

Waco Independent School District

South Waco Elementary School

2024-2025 CIP



Mission Statement

South Waco Elementary will provide a safe, nurturing, environment that empowers all students to be responsible and purposeful citizens.

Vision

Our Spartan family creates a safe and inclusive community that focuses on facilitating growth, having high expectations, and believing all students can become productive, respectful citizens.

Core Beliefs

The core values to which we aspire at South Waco Elementary are:

P: Proud of our School

R: Ready to Work

I: "I Can" Attitude

D: Driven to Success

E: Everyone is Important

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Waco Elementary is a neighborhood school that serves 470 students. It houses 2 special education programs, Early Childhood Special Education and Achieve Functional Academics.

As of the final 2024 enrollment count, South Waco had a total enrollment of 470 students which represents a slight decrease from enrollment in previous years. The attendance rate was 92.38%. 26.38% of students are chronically absent.

Based on state and district data, student demographics are as follows:

Ethnicity (2024 Spring PEIMs)	Percent
African American	52.98%
American Indian	0.64%
Asian	1.49%
Hispanic	36.38%
Two or More Races	3.62%
White	4.89%

Special Education Status	Percent
Not Special Education	78.72%

Special Education Status	Percent
Special Education	21.28%

Emergent Bilingual Status	Percent
Not EB	88.51%
EB	11.49%

Economically Disadvantaged Status	Percent
Economically Disadvantaged	88.72%
Not Economically Disadvantaged	11.28%

Grade Level	Student Count
Pre- Kindergarten	45
Kindergarten	70
1st Grade	74
2nd Grade	72
3rd Grade	55
4th Grade	67
5th Grade	75

Grade Level	Student Count
Early Childhood Special Education	12

Demographics Strengths

- Diversity is a key strength for South Waco as the diverse makeup of the cultural backgrounds of students adds greatly to the educational experience and environment of all students. Partnerships with the community including local churches, a local college basketball team, and a sorority at Baylor University connected the community to the campus and gave students additional support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A disproportionate amount of African American students are referred to the office for discipline. **Root Cause:** Staff lack knowledge of Culturally Responsive practices and best practice with Multi tiered systems of support to allow all students to be successful.

Problem Statement 2 (Prioritized): Chronic absenteeism and a low attendance rate (92%) has impacted students ability to move through the general curriculum at an appropriate pace, causing many students to be behind grade level. **Root Cause:** Insufficient family and community engagement and lack of fidelity in implementing attendance incentive programs.

Student Learning

Student Learning Summary

The 2023 STAAR assessment was administered to 100% of eligible students at South Waco Elementary in a completely online format. South Waco saw significant increases across several areas with the most notable improvements being made in 3rd grade Math and Reading.

RLA STAAR

Grade	Approaches 2022	Approaches 2023	Difference (%)
Grade 3	29	51	+22
Grade 4	52	45	-7
Grade 5	56	55	-1

Math STAAR

Grade	Approaches 2022	Approaches 2023	Difference (%)
Grade 3	25	41	+16
Grade 4	17	23	+6
Grade 5	51	39	-12

Science STAAR

Grade	Approaches 2022	Approaches 2023	Difference (%)
Grade 5	37	31	-6

Renaissance Star was used as a screener for all students growth on this screener was indicated in both reading and math for most grade levels.

Math

Grade Level	Average BOY Grade Equivalent	Average EOY Grade Equivalent	Difference
2nd	1.5	0.9	-0.6
3rd	3.1	4.1	1.0
4th	2.9	3.4	0.5
5th	4.3	6.0	1.7

Reading

Grade Level	Average BOY Grade Equivalent	Average EOY Grade Equivalent	Difference
2nd	2.1	2.6	0.5
3rd	2.5	4.4	1.9
4th	1.1	3.5	2.4
5th	3.7	3.1	-0.6

Student Learning Strengths

- Students are showing growth in the grade equivalency of the basic reading and computational skills that they are leaving their respective grade level with based on Star Renaissance data. Additionally, the percentage of third graders who approached grade level in both reading and math showed significant improvement from the year prior.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In most grade levels and subjects over half of the students at South Waco are not approaching grade level on state assessments. **Root Cause:** Lack of fidelity in delivery of tier 1 curriculum by certified teachers.

