomorrow

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

- Walnut Springs Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the campus. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the campus, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on June 21st to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year.

Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the NBISD website. A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

Demographics

Demographics Summary

Walnut Springs is a a K-5 elementary school in the New Braunfels ISD. Located in Comal County, New Braunfels is situated in a high-growth area between San Antonio and Austin. Currently, WSE has approximately 322 students grades Kinder-5th grade. We have 45 staff members. Kindergarten and 5th grade has two general education classrooms. 1st - 4th grade has three general education classrooms. We have PE, Art, Music and Library specials students attend a variety of these daily. We have a Robotics Club, Bluebonnet Book club, KWSE Club, Art club, and Mileage Club for our students. Our campus is currently receiving many building renovations as well as new playgrounds this year.

Demographics Strengths

- All staff are highly qualified.
- Robotics Club, Bluebonnet Book club, KWSE Club, Art club, and Mileage Club extend the learning for students beyond the school day.
- International and out of state population at WSE reflects the growing of the New Braunfels population and allows for the opportunity to introduce long time NBISD students to new students and cultures that they bring to the campus.

Campus Survey Shows:

- At WSE everyone matters.
- WSE parents feel that there is a focus on learning,
- Teachers and staff care, listen, and connect with students.
- Front office is very helpful and friendly creating inclusive environment for parents
- Communication is a top campus strength.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Walnut Springs has 54% of students "at risk" and 44% economically disadvantaged. **Root Cause:** Majority of students qualify as "at risk" based on academics and state assessments.

Student Learning

Student Learning Summary

WSE STAAR Scores 2022:

Reading

3rd Grade: 51% Meets.   30% Masters

4th Grade: 78% Meets.   26% Masters

5th Grade: 61% Meets.   45% Masters

Math

3rd Grade: 47% Meets. 27% Masters

4th Grade: 46% Meets.   26% Masters

5th Grade: 63% Meets.   29% Masters

Science

5th Grade: 59% Meets.   24% Masters

WSE STAAR Scores 2021:

Reading

3rd Grade: 40% Meets   21% Masters

4th Grade: 32% Meets. 12% Masters

5th Grade: 50% Meets. 27% Masters

Math

3rd Grade: 14% Meets. 0% Masters

4th Grade: 41% Meets. 27% Masters

5th Grade: 65% Meets. 39% Masters

Writing

4th Grade: 21% Meets. 7% Masters

Science

5th Grade: 48% Meets. 23% Masters

Student Learning Strengths

87% of our kindergarten students were at benchmark in reading when entering 1st grade.

Campus Accountability rating A 2021-2022 school year with distinction for comparative Closing the Gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall STAAR performance scaled score 83. **Root Cause:** New teachers in testing grades unfamiliar with best practices delivering instruction of TEKs.

Problem Statement 2: Fundamental 5 practices are not implemented with fidelity throughout all lessons. **Root Cause:** Practices are slowly becoming rote for teachers as a part of their daily teaching practice.

School Processes & Programs

School Processes & Programs Summary

The Walnut Springs daily schedule provides time for all students to receive high quality instruction in all academic areas (math, ELA, science, and social studies). Teachers are also given time to plan, assess, and conference with students and parents.

Students at Walnut Springs visit the Art Studio on a weekly basis, PE 4 times a week, and music & library twice a week.

Students at Walnut Springs may also participate in extra-curricular activities such as the Robotics Club, Honor Choir, KWSE (video announcements), and the Bluebonnets reading club.

Walnut Springs believes in an open-door policy for staff, parents, and students.

Administration conducts weekly walk-throughs in order to support the teacher's use of the Fundamental 5 teaching practices.

Walnut Springs provides a math and reading interventionists to supplement the education of at-risk studentsa and provides a structured RTI program for students in need. In addition, a SPED Focus Teacher and SPED Resource teacher, a speech teacher, and two Life Skills teachers implement goals for students with IEPs.

School Processes & Programs Strengths

Our school survey indicates:

The overall climate of the school is positive.

Students respect their teachers.

Students indicate that bullying is not a serious problem at WSE.

Parents indicate on surveys that they feel welcome in the office and school.

Teachers and Administrators return emails and phone calls to parents in a timely manner.

WSE Counselor is proactive with help for student, family, and staff concerns.

Students feel teachers care.

Teachers feel they have a voice in decision making.

Parents are aware of programs offered and are involved.

Parents are aware of the student/parent compact.

Curriculum and Instruction

School focus is on teaching and learning.

Teachers have high expectations

Teachers provide help and encouragement.

