

New Braunfels Independent School District

Walnut Springs Elementary

2023-2024 Campus Improvement Plan



Board Approval Date: November 13, 2023

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

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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 mClass, NWEA MAP, 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 virtually and in person on June 22nd at 1:00pm 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.
 - Those in attendance were:
 1. Leigh Bailey, Principal
 2. Jackie Winters, Assistant Principal
 3. Danya Rifkin, Counselor
 4. Simone Ballance, Teacher
 5. Rachel Weddel, Teacher
 6. Karen Feldman, District Representative
 7. Shiloh Mocaby, Parent
 8. Geoffrey Rifkin, Community/Business Member

The committee will also 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 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 329 students grades Kinder-5th grade. We have 47 staff members. First grade has two general education classrooms. All other grades have 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, Choir, Chess Club for our students. Our campus had 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, Choir, and Chess 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 has a strong and active Public Relations record.

Campus Survey Shows:

- At WSE everyone matters.
- WSE parents feel that there is a focus on learning,
- Administrators, 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 64% of students "at risk" and 45% 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 2023:

(Test changes in place for 2023)

Reading

3rd Grade: 52% Meets. 26% Masters

4th Grade: 54% Meets. 32% Masters

5th Grade: 67% Meets. 25% Masters

Math

3rd Grade: 51% Meets. 25.49% Masters

4th Grade: 47% Meets. 26% Masters

5th Grade: 47% Meets. 15% Masters

Science

5th Grade: 25% Meets. 8% Masters

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 percentage 53%. **Root Cause:** Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy

Problem Statement 2: Fundamental 5 practices are not implemented with fidelity throughout all lessons. **Root Cause:** Failure to apply strategies with the frequency needed to become rote teaching practice..

Problem Statement 3: Undesirable behavior negatively affected the learning environment. **Root Cause:** Lack of EBIS strategies implementation to prevent or address undesirable behaviors. Lack of system to follow with strategies & steps for specific behaviors in place.

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 students 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): Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve **Root Cause:** Lack of effective campus professional learning community system in place

Problem Statement 2: Ineffective EBIS system in place. **Root Cause:** Lack of teacher buy-in by all teachers Lack of system to follow with strategies & steps for specific behaviors in place.

Problem Statement 3: Ineffective instructional techniques used by teachers **Root Cause:** Lack of campus coaching system or cycle

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
Passion for Growth	Embrace challenges Adapt and adjust Get better every day	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 expectation Act with purpose	Ready for Tomorrow

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 about 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: Increased number of students need behavior or mental health support beyond what classroom teachers can provide. **Root Cause:** Lack of system to follow with strategies & steps for specific behaviors in place.

Problem Statement 2: 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 3: 3.66 of parents indicate they agree that administrators and staff take time to listen, care, and connect with parents/guardians. **Root Cause:** Lack of parent outreach and seeking parent input regarding decisions, programs, and events at WSE.

Priority Problem Statements

Problem Statement 1: Overall STAAR performance percentage 53%.

Root Cause 1: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

Root Cause 2: Lack of effective campus professional learning community system in place

Problem Statement 2 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
- 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
- State-developed online interim assessments
- 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
- Study of best practices

Goals


Revised/Approved: September 21, 2023






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.
Targets: Spring 24: 54%. Spring 25: 58%

High Priority

Evaluation Data Sources: MAPS Spring Assessments: Baseline:
1 Year Growth Spring 22-Spring 23: 50%

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct monthly RTI Meetings to analyze data, create an action plan, and progress monitor students of all academic levels. 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 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: PLCs meet weekly with instructional coach to analyze data, prepare tier I differentiated lessons with appropriate rigor, and plan tier 2 instructional groups and lessons. 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 - School Processes & Programs 1 Funding Sources: Instructional Coach - 282 - ESSER III Grant - \$61,379, Instructional Supplies/PD - 211 - Title I, Part A - \$2,000	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy
School Processes & Programs
Problem Statement 1: Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve Root Cause: Lack of effective campus professional learning community system in place

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
Spring 24: 52%. Spring 25: 55%

High Priority

Evaluation Data Sources: MAP spring assessment: Baseline:
1 Year's Growth - Spring 23: 44%

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs meet weekly with instructional coach to analyze data, prepare tier I differentiated lessons with appropriate rigor, and plan tier 2 instructional groups and lessons. 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 - School Processes & Programs 1	Formative		
	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. NBISD currently has no Targeted Assistance programs, but will use the SCE identification process if needed. 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 Funding Sources: Intervention teachers - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$101,356, Intervention Teachers - 211 - Title I, Part A - \$75,118	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:






Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy
School Processes & Programs
Problem Statement 1: Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve Root Cause: Lack of effective campus professional learning community system in place

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 Meets standard. 64% by May of 2024. 75% by May of 2025.

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment
May 22:51%
May 23 52%

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased reading assessment performance by "at risk" students. Staff Responsible for Monitoring: Administrator Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy

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. Meets standard 55% by May of 2024. 65% by May of 2025.