Problem Statement 2 (Prioritized): Chronic absenteeism and a low attendance rate (92%) has impacted students ability to move through the general curriculum at an appropriate pace, causing many students to be behind grade level. **Root Cause:** Insufficient family and community engagement and lack of fidelity in implementing attendance incentive programs.

Problem Statement 3: Staff's culture survey and reports of support are not reflected completely in achievement data. **Root Cause:** Leadership and behavior team lack prioritization skills to create independent problem solving and planning strategies for teachers.

School Processes & Programs

School Processes & Programs Summary

South Waco Elementary implement intentional processes and programs to provide professional growth for teachers and quality learning for students. Time is embedded in the master schedule to allow for weekly Professional Learning Committees and Weekly Planning Meetings where teachers get the opportunities to plan and practice standards-aligned instruction and implement Data Driven Instruction protocols to respond to students misconceptions. Opportunity Culture allows highly effective teachers to stay in the classroom while increasing the reach of their impact through coaching and supporting other teachers in the grade. Distributive leadership is employed through the use of well defined and written roles and responsibilities and through committee based decision making with committees comprised on parent, community, and staff to give stakeholders voice in critical campus decisions. South Waco housed the Future Educators Academy, a program that allows high school students in the district to train to become teachers. The Action Coaching model is used to provide consistent and intentional practice-based, job embedded professional learning to all teachers based on observed teaching and learning.

School Processes & Programs Strengths

- Scope and sequence align to TEKS by chunking the standards in priority and auxiliary standards for each unit. The curriculum guides provided specificity for each chunk of standards and what students should be able to do.
- Curriculum coordinators develop teacher teams for each grade level. The teams meet in the summer to review the current curriculum and make needed adjustments for the next school year. They also adjust assessments as needed from the feedback given throughout the year.
- Teachers complete an ALL-in-One document to include their objectives, performance tasks, exemplars, and success criteria so that the team is prepared and aligned with each other.
- South Waco has one Math SIT teacher and two Reading SIT teachers.
- Opportunity Culture allows highly effective teachers to remain in the classroom while also increasing their impact.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In most grade levels and subjects over half of the students at South Waco are not approaching grade level on state assessments. **Root Cause:** Lack of fidelity in delivery of tier 1 curriculum by certified teachers.

Problem Statement 2: Staff's culture survey and reports of support are not reflected completely in achievement data. **Root Cause:** Leadership and behavior team lack prioritization skills to create independent problem solving and planning strategies for teachers.

Problem Statement 3 (Prioritized): Chronic absenteeism and a low attendance rate (92%) has impacted students ability to move through the general curriculum at an appropriate pace, causing many students to be behind grade level. **Root Cause:** Insufficient family and community engagement and lack of fidelity in implementing attendance incentive programs.

Perceptions

Perceptions Summary

South Waco Elementary seeks to provide a safe and inclusive learning environment for all staff and students where growth is expected through intentional culture building practices and coaching practices. On the Panorama Staff survey, this is evident through the increase in percentages in the areas listed below. The Panorama survey is given yearly and is an anonymous tool used to collect staff perception data.

Topic	Description	Results
Belonging	How much faculty and staff feel that they are valued members of the school community.	77% (↑ 10% since last survey)
Comparison	Comparison to Waco ISD	66% Waco ISD
School Climate	Perceptions of the overall social and learning climate of the school.	75% (↑ 14% since last survey)
Comparison	Comparison to Waco ISD	61% Waco ISD
School Leadership	Perceptions of the school leadership's effectiveness.	83% (↑ 15% since last survey)
Comparison	Comparison to Waco ISD	71% Waco ISD
Well-being	Faculty and staff perceptions of their own professional well-being.	69% (↑ 2% since last survey)
Comparison	Comparison to Waco ISD	65% Waco ISD

Perceptions Strengths

The recent survey results demonstrate significant strengths within our school community. Notably, 77% of faculty and staff feel valued, showing a 10% increase since the last survey, which reflects our ongoing efforts to foster a sense of belonging. The school climate is perceived positively by 75% of respondents, a 14% improvement that surpasses the Waco ISD average. School leadership is also viewed favorably, with 83% of staff acknowledging its effectiveness, a 15% rise. Additionally, faculty and staff well-being has increased by 2%, indicating steady progress in supporting professional wellness. These results highlight the effectiveness of our initiatives and the positive direction in which our school is heading.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In most grade levels and subjects over half of the students at South Waco are not approaching grade level on state assessments. **Root Cause:** Lack of fidelity in delivery of tier 1 curriculum by certified teachers.