Parents see the benefit in incorporating technology into the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): High turnover and lack of staff in our Life Skills classrooms. **Root Cause:** Very challenging work environment, lack of support, and staff shortages.

Problem Statement 2: Need for increased parent involvement in our PTA Organization, campus committees, and volunteering at the campus day-to-day. **Root Cause:** Covid significantly decreased our PTA membership and involvement as well as our campus parent volunteers in the building. Since recovering, our numbers have only slightly increased.

Perceptions

Perceptions Summary

Walnut Springs embraces our district mission and values. Every Student, Every Day

Rooted in history, building a legacy, and growing toward the future.

Beliefs	**Behaviors**	**Outcome**
	Embrace challenges	
Passion for Growth	Adapt and adjust	Be the Best Version of You
	Get better every day	
	Invest time to listen, care, and connect	
Power of the Team	Make each other better	Stronger Together
	Think we not me	
	Everyone matters	
Pride of New Braunfels	High expectation	Ready for Tomorrow
	Act with purpose	

 We also believe that we can provide an environment that mixes compassion and understanding with accountability. WSE values structure, self-discipline, and relationship building. Collaborative learning is also frequently used to increase students' ability to work as a part of a group; learning from each other, being accountable for their personal contributions and responsibilities, and valuing differing viewpoints and perspectives.

Perceptions Strengths

Based on past parent and staff surveys, Walnut Springs was many perceived strengths.

- Parents and students feel that there is a focus on students and learning
- Teachers are available to assist students.
- Teachers feel confident abut Positive Behaviors and Intervention Systems at Walnut Springs.
- Teachers feel confident with Restorative Discipline Implementation.
- The front office is pleasant and very helpful.
- Parents feel well-informed.
- Teachers feel that they have a voice in decision making.
- Overall the climate of WSE is positive.
- Students and parents both enjoy coming to WSE.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers indicate a need for support regarding meeting the academic needs of special education students in general education classrooms. **Root Cause:** Classrooms have included students that needed increased intensive behavioral and academic interventions without adequate planning time with special education teachers and commonly understood roles, responsibilities, and execution practices.

Problem Statement 2: Increased number of students need behavior or mental health support beyond what classroom teachers can provide. **Root Cause:** Lack of fidelity in implementation of Restorative Discipline and PBIS systems, lack of consistent professional guidance including PBIS strategies for teachers.

Problem Statement 3: Parents would like to be informed about assessment results throughout the year. **Root Cause:** Parents are aware of quarterly and district assessments being given, but are not told how their student or the campus scored overall on these assessments.

Problem Statement 4: Students are not aware of college opportunities. **Root Cause:** Intentional promotion of colleges has not been a part of campus goals.

Priority Problem Statements

Problem Statement 2: Overall STAAR performance scaled score 83.

Root Cause 2: New teachers in testing grades unfamiliar with best practices delivering instruction of TEKs.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: High turnover and lack of staff in our Life Skills classrooms.

Root Cause 1: Very challenging work environment, lack of support, and staff shortages.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: Teachers indicate a need for support regarding meeting the academic needs of special education students in general education classrooms.

Root Cause 3: Classrooms have included students that needed increased intensive behavioral and academic interventions without adequate planning time with special education teachers and commonly understood roles, responsibilities, and execution practices.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Evaluation(s) of professional development implementation and impact
- T-TESS 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
- Communications data
- Capacity and resources data

Goals

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 1: Annually increase the percentage of students showing a minimum of 1+ years academic growth on MAPS assessments in Reading using May 2021 - 2022 growth percentage as a beginning benchmark.

High Priority

Evaluation Data Sources: MAPS Spring Assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: Monthly RTI Meetings to analyze data, create an action plan, and progress monitor students of all academic levels.		**Formative**		
Strategy's Expected Result/Impact: Students of all academic levels will show growth in reading and math.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Instructional Leadership Team				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Strategy 2 Details		**Formative Reviews**		
Strategy 2: PLCs bi-weekly to analyze data, prepare action plan proposals to present to RTI team.		**Formative**		
Strategy's Expected Result/Impact: Students of all academic levels will show growth in reading and math.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Instructional Leadership Team and Instructional Coach				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Formative Reviews		
Strategy 3: Accurately identify second language students in order to provide instruction to best meet their needs.	**Formative**		
Strategy's Expected Result/Impact: Students identified as a second language learner would be placed with a certified ESL teacher in order to support them in language acquisition skills. **Staff Responsible for Monitoring:** LPAC Administrator **Funding Sources:** Bilingual Assessment - 199-PIC 25, 35 State Bilingual/ESL - $150	**Nov**	**Feb**	**May**

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

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 2: Annually increase the percentage of students showing a minimum of 1+ years academic growth on MAPS assessments in Math using May 2021 - 2022 growth percentage as a beginning benchmark.

