Waco Independent School District
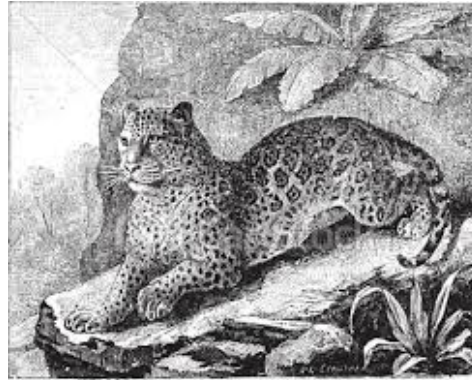
Cedar Ridge Elementary School

2022-2023 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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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.

High Priority

Evaluation Data Sources: formative walkthrough observations, Session Survey Results, T-TESS Results, STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan and implement professional development around lesson planning, processes, and protocols to ensure teachers have an understanding of effective lesson planning.	**Formative**		
	Jan	**May**	**May**

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
 	
  - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Ensure 100% of K-3 teachers and school leaders complete the Reading Academies during the 2022-2023 school year, as outlined in HB 3 by the 86th Texas Legislature.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Teachers and principals will have increased knowledge and skills in the science of reading instruction
    Staff Responsible for Monitoring: Principal
 	
  - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools			

Strategy 3 Details	Formative Reviews		
Strategy 3: Employ 2 instructional specialists to assist teachers with planning and data disaggregation and provide coaching.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement, differentiated instruction based on student data and coaching **Staff Responsible for Monitoring:** Principal - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - Title 1 - $160,000	**Jan**	**May**	**May**

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Increase in teacher effectiveness as evidenced in PLC notes, more lesson plans will incorporate strategies learned **Staff Responsible for Monitoring:** Instructional Team - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	**Jan**	**May**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide support to general education teachers who serve students in Special Education to ensure differentiated instruction.	**Formative**		
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 **Staff Responsible for Monitoring:** Instructional Team, Special Education Coordinator - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	**Jan**	**May**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase the number of teachers obtaining ESL certification so that 90% of English classes use ESL practices.	**Formative**		
Strategy's Expected Result/Impact: ESL certified teachers will create more opportunities for learning for ELL students **Staff Responsible for Monitoring:** LPAC Chair - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	**Jan**	**May**	**May**

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Conduct book studies of professional books led by Instructional Team members and teachers.	**Formative**		
Strategy's Expected Result/Impact: Teachers grow in their craft as shown in teacher efficacy and walkthrough data	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - Title 1 - $2,000			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Send interested PK teachers to TSR Summer Institute.	**Formative**		
Strategy's Expected Result/Impact: PK teachers grow in their craft as shown in teacher efficacy and walkthrough data	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal - **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 5: Effective Instruction **Funding Sources:** - American Rescue Plan (ARP/ESSER III)			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Provide funding for registration and supply fees for teachers to attend trainings at Region 12.	**Formative**		
Strategy's Expected Result/Impact: Teachers have new strategies to utilize in their classroom	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math			

0% No Progress	100% 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 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	Formative Reviews		
Strategy 1: Collaborate with Tarleton State University to provide PD to teachers and Tarleton students on research-based best practices.	**Formative**		
Strategy's Expected Result/Impact: Increase teacher efficacy and improve lesson plans by planning for newly learned best practices	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Team, PDS Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Build relationships with the Tarleton State University clinical teachers and recruit them to start employment after graduation.	**Formative**		
Strategy's Expected Result/Impact: Retention of clinical teachers	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, PDS Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals			

0% No Progress	100% 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	Formative Reviews		
Strategy 1: Analyze current teacher appreciation activities for effectiveness.	**Formative**		
Strategy's Expected Result/Impact: Recommendations for more effective and cost-efficient teacher appreciation activities	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			
TEA Priorities: Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Assign first year teachers a mentor through the WISD mentor program and assign teachers new to the campus a buddy.	**Formative**		
Strategy's Expected Result/Impact: Increased capacity of new teachers as evidenced in walkthroughs and observation notes	**Jan**	**May**	**May**
Staff Responsible for Monitoring: New Teacher Coordinator			
TEA Priorities: Recruit, support, retain teachers and principals			