Problem Statement 2: Staff's culture survey and reports of support are not reflected completely in achievement data. **Root Cause:** Leadership and behavior team lack prioritization skills to create independent problem solving and planning strategies for teachers.

Priority Problem Statements

Problem Statement 1: In most grade levels and subjects over half of the students at South Waco are not approaching grade level on state assessments.

Root Cause 1: Lack of fidelity in delivery of tier 1 curriculum by certified teachers.

Problem Statement 1 Areas: Student Achievement - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: A disproportionate amount of African American students are referred to the office for discipline.

Root Cause 2: Staff lack knowledge of Culturally Responsive practices and best practice with Multi tiered systems of support to allow all students to be successful.

Problem Statement 2 Areas: Demographics - Demographics

Problem Statement 4: Chronic absenteeism and a low attendance rate (92%) has impacted students ability to move through the general curriculum at an appropriate pace, causing many students to be behind grade level.

Root Cause 4: Insufficient family and community engagement and lack of fidelity in implementing attendance incentive programs.

Problem Statement 4 Areas: Demographics - Parent and Community Engagement - Demographics - Student Learning - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Ensure a guaranteed and viable curriculum to increase student achievement for all student groups.

Performance Objective 1: Increase student achievement to at least 60% growth for all student groups in reading and math.

High Priority





Evaluation Data Sources: STAAR Scores, A-F Rating, DDI process in PLC, TCA, Mock STAAR, Interim Assessments, STAAR Renaissance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Design PLC+ schedule in a way that aligns to district curriculum to allow for unit mapping and student work analysis as well as learning research based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard</p> <p>Staff Responsible for Monitoring: Multi-Classroom leaders, Instructional Specialist, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers engage students in reflection during data meetings following unit and interim assessments.</p> <p>Strategy's Expected Result/Impact: Students will reflect and monitor their own progress and collaborate with the teacher on a plan for improvement</p> <p>Staff Responsible for Monitoring: Core Teachers, Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Data-Driven Instruction (DDI) processes with fidelity to review student achievement data and identify areas of instruction that need additional focus through reteach plans. Imbed DDI meetings for during and after units of instruction into PLC+ schedule.</p> <p>Strategy's Expected Result/Impact: Teachers will identify conceptual and procedural student misunderstandings to develop a specific reteach plan. Feedback and coaching support will be provided based on the effectiveness of the data meeting</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement Weekly Planning Meetings with See It, Name It, Do it structure to improve teacher's initial delivery of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved teacher clarity on TEKS and Improved domain 1 and 2 ratings on TTESS and Walkthroughs because of more effective tier 1 delivery</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leader, Instructional Specialists, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Calendar year-long learning walks for teacher leaders to improve a campus wide problem of practice.</p> <p>Strategy's Expected Result/Impact: Build collegiality and teacher capacity with the focus on improving and learning best practices</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Conduct leadership calibration walks to ensure leadership team members are aligned to landing on the highest leverage action steps using the Waco ISD planning protocols and processes and provide coaching in feedback delivery.</p> <p>Strategy's Expected Result/Impact: Evaluate the implementation of lesson plans to identify patterns and trends to individualize professional learning plans. The leadership team will provide aligned feedback plans on lesson plans.</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Leverage Instructional Specialists and other teacher leaders to improve teacher proficiency.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes; Teachers achieving action steps</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p>Funding Sources: Instructional Specialist Salary - Title 1 - \$79,911</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Create primary and intermediate model literacy and math classrooms to support implementation of literacy professional development and planning using a effective literacy and math practices, and have model classroom cohort teachers present professional development monthly.</p> <p>Strategy's Expected Result/Impact: Deepen teachers knowledge and skills in effective literacy instruction, STAAR Results</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Build student background knowledge and provide engaging real world experiences through field trips that enable students to make connections to classroom learning.</p> <p>Strategy's Expected Result/Impact: Students will be able to make inferences in the text and relate content to life experiences.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Utilize Multi-Classroom Leaders to improve teacher and team efficacy in planning, delivering effective instruction, and creating reteach plans in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, improve teacher proficiency and retention</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Multi-Classroom Leader Stipend (x3) - Title 1 - \$44,330</p>	Formative		
	Jan	May	May