High Priority

Evaluation Data Sources: MAP spring assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly RTI Meetings to analyze data, create an action plan, and progress monitor students of all academic levels.	**Formative**		
Strategy's Expected Result/Impact: Students of all academic levels will show growth in reading and math. **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: PLCs bi-weekly to analyze data, prepare action plan proposals to present to RTI team.	**Formative**		
Strategy's Expected Result/Impact: Students of all academic levels will show growth in reading and math. **Staff Responsible for Monitoring:** Instructional Leadership Team and Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 1	**Nov**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus RLA and math intervention teachers and paraprofessionals will provide direct, supplemental instruction for priority At-Risk students identified using 15 point state criteria found in the NBISD SCE Manual in accelerated reading and accelerated math programs. NBISD currently has no Targeted Assistance programs, but will use the SCE identification process if needed.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased math scores of at risk students on MAPs assessments. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Math Interventionist Medina & Pszanowski - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - $169,077			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance scaled score 83. **Root Cause**: New teachers in testing grades unfamiliar with best practices delivering instruction of TEKs.

Perceptions
Problem Statement 1: Teachers indicate a need for support regarding meeting the academic needs of special education students in general education classrooms. **Root Cause**: Classrooms have included students that needed increased intensive behavioral and academic interventions without adequate planning time with special education teachers and commonly understood roles, responsibilities, and execution practices.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 3: Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 51% Meets standard in 2022 to 75% Meets standard by May of 2025. The target for May of 2023 STAAR for all 3rd grade students is 65% at the Meets standard.

HB3 Goal

Evaluation Data Sources: The percent of 2nd grade students reading on grade level will increase from 48% to 58% on MAPS by May 2023.
The percent of 1st grade students meeting at or above grade level mean RIT score from 63% to 70% on MAPS by May 2023.
The percent of Kindergarten students on grade level will increase from 87% to 90% on mClass and 64% to 74% on MAPS by May 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Add daily Sustained Silent reading to campus schedule for 100% of students.	**Formative**		
Strategy's Expected Result/Impact: Increased performance of STAAR Reading test. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus RLA and math intervention teachers and paraprofessionals will provide direct, supplemental instruction for priority At-Risk students identified using 15 point state criteria found in the NBISD SCE Manual in accelerated reading and accelerated math programs.	**Formative**		
Strategy's Expected Result/Impact: Increased reading assessment performance by "at risk" students. **Staff Responsible for Monitoring:** Administrator **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	**Nov**	**Feb**	**May**

⓪% No Progress   💯 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance scaled score 83. **Root Cause**: New teachers in testing grades unfamiliar with best practices delivering instruction of TEKs.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 4: Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 49% Meets standard in 2022 to 65% Meets standard by May of 2025. The target for May of 2023 STAAR for all 3rd grade students is 53% at the Meets standard.

    HB3 Goal

    Evaluation Data Sources: The percent of 2nd grade students meeting at or above grade level mean RIT score from 69% to 75% on MAPS by May 2023.
    The percent of 1st grade students meeting at or above grade level mean RIT score from 63% to 70% on MAPS by May 2023.
    The percent of Kindergarten students meeting at or above grade level mean RIT score from 57% to 65% on MAPS by May 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement monthly PLC meetings with Instructional Coach, monthly RTI meetings, and quarterly data meetings to discuss student growth/performance and create plans to address gaps.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Increased academic performance on math assessments.
    Staff Responsible for Monitoring: Instructional Coach, Interventionists, RTI Coordinator, Administration
 	
    Problem Statements: Student Learning 1			

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance scaled score 83. **Root Cause**: New teachers in testing grades unfamiliar with best practices delivering instruction of TEKs.

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 5: Increase the number of Walnut Springs Elementary 4th grade students performing on grade level on STAAR Mathematics from a baseline score of 46.9% Meets standard in 2022 to 52% Meets standard by May of 2024 and Reading from a baseline score of 51% Meets standard in 2022 to 56% Meets standard by May of 2024.