Strategy 3 Details	Formative Reviews		
Strategy 3: Celebrate staff by conducting Staff Appreciation week by providing lunch, cake, and other treats to show appreciation.	**Formative**		
Strategy's Expected Result/Impact: Improved staff morale	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			
TEA Priorities: Recruit, support, retain teachers and principals			

Strategy 4 Details	Formative Reviews		

Strategy 4: Send out a weekly newsletter to staff with upcoming events and information.	Formative		
Strategy's Expected Result/Impact: Weekly newsletters, informed staff	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 5 Details	Formative Reviews		

Strategy 5: Purchase updated technology for teachers to use for instructional activities.	Formative		
Strategy's Expected Result/Impact: Technology inventory log, lesson plans showing effective inclusion of technology	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Technology Liaison - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** - Title 1			

Strategy 6 Details	Formative Reviews		

Strategy 6: Increase teacher voice and distributive leadership by selecting teacher leaders from each grade level and/or subject area.	Formative		
Strategy's Expected Result/Impact: Increase in quality communication between Instructional Team and staff and more teacher input on decision making	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 7 Details	Formative Reviews		

Strategy 7: Purchase mobile workspaces for instructional team to be in classrooms and more visible by frequently conducting walkthroughs, coaching, and conferring with students on their growth/data.	Formative		
Strategy's Expected Result/Impact: More consistent walkthoughs and conduct data meeting with students	**Jan**	**May**	**May**

Staff Responsible for Monitoring: Principal

 - **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
Funding Sources: carts - American Rescue Plan (ARP/ESSER III)

| 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 1: Decrease the number of ISS, OSS, and DAEP placements by five percent.

   High Priority

   Evaluation Data Sources: Discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Conscious Discipline and PBIS (CHAMPS) school-wide as classroom management tools.	**Formative**		
Strategy's Expected Result/Impact: Lesson plans and walkthroughs will show CD and PBIS strategies in use	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Campus Behavior Coordinator, Counselors, Teachers			
- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Employ and utilize a Restorative Discipline Facilitator and a Behavior Paraprofessional to reinforce Tier 1 and 2 behavior intervention plans.	**Formative**		
Strategy's Expected Result/Impact: Daily logs will show student interactions and students spending more time in class	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Campus Behavior Coordinator			
- TEA Priorities: Improve low-performing schools **Funding Sources:** - State Compensatory Education - $22,000, - American Rescue Plan (ARP/ESSER III)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide anti-bullying curriculum to all students.	**Formative**		
Strategy's Expected Result/Impact: Through counseling and guidance lessons, there will be a decrease in the number of bullying incidents	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselors			
- TEA Priorities: Improve low-performing schools			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Positive Behavior Implementation and Supports for all students including the use of Jaguar Bucks and the PBIS store.	**Formative**		
Strategy's Expected Result/Impact: Increase in following campus procedures especially in common areas	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Restorative Discipline Facilitator			
- **TEA Priorities:** Improve low-performing schools			

Strategy 5 Details	Formative Reviews		
Strategy 5: Identify and provide services to students who are at risk due to social and emotional factors.	**Formative**		
Strategy's Expected Result/Impact: Reduction in behavior referrals, decreased failure rate	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselor, Campus Behavior Coordinator			
- **TEA Priorities:** Improve low-performing schools			

Strategy 6 Details	Formative Reviews		
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 recommended interventions/consequences.	**Formative**		
Strategy's Expected Result/Impact: Reduction in ISS placements due to stronger Tier 1 plans	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Campus Behavior Coordinator, Restorative Discipline Facilitator			
- **TEA Priorities:** Improve low-performing schools			

Strategy 7 Details	Formative Reviews		
Strategy 7: Assess and improve campus Positive Behavior Support and Intervention using the Tiered Fidelity Inventory (TFI).	**Formative**		
Strategy's Expected Result/Impact: Up-to-date action plan tied directly to the TFI created by the campus	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Restorative Discipline Facilitator, Campus Behavior Coordinator			
- **TEA Priorities:** Improve low-performing schools			

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement campus-wide SEL curriculum - Character Strong.	**Formative**		
Strategy's Expected Result/Impact: Reduction in behavior referrals due to focus on SEL	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselor, Restorative Discipline Facilitator			

| 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 2: Increase the average daily attendance rate to a minimum of 97%.