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide Reach Associates for Multi-Classroom Leaders to maximize instruction time and increase student achievement by providing small-group instruction.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Reach Associate Stipend x 3 - Title 1 - \$6,820</p>	Formative		
	Jan	May	May
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Goal 1: Ensure a guaranteed and viable curriculum to increase student achievement for all student groups.

Performance Objective 2: Refine the Response to Intervention (RtI) plan to improve teacher clarity and effective student supports.





High Priority

Evaluation Data Sources: STAAR Data, STAAR Ren

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development on best practices for differentiating instruction for special education students. Strategy's Expected Result/Impact: Increase student performance for students receiving special education services Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop clear processes and systems for DDI that are communicated with all staff and implemented with fidelity. Strategy's Expected Result/Impact: Misconceptions discussed prior to teaching to allow teachers to address during direct teach as well as the point of error, STAAR results Reteach plans are rooted in analysis of student work. Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure progress of students who previously failed STAAR assessment(s) is tracked and create a system of intervention for students.</p> <p>Strategy's Expected Result/Impact: Creation of comprehensive RtI plan including defined research-based, targeted interventions that will be utilized to support increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use SIT PK-2 Reading SIT Teacher, SIT Reading Teacher, and SIT Math Teacher to support Tier 2 and Tier 3 students who are identified as performing below grade level.</p> <p>Strategy's Expected Result/Impact: Increase expected percentage of students in approaches and growth in mathematics/reading, Increase in students' Lexile levels as assessed on Star Renaissance Reading and increase the number of students performing on grade level</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: 3 SIT Teachers Salaries - State Compensatory Education - \$226,971</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Schedule monthly meetings with classroom teachers to progress monitor student achievement and response to multi-tiered support for students.</p> <p>Strategy's Expected Result/Impact: Students who are not showing progress will be moved tiers, students will be moved into lower tiers as they improve.</p> <p>Staff Responsible for Monitoring: Core Teachers, Multi-Classroom Leaders, Instructional Specialist, SIT Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use Branching Minds to identify, tier, write and progress monitor individualized student learning plans for reading, math and behavior and monitor effectiveness of the interventions.</p> <p>Strategy's Expected Result/Impact: Individually-developed intervention learning plans, increased student achievement</p> <p>Staff Responsible for Monitoring: Core Teachers, Supplemental Intervention Teachers, Instructional Specialist</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide training and support for teachers around the implementation of Tier 2 intervention based on Emergent Tree's methods in the classroom setting to ensure high quality strategies are being used to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Systemized interventions implemented for small group remediation</p> <p>Staff Responsible for Monitoring: Supplemental Intervention Teachers, Multi-Classroom Leaders, Instructional Specialists, Assistant Principal and Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide after-school tutorials to invite intentionally selected groups of students to participate in engaging activities based on student data. Provide paid time for teachers to plan the tutorials.</p> <p>Strategy's Expected Result/Impact: Subgroups will see increase in student achievement scores in reading and math</p> <p>Staff Responsible for Monitoring: Teachers, Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay for Teachers to plan and implement tutoring - Title 1 - \$29,796</p>	Formative		
	Jan	May	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Use results from Iready BOY, MOY, and EOY data to identify student growth, deficits, and to create tutorial groups based on deficit areas.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for students identified in an intervention group</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Recruit, retain, and develop highly qualified teachers.

Performance Objective 1: Implement innovative strategies to support teachers and staff.