High Priority

Evaluation Data Sources: STAAR Math & Reading Assessment 2022, 2023, & 2024

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement monthly PLC meetings with Instructional Coach, monthly RTI meetings, and quarterly data meetings to discuss student growth/performance and create plans to address gaps.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased academic performance on Math assessments **Staff Responsible for Monitoring:** Instructional Coach, Interventionists, RTI Coordinator, Administration **Problem Statements:** Student Learning 1			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance scaled score 83. **Root Cause**: New teachers in testing grades unfamiliar with best practices delivering instruction of TEKs.

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 1: Annually increase the percentage of 5th grade students "on track" to achieve passing score on the SAT.

    HB3 Goal

    Evaluation Data Sources: "On Track" baseline percentage of 51% from 2022 Spring MAP Assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement new campus initiatives highlighting staff colleges. (wear college shirts, display college logos, highlight college graduates on morning announcements)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will become more aware of colleges. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Connect high school to career and college			

Strategy 2 Details	Formative Reviews		
Strategy 2: Begin including Depth and Complexity elements in lesson plans to increase rigor and challenge higher order thinking skills.	**Formative**		
Strategy's Expected Result/Impact: Students will enter middle school with higher level scholarly vocabulary, complex reasoning	**Nov**	**Feb**	**May**
skills, and deeper understanding of content. **Staff Responsible for Monitoring:** Administration			

Strategy 3 Details	Formative Reviews		
Strategy 3: Support student growth and development through the Arts to encourage creativity, innovation, and self confidence - essential skills for the 21st Century workforce.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased Academic Achievement **Staff Responsible for Monitoring:** District Fine Arts Coordinator Principal **Funding Sources:** Art Teacher - 281 - ESSER II Grant - $74,139			

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

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 1: Increase the number of students who respond they agree to "My campus is helping me be the best version of myself." on the annual student survey from 3.96 to 4.3 by May 2023.

    Evaluation Data Sources: Annual student survey

Strategy 1 Details			Formative Reviews		
Strategy 1: Morning "Words of Wisdom" by the principal added to announcements each day.			**Formative**		
Strategy's Expected Result/Impact: Students gain wisdom regarding demonstrating good character. **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 2: Increase the number of students participating in clubs at Walnut Springs from 29% to 100% by spring 2023.

    Evaluation Data Sources: Club participation lists

Strategy 1 Details			Formative Reviews		
Strategy 1: Implement monthly "Club Day" again at Walnut Springs for all students.			**Formative**		
Strategy's Expected Result/Impact: 100% of students will get to participate in a club they choose.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 3: Increase the number of opportunities students have to participate in community service projects from 0 to 5 by June 2025

Strategy 1 Details	Formative Reviews		
Strategy 1: In 2022-2023 school year, k-1, 2-3, 4-5 will do one community service project with their paired grade level. By 2024-2025, each grade level will do one community service project with K-1 sharing a project.	**Formative**		
Strategy's Expected Result/Impact: Students will have an opportunity to experience the impact they can have on their community. **Staff Responsible for Monitoring:** Teachers, Counselor, CIS Representative, Administration	**Nov**	**Feb**	**May**

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

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 1: Increase the number of teachers that agree with "I feel as though I receive the recognition for the work that I do at my campus/place of work." from 73% to 80%.

    Evaluation Data Sources: Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule more time for administrators in the classroom to communicate and acknowledge teacher's strengths and accomplishments.	**Formative**		
Strategy's Expected Result/Impact: Teachers will feel more valued and recognized for their work. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Feb**	**May**

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

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 2: Increase percentages of Fundamental Five instructional strategies used with fidelity in the classroom by May 2023:
Framing the Lesson from 37% to 60%
Critical Writing from 37% to 60%

    Evaluation Data Sources: Walk-through data

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coach will provide coaching for classroom teachers in effective instructional skills to better serve all students and increasing the use of Fundamental Five research-based strategies.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Providing teachers with just-in time professional development through the coaching cycle will increase effective Tier I instruction.
    Staff Responsible for Monitoring: Instructional Coaches
Principal
 	
    Funding Sources: Instructional Coach - 281 - ESSER II Grant - $33,635			

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

Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

Performance Objective 1: Annually increase the number of students responding to "teachers, staff, administrators take the time to listen, care, and connect" on annual student survey from 3.95 to 4.3 by May 2023.

    Evaluation Data Sources: Student Survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers, counselor, CIS, and administrators will begin doing rounding with students.	**Formative**		
Strategy's Expected Result/Impact: Students will build stronger relationships with adults at WSE.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement monthly EBIS Tier 1 Relationship Challenges.	**Formative**		
Strategy's Expected Result/Impact: Students will build stronger relationships with adults at WSE.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 1: Annually increase the percentage of highly satisfied parents and community members from 3.92 to 4.3 and students from 4.40 to 4.70 by June 2023.