High Priority

Evaluation Data Sources: Attendance Rate Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize students with perfect attendance each grading period with an incentive.	**Formative**		
Strategy's Expected Result/Impact: Average daily attendance will increase to 97%	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Administrative Team, Counselors, PEIMS Clerk, PCL			
- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use PCL to make home visits to students with excessive absences.	**Formative**		
Strategy's Expected Result/Impact: Average daily attendance will increase and a log of home visits will be maintained	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Administrative Team, PCL			
- TEA Priorities: Improve low-performing schools			

Strategy 3 Details	Formative Reviews		
Strategy 3: Recognize "Superstar" students with monthly celebrations.	**Formative**		
Strategy's Expected Result/Impact: Student attendance and students' ability to follow expectations will increase	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselor, Teachers			
- TEA Priorities: Improve low-performing schools			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide information to students about suicide prevention, conflict resolution, and drug and violence prevention.	Formative		
Strategy's Expected Result/Impact: Guidance lesson plans will show these topics covered as well as the GREAT program notes and pictures	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselor, Administrative Team			
- TEA Priorities: Improve low-performing schools			

Strategy 5 Details	Formative Reviews		
Strategy 5: Evaluate attendance monitoring and intervention strategies to include personalized plans for students with excessive absences.	Formative		
Strategy's Expected Result/Impact: Increased student attendance, individual plans in place for students with excessive absences	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Administrative Team, Counselors, PCL, PEIMS Specialist			
- TEA Priorities: Improve low-performing schools			

Strategy 6 Details	Formative Reviews		
Strategy 6: Plan engaging and informational field trips for students to experience learning outside of the classroom.	Formative		
Strategy's Expected Result/Impact: Increased student attendance, increased student achievement through experiential learning	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Team			
- ESF Levers: Lever 3: Positive School Culture **Funding Sources:** transportation costs, entrance fees - American Rescue Plan (ARP/ESSER III)			

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 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.

    High Priority

    Evaluation Data Sources: Agendas, Sign-in Sheets From Family Engagement Opportunities, Attendance Tracking Form

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan monthly special events such as Meet the Teacher, Parent Orientation Night, holiday music celebrations, and book fairs.	Formative		
Strategy's Expected Result/Impact: Family member attendance will increase 25% at campus events	Jan	May	May
Staff Responsible for Monitoring: Administrative Team, Parent Involvement Coordinator			
- **TEA Priorities:** Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use school messenger, the Waco ISD website, Facebook, newsletters, flyers, take-home folders, planners and Remind to communicate from school to home.	Formative		
Strategy's Expected Result/Impact: Better communication and relationships between home and school	Jan	May	May
Staff Responsible for Monitoring: Administrative Team, Teachers			
- **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title I Parent Involvement			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct spring student-led conferences to discuss student progress and success.	Formative		
Strategy's Expected Result/Impact: An increase of 25% of parents attending student-led conferences as compared to 2019	Jan	May	May
Staff Responsible for Monitoring: Instructional Team, Parent Involvement Coordinator			
- **TEA Priorities:** Improve low-performing schools			

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 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	Formative Reviews		
Strategy 1: Ensure student identification badges are being worn and a process is in place for creation, replacement, and management of badges.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Campus personnel can identify visitors, student identification enhances school safety **Staff Responsible for Monitoring:** Administrative Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure administrators are trained on the implementation of threat assessment teams using the Texas School Safety Center as a resource.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Implement threat assessment teams with fidelity to provide effective interventions **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a "Stop the Bleed" team to attend training and be prepared in the event of an emergency.	**Formative**		
Strategy's Expected Result/Impact: Staff trained to respond in the case of an emergency requiring the use of tourniquets and other techniques to stop bleeding **Staff Responsible for Monitoring:** Principal	**Jan**	**May**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Maintain status as a "No Place for Hate" designated campus.	**Formative**		
Strategy's Expected Result/Impact: Students will understand and respect one another; reduction in bullying **Staff Responsible for Monitoring:** Counselor, Restorative Discipline Facilitator	**Jan**	**May**	**May**

- **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

0% No Progress   100% 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 2022-2023 school year.