High Priority

Evaluation Data Sources: South Waco Campus Roster, Campus Culture survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement intentional monthly meetings through the Succeed New Teacher Program to provide job embedded support for new teachers and time for them to meet with their assigned mentors.</p> <p>Strategy's Expected Result/Impact: First year teachers are retained</p> <p>Staff Responsible for Monitoring: New Teacher Coordinator, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze current staff celebrations for effectiveness and intentionally plan at least one celebration each 6 weeks.</p> <p>Strategy's Expected Result/Impact: Recommendations for effective and cost-efficient teacher appreciation activities or gestures</p> <p>Staff Responsible for Monitoring: Sunshine Committee, Counselors, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strengthen current hiring processes to onboard more high quality candidates through efficient pre-screening/screening structures, interviewing protocols and final review checks.</p> <p>Strategy's Expected Result/Impact: Hiring processes ensure that hiring managers can efficiently screen viable candidates, use rigorous interviewing tools, and recommend quality candidates in a timely manner</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct periodic surveys or focus groups to gather teacher input on procedures and practices and a final end-of-year survey of overall satisfaction and suggestions for change.</p> <p>Strategy's Expected Result/Impact: Teachers will have a voice in procedures and practices throughout the campus</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Create committees with clear roles and responsibility to develop leadership capacity in academics, culture, and leadership.</p> <p>Strategy's Expected Result/Impact: Teacher voice and input in campus decision making</p> <p>Staff Responsible for Monitoring: Counselors, Multi-Classroom Leaders, Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Recruit, retain, and develop highly qualified teachers.

Performance Objective 2: Develop and implement a professional development plan to support increased student achievement and teacher growth

High Priority

Evaluation Data Sources: Student Achievement Data, STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide on-going professional development on Action Coaching to improve observation and feedback effectiveness</p> <p>Strategy's Expected Result/Impact: Observation & feedback schedules and coaching scripts using the "See it, Name it, Do it" coaching protocols to increase effectiveness of feedback given to teachers</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - American Rescue Plan (ARP/ESSER III) - 282.23.6411.00.130.30.000 - \$3,250</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure 100% of K-3 teachers and campus leadership have completed or are currently participating in state Reading Academies prior to the start of the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators have increased knowledge and skills in the science of reading instruction to teach students to read</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement the Teacher Incentive Allotment (TIA) project plan to support the effective implementation of T-TESS</p> <p>Strategy's Expected Result/Impact: Congruence between student growth and teacher performance</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide on-going professional development and support for paraprofessionals to anticipate common challenges relevant to the campus.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and skills of campus paraprofessionals, resulting in system effectiveness</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide on-going practice based professional development that addresses common challenges evidenced in student learning with a targeted professional development plan.</p> <p>Strategy's Expected Result/Impact: Improved teacher practice; improved student results</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Create a safe and supportive learning environment that advances the learning of every student.





Performance Objective 1: Implement a behavior intervention program and support systems at South Waco Elementary to ensure equity and student success.

Evaluation Data Sources: ESF Surveys, Student Discipline Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Emergent Tree Tier 1 and Tier 2 systems to ensure behavior skills campus core values are intentionally taught.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, improved implementation percentage in Emergent Tree end of year fidelity review</p> <p>Staff Responsible for Monitoring: Campus Support Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Recognize students who demonstrate campus core values through positive office referrals and who demonstrate character trait of the month with Character Strong Student of the Month.</p> <p>Strategy's Expected Result/Impact: Positive student outcomes as a result of competencies being taught, modeled and practiced should produce long term improvement in student skills, attitude and academic performance</p> <p>Staff Responsible for Monitoring: Campus Support Specialist, Counselors, Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Enforce the district policy to address any threats of bullying.</p> <p>Strategy's Expected Result/Impact: Students and parents will feel safe reporting bullying concerns to campus administration or by utilizing the Stop-It platform; bullying investigations will be completed according to district guidelines</p> <p>Staff Responsible for Monitoring: Campus Support Specialist, Counselor, Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training, coaching, consultation, and technology tools.</p> <p>Strategy's Expected Result/Impact: All students in need of behavior supports will have an active plan in the RTI/MTSS System; evidence will include accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring, and teacher/staff notes</p> <p>Staff Responsible for Monitoring: Campus Support Specialist, Counselors, Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Explore and create strategies and activities that incorporate student voice while increasing depth of student knowledge and skills regarding diversity, inclusion, and anti-bias based on the No Place for Hate process.</p> <p>Strategy's Expected Result/Impact: Opportunities to empower students to seek solutions and encourage positive behaviors</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use a behavior paraprofessional to provide behavior supports to students.</p> <p>Strategy's Expected Result/Impact: Improve students' ability to self-monitor, self-reflection, and self-correct behaviors; reduced discipline incidents</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Campus Support Aide - Title 1 - \$32,438</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: A Campus Support Specialist will provide on going behavior support for teacher and student by implementing effective behavior interventions and training.</p> <p>Strategy's Expected Result/Impact: decrease in tier two and three administration action fast forms and decrease on teacher behavior calls</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Campus Support Specialist Salary - State Compensatory Education - \$80,254</p>	Formative		
	Jan	May	May





Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement the Emergent Tree Behavior screener to tailor social and behavior skills instruction to students' needs.</p> <p>Strategy's Expected Result/Impact: Behavior Interventions will be based on student need as revealed on screener and subsequent screeners will show improvement in the targeted areas.</p> <p>Staff Responsible for Monitoring: Campus Support Specialist, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Conduct a campus wide book study on "Culturally Responsive Teaching and the Brain" by: Zaretta Hammond through monthly professional development sessions after school.</p> <p>Strategy's Expected Result/Impact: Teacher's ability to engage in culturally responsive practices will increase and referrals will decrease</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Create a safe and supportive learning environment that advances the learning of every student.

Performance Objective 2: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: ESF Survey, Campus Surveys, Parent Involvement Participation Rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure campus administrators are trained on the implementation of threat assessment teams and implement a team to identify students who pose potential threats and mitigate risks to campus safety while assisting the student.</p> <p>Strategy's Expected Result/Impact: Identified students will be provided with needed assistance using the Texas School Safety Center as a resource</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure campus Emergency Operations Plan is in compliance with the District and state of Texas legislative requirements.</p> <p>Strategy's Expected Result/Impact: Campus EOP is in compliance with district and state requirements</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with the maintenance department and student services routinely to audit the safety of the building.</p> <p>Strategy's Expected Result/Impact: Audits would produce increased favorable results showing a safe and secure building</p> <p>Staff Responsible for Monitoring: Custodians, Director of Maintenance, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Campus Support Specialist will implement tier two behavior Character Strong lessons weekly for all tier 2 behavior students to teach students to improve skill-building and conflict resolution.</p> <p>Strategy's Expected Result/Impact: Decrease administration action referrals for tier two and decrease in tier 2 students</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>Title I: 2.4, 2.5, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - State Compensatory Education - 199.11.6399.00.130.30.000 - \$5,000</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counselor and Campus Support Specialist will provide monthly 45 minute lessons to students that focus on character development, safety, and social emotional health.</p>	Formative		
	Jan	May	May
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Goal 4: Build the capacity of all employees to support campus goals.





Performance Objective 1: Develop South Waco Elementary's leadership capacity to serve student needs while working as a team to advance the goals of the campus.

High Priority

Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Participate in training to understand the A-F Accountability System and set campus goals for improvement</p> <p>Strategy's Expected Result/Impact: Clear understanding of accountability system with identified focus areas to improve and areas to leverage improvement in student achievement</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus leaders attend training and implement strategies learned about the Action Coaching processes.</p> <p>Strategy's Expected Result/Impact: Increased observation and feedback resulting in improved Tier I instruction</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus leaders will submit coaching scripts and videos regularly for reflection and feedback.</p> <p>Strategy's Expected Result/Impact: Campus leaders will become proficient at coaching and leading DDI meetings.</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure campus administration have completed or are currently participating in state reading academies as required by the state legislature, prior to the start of the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Staff will develop a deeper understanding of the knowledge and skills on the science of reading instruction</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Publish weekly campus newsletter for campus staff.</p> <p>Strategy's Expected Result/Impact: Consistent and clear communication</p> <p>Staff Responsible for Monitoring: Campus Support Specialist, Counselors, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Campus leadership team meets weekly to track data and targets, receive leadership PD, and refine campus plans and systems.</p> <p>Strategy's Expected Result/Impact: Campus leadership will have knowledge of progress towards campus targets and will grow in leadership capacity.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: Build the capacity of all employees to support campus goals.