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment

May 22: 49%

May 23: 51%

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs meet weekly with instructional coach to analyze data, prepare tier I differentiated lessons with appropriate rigor, and plan tier 2 instructional groups and lessons. Strategy's Expected Result/Impact: Increased academic performance on math assessments. Staff Responsible for Monitoring: Instructional Coach, Interventionists, RTI Coordinator, Administration ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy
School Processes & Programs
Problem Statement 1: Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve Root Cause: Lack of effective campus professional learning community system in place

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






Performance Objective 5: Increase K-2nd grade student achievement on mClass assessment. 76% by May 24. 78% May 25

Evaluation Data Sources: mClass EOY Assessment

May 21: 58%

May 22: 68%

May 23: 73%

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will analyze mClass data and plan intervention and Tier I instruction according to identified weaknesses found in mClass benchmark assessments. Strategy's Expected Result/Impact: Increased student early literacy performance Staff Responsible for Monitoring: Principal, Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:


Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy
School Processes & Programs
Problem Statement 1: Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve Root Cause: Lack of effective campus professional learning community system in place

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 from 34% to 40% by May 2024.

HB3 Goal

Evaluation Data Sources: "On Track" baseline percentage of 34% from 2023 Spring MAP Assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will identify what "Beyond Mastery" looks like for lesson objectives - including independent learning opportunities for "Beyond Mastery" level activities. Strategy's Expected Result/Impact: Increased academic performance of higher achieving students Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
			
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy

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 4.09 to 4.2 in May of 2024.

Evaluation Data Sources: Annual student survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Morning "Words of Wisdom" by the principal continued in announcements each day. Strategy's Expected Result/Impact: Students gain wisdom regarding demonstrating good character. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide after school tutoring opportunities to struggling students Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Tutors after school - 282 - ESSER III Grant - \$2,801	Formative		
	Nov	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy

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

Performance Objective 2: Improve campus safety measures and increase the level of safety awareness, training and preparedness of all staff and students. Baseline data is previous year training records and safety drills documentation. Parent's response to "I feel my child is safe at school" from 3.83 to 3.89

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Regular communication with campus SRO officer including routine safety checks of building security. Strategy's Expected Result/Impact: Increased school security Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 1: Increase percentages of Fundamental Five instructional strategies used with fidelity in the classroom by May 2024:


Framing the Lesson from 80% to 90%





Critical Writing from 31% to 35%

Recognize and Reinforce from 55% to 60%

High Priority

Evaluation Data Sources: Walk-through data

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coach will implement coaching cycles and weekly team collaboration meetings for classroom teachers to support effective instructional strategies that better serve all students. 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 Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall STAAR performance percentage 53%. Root Cause: Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy
School Processes & Programs
Problem Statement 1: Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve Root Cause: Lack of effective campus professional learning community system in place

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

Performance Objective 2: Give teachers & staff opportunities to share their thoughts and concerns with administration during rounding each semester & during weekly collaborative meetings.






Evaluation Data Sources: Administrator calendar & stoplight reports x2

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will do monthly rounding with teachers and staff and share stop-light report at the close of each semester. Strategy's Expected Result/Impact: Increased teacher satisfaction and engagement Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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 4.3 to 4.5 by May 2024.







Evaluation Data Sources: Student Survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers, counselor, CIS, and administrators will do rounding with students according to rounding system. Strategy's Expected Result/Impact: Students will build stronger relationships with adults at WSE. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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 3.8 to 4.0

Evaluation Data Sources: Annual Parent survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Community in Schools representative to facilitate relationships between Walnut Springs Elementary and its families. Strategy's Expected Result/Impact: Stronger partnerships and relationships with families Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct four or more parent engagement activities outside of school hours that include parents, students, and staff. Strategy's Expected Result/Impact: Stronger partnerships and relationships with families Staff Responsible for Monitoring: Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Family Engagement Activity Supplies and Expenses - 211 - Title I, Part A - \$5,250	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Monica Medina	Math Interventionist	1
Rachel Weddel	Reading Interventionist	1
Wendy Pszanowski	Intervention Aide	1

Title I

1.1: Comprehensive Needs Assessment

Completed under the Needs Assessment of Plan4Learning.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Completed under Summary section of Needs Assessment in Plan4Learning.

2.2: Regular monitoring and revision

Formative reviews take place 3 times a year and documented in Plan4Learning under Goals in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

Plan is available in English and Spanish on the NBISD website.

2.4: Opportunities for all children to meet State standards

Documented in CIP

2.5: Increased learning time and well-rounded education

Documented in CIP

2.6: Address needs of all students, particularly at-risk

Documented in CIP

3.1: Annually evaluate the schoolwide plan

Completed at the end of the year and used to address following school year needs.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

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	2	Intervention teachers		\$101,356.00
Sub-Total					\$101,356.00
Budgeted Fund Source Amount					\$101,356.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies/PD		\$2,000.00
1	2	2	Intervention Teachers		\$75,118.00
6	1	2	Family Engagement Activity Supplies and Expenses		\$5,250.00
Sub-Total					\$82,368.00
Budgeted Fund Source Amount					\$82,368.00
+/- Difference					\$0.00
282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$61,379.00
3	1	2	Tutors after school		\$2,801.00
Sub-Total					\$64,180.00
Budgeted Fund Source Amount					\$64,180.00
+/- Difference					\$0.00
Grand Total Budgeted					\$247,904.00
Grand Total Spent					\$247,904.00
+/- 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