Evaluation Data Sources: Parent and student annual surveys

Strategy 1 Details			Formative Reviews		
Strategy 1: Utilize Community in Schools representative to facilitate relationships between Walnut Springs Elementary and its families.			**Formative**		
Strategy's Expected Result/Impact: Stronger partnerships and relationships with families **Staff Responsible for Monitoring:** Principal **Funding Sources:** CIS representative - 281 - ESSER II Grant - $21,892			**Nov**	**Feb**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 2: Increase participation in campus PTA from 119 members 2021-22 to 150 members 2022-2023.

    Evaluation Data Sources: PTA Membership data

Strategy 1 Details			Formative Reviews		
Strategy 1: Create social media campaign to increase parent involvement/membership in PTA.			**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement at WSE.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: PTA board, Principal					
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 3: Improve campus safety measures and increase the level of safety awareness, training, and preparedness of all campus staff.

Evaluation Data Sources: Training sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement "Watchdogs" program to increase presence of dads on campus.	**Formative**		
Strategy's Expected Result/Impact: Increased campus safety	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: PTA Board, Principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Administrator conduct daily door sweep to check that all entrances to campus are secure.	**Formative**		
Strategy's Expected Result/Impact: Increased safety of those on campus.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators, District Safety/Student Services Department			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct monthly safety drills with all staff and students.	**Formative**		
Strategy's Expected Result/Impact: Students and staff aware of safety procedures in event of threat to safety.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principal, District Safety Department			

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

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 4: Allow opportunities for discovery outside the walls of Walnut Springs Elementary

    Evaluation Data Sources: Field Trip Schedules

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide all students with opportunity to attend a field trip each year to expose them to culture, nature, adventure, and discovery outside the walls of Walnut Springs.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: More well-rounded students
    Staff Responsible for Monitoring: Principal
 	
    Funding Sources: Travel Expenses - 281 - ESSER II Grant - $350			

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

State Compensatory

Budget for Walnut Springs Elementary

Total SCE Funds: $169,077.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

SCE funds are used to fund intervention services in reading and math for at risk students.

Personnel for Walnut Springs Elementary

Name	Position	FTE
Monica Medina	Math Interventionist	1
Rachel Weddel	Reading Interventionist	1
Wendy Pszanowski	Intervention Aide	1

Campus Funding Summary

			199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Math Interventionist Medina & Pszanowski		$169,077.00
1	3	2	Interventionist		$0.00
				Sub-Total	$169,077.00
				Budgeted Fund Source Amount	$169,077.00
				+/- Difference	$0.00
			199-PIC 25, 35 State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Bilingual Assessment		$150.00
				Sub-Total	$150.00
				Budgeted Fund Source Amount	$150.00
				+/- Difference	$0.00
			281 - ESSER II Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Art Teacher		$74,139.00
4	2	1	Instructional Coach		$33,635.00
6	1	1	CIS representative		$21,892.00
6	4	1	Travel Expenses		$350.00
				Sub-Total	$130,016.00
				Budgeted Fund Source Amount	$130,016.00
				+/- Difference	$0.00
				Grand Total Budgeted	$299,243.00
				Grand Total Spent	$299,243.00
				+/- Difference	$0.00

Addendums

Walnut Springs Elementary

2022-2023 Parent and Family Engagement Activities

August

- o Meet the Teacher – August 18
  September
- o CIP Meeting - September 01 ZOOM MEETING

- o Open House with PTA Meeting – September 8, 2022

  October

- o Watchdogs Oct. 7

- o Red Ribbon Week
- o Unity Day
- o Falloween October 22, 2022
- o Parent Conferences – *Throughout Month of October* -

November

- o Veterans Day Ceremony - November 11
- o Book Fair November 14-18
- o 12 Days of Holiday Reading Dec. 4-
- o Grandfriends Day November 16 & 17
- o Veterans Day Ceremony - November 11
- o CIP Meeting November 17 Formative Review

December

- o 12 Days of Holiday Reading

January

- o Book Swap Jan 23
- o Choir Concert Jan 26

February

- o Valentine's Dance February 9
- o 100th Day of School Activities Feb 7
- o Read Across America Feb 27-March 3

March

April

- o Spring Book Fair April 3-7

May

- o Teacher Appreciation Week May 1-5

- o Field Days May 10 & 11