Performance Objective 2: Develop South Waco Elementary's teachers and staff capacity to serve student needs while working as a team to advance the goals of the campus.

High Priority

Evaluation Data Sources: Number of internal candidates in hiring pool

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct training for teachers on the A-F rating system and share goals set during the administrator training.</p> <p>Strategy's Expected Result/Impact: Teachers will understand the components of the accountability system and know the goals of the campus to improve overall rating</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Organize a lead teacher team to allow teachers to provide input and help establish roles and responsibilities</p> <p>Strategy's Expected Result/Impact: Increase teacher input to make campus decisions that align with the mission and build capacity on the campus</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct professional development around best practices in language acquisition.</p> <p>Strategy's Expected Result/Impact: Students show growth in TELPAS in their language proficiency</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools -</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct a minimum of two monthly professional development sessions for teachers and use the time to develop consistency and focus on campus goals</p> <p>Strategy's Expected Result/Impact: Professional development is provided and aligned with campus goals</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leaders, Instructional Specialist, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Engage families and community members at the campus level to support student achievement and enhance campus goals.





Performance Objective 1: Engage with parents, community members and business partners

High Priority

Evaluation Data Sources: Meetings and events scheduled, sign-in sheets, pictures

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with the bilingual department to provide translation for Spanish speaking families. Strategy's Expected Result/Impact: Increasing opportunities and participation for Spanish speaking families and improve communication channel Staff Responsible for Monitoring: Bilingual Department, Secretary, Parent & Community Engagement Specialist, Principal</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host coffee with the principal twice per semester to bring in community members and parents to provide feedback to principal. Strategy's Expected Result/Impact: Increase stakeholders knowledge of campus goals and provide feedback in a nonthreatening environment Staff Responsible for Monitoring: Secretary, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all communication regarding parent involvement opportunities is in English and Spanish, including technology assistance. Strategy's Expected Result/Impact: Diverse representation at school events Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - Title I Parent Involvement - 211.61.6121.00.130.30.247 - \$2,100</p>	Formative		
	Jan	May	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use Parent Square to communicate with parents through voice, text, and email in English and Spanish. Strategy's Expected Result/Impact: Increase parent awareness about events at South Waco Elementary Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use the social media platform, Facebook, to keep parents consistently informed by spotlighting learning and campus events. Strategy's Expected Result/Impact: Frequent communication using a variety of modes, and updated digital platforms Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Create and communicate newsletters and campus activities calendar with opportunities for family engagement. Strategy's Expected Result/Impact: Monthly family engagement opportunities Staff Responsible for Monitoring: Family & Community Involvement Committee, Counselors, Assistant Principal, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Hold regular CDMC meetings and maintain postings of CDMC meetings on our website that includes dates, location, agenda and minutes Strategy's Expected Result/Impact: Hold regular CDMC meetings and maintain postings of CDMC meetings on our website that includes dates, location, agenda and minutes Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Partner with Grassroots to meet with core group of 5-7 parents to establish a parent leadership team on campus with an action plan.</p> <p>Strategy's Expected Result/Impact: Increased parent voice in decision making, increase parent ownership of community evens and parent nights.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Engage families and community members at the campus level to support student achievement and enhance campus goals.

Performance Objective 2: Increase opportunities for family engagement.

Evaluation Data Sources: Sign-In Sheets, Parent Involvement Survey Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct required and supplemental parent involvement activities at least once per six weeks to build relationships among all stakeholders which also includes technology supplies, instructional materials, equipment for the creation of parent communication.</p> <p>Strategy's Expected Result/Impact: Increased awareness of campus activities, increase parental and community participation</p> <p>Staff Responsible for Monitoring: Family & Community Involvement Committee, Counselors, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: EDRs for Family Engagement Activities - Title I Parent Involvement - \$5,000</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Develop and implement plans, and systems and processes to improve the campus A-F rating and remove the "targeted" label to ensure academic success for all students.





Performance Objective 1: Develop campus instructional leaders (principal, assistant principal, instructional specialists, multi-class leaders, campus support specialist, counselors, and teacher leaders) by defining clear roles, responsibilities, and by providing leadership development to ensure campus leaders are equipped with the necessary tools and training to effectively lead.