High Priority

Evaluation Data Sources: STAAR Scores, Renaissance Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide targeted intervention using research-based materials such as Curriculum Associates, Mentoring Minds, Countdown to STAAR, and Measuring Up.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Students will have access to quality materials to enrich the curriculum			
Staff Responsible for Monitoring: Instructional Team			
- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			
Funding Sources: - Title 1 - $15,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct after-school tutorials for students needing additional assistance based on teachers' data analysis.	**Formative**		
	Jan	**May**	**May**
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			
- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			
Funding Sources: - American Rescue Plan (ARP/ESSER III)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilizing the DDI format, teachers will review student achievement data and identify areas of instruction that need to be targeted.	**Formative**		
	Jan	**May**	**May**
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			
- **TEA Priorities:** Improve low-performing schools			

Strategy 4 Details	Formative Reviews		
Strategy 4: Administer interim assessments, STAR Renaissance, and/or benchmarks to identify areas of focus for interventions.	Formative		
Strategy's Expected Result/Impact: Increase in student Lexile/Quantile levels as shown on student growth tracker **Staff Responsible for Monitoring:** Instructional Team - **TEA Priorities:** Improve low-performing schools	Jan	May	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Use common assessment data to determine instructional adjustments and targeted interventions for students in need of additional support.	Formative		
Strategy's Expected Result/Impact: Increase in student Lexile/Quantile levels as shown on student growth tracker **Staff Responsible for Monitoring:** Instructional Team	Jan	May	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Employ three Supplemental Instruction Teachers and two Instructional Paraprofessionals to provide structured embedded tutoring and interventions to students to address their instructional gaps.	Formative		
Strategy's Expected Result/Impact: Increase in student Lexile/Quantile levels as shown on student growth tracker **Staff Responsible for Monitoring:** Instructional Team - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Compensatory Education - $210,000	Jan	May	May

Strategy 7 Details	Formative Reviews		
Strategy 7: 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.	Formative		
Strategy's Expected Result/Impact: Increase in the number of students achieving masters level on STAAR **Staff Responsible for Monitoring:** Instructional Team, GT Teacher - **TEA Priorities:** Improve low-performing schools	Jan	May	May

Strategy 8 Details	Formative Reviews		

Strategy 8: Ensure accurate identification of students with dyslexia through training and support 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
 	
  - TEA Priorities:
Build a foundation of reading and math
	Formative		

	Jan	**May**	**May**
0% No Progress 100% 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 2: Decrease the number of students needing tier 3 intervention in reading and math by 10%.

    High Priority

    Evaluation Data Sources: Tier Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Use tutors, volunteers, and HQ paraprofessionals to provide small group tutoring.	Formative		
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 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - State Compensatory Education	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase new computers and/or iPads and other technology to support intervention programs and software.	Formative		
Strategy's Expected Result/Impact: Students utilize technology to enhance their learning and use intervention programs successfully **Staff Responsible for Monitoring:** Instructional Team - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Title 1	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide print-rich classroom environments including the use of visuals, graphic organizers, and word walls.	Formative		
Strategy's Expected Result/Impact: Students will access curriculum throughout their classrooms **Staff Responsible for Monitoring:** Instructional Team **Funding Sources:** - Title 1	Jan	May	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the MTSS manual and implement a system of interventions for struggling students.	**Formative**		
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 - **TEA Priorities:** Improve low-performing schools	**Jan**	**May**	**May**
0% No Progress 100% 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.

   High Priority

   Evaluation Data Sources: A-F Rating, Federal Accountability Indicator

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Data-Driven Instruction to systematically inform response to data and reteach plans.	**Formative**		
Strategy's Expected Result/Impact: Creation of systems and processes around DDI will be used in data meetings and cycles for follow up coaching	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Team - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Complete all activities as planned in the Targeted Improvement Plan.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Team - **TEA Priorities:** Improve low-performing schools			

0% No Progress	100% 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 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	Formative Reviews		
Strategy 1: Provide training for teachers about accountability system (A-F), the TAPR data and identify goals for 2022-2023.	**Formative**		
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 - **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	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct training on understanding the TELPAS testing system and how to interpret data reported on the TAPR for federal accountability standards.	**Formative**		
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 - **TEA Priorities:** Improve low-performing schools	Jan	May	May

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: An increase of "masters" level scores on STAAR English and Math assessments **Staff Responsible for Monitoring:** Instructional Team - **TEA Priorities:** Improve low-performing schools	Jan	May	May

Strategy 4 Details	Formative 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		
	Jan	May	May
Strategy's Expected Result/Impact: A-F accountability measures reported through PEIMS will reflect accurate student information and achievement **Staff Responsible for Monitoring:** Instructional Team, Director of Accountability Systems & Data Analysis - **TEA Priorities:** Improve low-performing schools			

Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct review of data to identify instructional leverage points and verify all A-F accountability coding is accurate.	Formative		
Strategy's Expected Result/Impact: Student data coded and mined for A-F accountability will be an accurate account of student data and achievement	Jan	May	May
Staff Responsible for Monitoring: Instructional Team, PEIMS specialist - **TEA Priorities:** Improve low-performing schools			

Strategy 6 Details	Formative Reviews		
Strategy 6: Facilitate focused instructional planning based on campus needs using Eduphoria and Lead4Ward resources.	Formative		
Strategy's Expected Result/Impact: Increased student achievement as a result of data review and intervention	Jan	May	May
Staff Responsible for Monitoring: Instructional Team - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools			

Strategy 7 Details	Formative Reviews		
Strategy 7:	Formative		
Create a data spreadsheet where the progress of each student (3rd-5th grade) is tracked and projections can be made utilizing real-time data.	Jan	May	May
Strategy's Expected Result/Impact: Teachers will have a clear understanding of students' progress measures and know where each student needs to score to reach the next rating **Staff Responsible for Monitoring:** Instructional Team - **TEA Priorities:** Improve low-performing schools			

0% No Progress	100% 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.

    High Priority

    Evaluation Data Sources: AVID Certification, AVID Walkthroughs

Strategy 1 Details	Formative Reviews		

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 support 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
 	
    - 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
	Formative		

	Jan	**May**	**May**

Strategy 2 Details	Formative Reviews		

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 their work
    Staff Responsible for Monitoring: Instructional Team, AVID Coordinator
 	
    - TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
    Funding Sources: - Title 1
	Formative		

	Jan	**May**	**May**

Strategy 3 Details	Formative Reviews		

Strategy 3: Celebrate a college/ university and career each week, display a pennant and share facts during morning meetings.
    Strategy's Expected Result/Impact: Students will be exposed to different colleges and careers during morning assemblies
    Staff Responsible for Monitoring: AVID Coordinator
 	
    - TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
	Formative		

	Jan	**May**	**May**

Strategy 4 Details	Formative Reviews

Strategy 4: Design and purchase a CRE AVID shirt for all teachers to promote the college-going environment.	Formative		
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	Jan	May	May

Strategy 5 Details	Formative Reviews

Strategy 5: Build a culture of graduation by focusing on student graduation year instead of grade (i.e., Class of 2035 instead of kindergarten).	Formative		
Strategy's Expected Result/Impact: Strengthen culture of support and routines through clear expectations **Staff Responsible for Monitoring:** AVID Coordinator	Jan	May	May

Strategy 6 Details	Formative Reviews

Strategy 6: Engage families with student goal-setting, implementing support, and responding to feedback related to student performance and attendance.	Formative		
Strategy's Expected Result/Impact: Parent support and engagement will increase student achievement and decrease dropout rates **Staff Responsible for Monitoring:** AVID Coordinator	Jan	May	May

Strategy 7 Details	Formative 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		
Strategy's Expected Result/Impact: Increase student awareness regarding college admission and opportunities available **Staff Responsible for Monitoring:** AVID Coordinator	Jan	May	May

Strategy 8 Details	Formative Reviews

Strategy 8: Display signs outside classroom doors which include the teacher's name, college, conference, and graduation year.	Formative		
Strategy's Expected Result/Impact: College-going culture is more easily visible within the hallways **Staff Responsible for Monitoring:** Instructional Team	Jan	May	May

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture
Funding Sources: - Title 1 - $300

0% No Progress   100% 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	Formative Reviews		
Strategy 1: Use Branching Minds to identify, tier, write individualized learning plans, and progress monitor students for reading, math, writing, and behavior.	Formative		
	Jan	May	May

Strategy's Expected Result/Impact: Increase student achievement; reduce number of Tier 3 students
    Staff Responsible for Monitoring: RtI Coordinator
 	
   - TEA Priorities:
Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
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.	Formative		
	Jan	May	May

Strategy's Expected Result/Impact: Increase student achievement; reduce number of Tier 3 students
    Staff Responsible for Monitoring: Instructional Team
 	
   - TEA Priorities:
Improve low-performing schools			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure students who previously failed a STAAR assessment receive interventions during the school year and/or through an extended year opportunity.	Formative		
	Jan	May	May

Strategy's Expected Result/Impact: Increase student achievement
    Staff Responsible for Monitoring: Instructional Team
 	
   - TEA Priorities:
Improve low-performing schools			

Strategy 4 Details	Formative Reviews

Strategy 4: Purchase headphones and wireless mice for student use during intervention programs.	Formative		
Strategy's Expected Result/Impact: Increase student achievement	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Campus Technology Liaison			
TEA Priorities: Build a foundation of reading and math			
Funding Sources: - State Compensatory Education			

Strategy 5 Details	Formative Reviews

Strategy 5: Create a systemic plan for guided reading which follows the guided reading model classroom. Purchase all necessary supplies such as clipboards, easels, and individual book bags/bins.	Formative		
Strategy's Expected Result/Impact: Evidence of guided reading in lesson plans, student growth in reading	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Team			
- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			
- **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Supplies, tools - American Rescue Plan (ARP/ESSER III) - $24,000			

Strategy 6 Details	Formative Reviews

Strategy 6: Integrate literacy into science curriculum by purchasing science mentor texts to use within the classroom.	Formative		
Strategy's Expected Result/Impact: Literature will be integrated into science lessons, student growth in both reading and science	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional Team, Science Lead Teacher			
- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			
- **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: books - American Rescue Plan (ARP/ESSER III) - $600			

0% No Progress	100% 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	Formative Reviews		

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 read-alouds. Further implementation will include students creating within the MakerSpace.
    Strategy's Expected Result/Impact: Students utilizing the library for innovative projects will increase student achievement
    Staff Responsible for Monitoring: Instructional Team, Library Media Specialist
	Formative		

	Jan	May	May

Strategy 2 Details	Formative Reviews		

Strategy 2: Develop and maintain systems for tracking books and reading within the classroom libraries.
    Strategy's Expected Result/Impact: Increase number of books in classroom libraries; effective use of literature to support an increase in student achievement
    Staff Responsible for Monitoring: Library Media Specialist
 	
  - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
	Formative		

	Jan	May	May

Strategy 3 Details	Formative Reviews		

Strategy 3: Open the library/learning lab during summer school for small group reading time, STEM activities, and cross-curricular learning.
    Strategy's Expected Result/Impact: Increase engagement, effective use of literature to support an increase in student achievement
    Staff Responsible for Monitoring: Instructional Team
 	
  - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
Lever 3: Positive School Culture
Funding Sources: EDR for staff in the library - American Rescue Plan (ARP/ESSER III) - $2,500
	Formative		

	Jan	May	May

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

Goal 5: Build campus efficacy based on Effective Schools Framework Essential Actions and self-assessment tool.

Performance Objective 1: Campus instructional leaders act with intention by focusing on their roles and responsibilities.

High Priority

**Evaluation Data Sources:** Increase in STAR renaissance scores, increase in STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize a focused Instructional Team Meeting agenda every week to ensure campus goals are met.	Formative		
Strategy's Expected Result/Impact: Campus goals are met through focused work of the Instructional Team	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			
ESF Levers: Lever 1: Strong School Leadership and Planning			

Strategy 2 Details	Formative Reviews		
Strategy 2: Leadership Team members use agendas and tracking tools for their instructional responsibilities which the principal will use to provide coaching and feedback.	Formative		
Strategy's Expected Result/Impact: Campus goals are met through focused work of the Instructional Team	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			
ESF Levers: Lever 1: Strong School Leadership and Planning			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Instructional team will use the SCRUM technique and a SCRUM board to manage tasks and complete planning and tasks on time/early.	Formative		
Strategy's Expected Result/Impact: Instructional Team will meet all deadlines and work more effectively.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			
ESF Levers: Lever 1: Strong School Leadership and Planning **Funding Sources:** - Title 1 - $300			

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

Goal 5: Build campus efficacy based on Effective Schools Framework 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.

High Priority

Evaluation Data Sources: Data Meeting Agendas, Progress Monitoring Tools, Assessment Calendar, Reteach Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Team will develop a coaching calendar based on data.	**Formative**		
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	**Jan**	**May**	**May**

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Jan	**May**	**May**
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	Formative Reviews		
Strategy 3: Develop a teacher team meeting agenda and protocol that follows a planning structure. Teacher teams will utilize the protocol weekly to plan rigorous instruction.	**Formative**		
	Jan	**May**	**May**
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			

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