High Priority

Evaluation Data Sources: Increased student achievement on STAAR Domain indicators

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue Data Driven Instruction from Texas Instructional Leadership (TIL) framework for principals and leadership designate(s).</p> <p>Strategy's Expected Result/Impact: Assessment calendar, data meetings, reteach plans, feedback, and responsive professional development support</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leader, Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue Action Coaching from Texas Instructional Leadership (TIL) framework.</p> <p>Strategy's Expected Result/Impact: Observation and feedback calendars, observation and feedback scripts, improved leader and teacher performance</p> <p>Staff Responsible for Monitoring: Principal, Executive Director of Curriculum and Professional Development</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct a tri-year campus survey to gather perceptions on retention, culture, behavior, campus instruction, and leadership.</p> <p>Strategy's Expected Result/Impact: Evaluate leadership practices in order to alter, adapt, or enhance campus processes</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Partner with district and campus leaders or consultants to engage in leadership professional development to glean information, and make adjustments to the instructional program.</p> <p>Strategy's Expected Result/Impact: Ensure instructional alignment with district and campus goals, written frameworks, processes and procedures, and improved professional practice</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Partner with Relay Graduate School as a TEA outside approved vendor and district leadership to support leadership development and campus improvement goals connected to the ESF plan.</p> <p>Strategy's Expected Result/Impact: Increase instructional leadership capacity</p> <p>Staff Responsible for Monitoring: Principal, Executive Director Elementary Education</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Attend professional development sessions targeted toward effective school leadership.</p> <p>Strategy's Expected Result/Impact: Campus leadership will grow in capacity to produce positive student outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Secretary</p> <p>Funding Sources: PD fees/Travel Fees to attend - Title 1 - \$10,000</p>	Formative		
	Jan	May	May
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Goal 6: Develop and implement plans, and systems and processes to improve the campus A-F rating and remove the "targeted" label to ensure academic success for all students.

Performance Objective 2: Meet TEA requirements for schools labeled as Targeted Improvement and/or Comprehensive.

High Priority

Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans Submitted to TEA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Revise campus instructional leaders' roles and responsibilities to improve daily functions and monitor improvements that address the causes of low performance.</p> <p>Strategy's Expected Result/Impact: Campus instructional leaders will increase the instructional leadership capacity for themselves and others based on evidence such as action steps</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve campus leaders through regularly scheduled, job-embedded professional development consistent with best practices.</p> <p>Strategy's Expected Result/Impact: Campus leaders will increase their skills for providing support and feedback to teachers through practice-based professional development, evidenced by revised plans, scripts, and processes</p> <p>Staff Responsible for Monitoring: Principal, Executive Director of Curriculum and Professional Development</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Establish a system to maximize leaders' engagement in instructional leadership responsibilities.</p> <p>Strategy's Expected Result/Impact: Coordinated calendar strategically planned to ensure that teachers receive consistent and frequent feedback</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve leadership capacity for teacher leaders in lesson planning, instructional delivery, monitoring instruction and improving culture.</p> <p>Strategy's Expected Result/Impact: Teacher leaders will be able to support other teachers and engage in decision making related to instructional leadership tasks</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Specialists, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Participate in required activities and site visits with ESC 12 and TEA to document work as prioritized in Targeted Improvement Plans.</p> <p>Strategy's Expected Result/Impact: Plans implemented with fidelity, documentation in place to support Effective Schools Framework</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 1: Increase overall student attendance through incentives and interventions.

Evaluation Data Sources: ADA Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide clear expectations for PEIMs and front office clerk to follow to increase student attendance including calling absent students daily.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase, and systems will be in place for ongoing communication and response to student attendance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement attendance monitoring and intervention strategies to include personalized plans for students with excessive absences like monthly communication with parents of students with chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: Increase student attendance to 97% and have individual plans in place for students with excessive absences</p> <p>Staff Responsible for Monitoring: Parent Community Liaison, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Recognize classes with an average of 97% attendance weekly, at the end of each six-weeks and throughout the school year by recognizing individual students with perfect attendance through the use of certificates, books, and other instructional rewards to emphasize the importance of staying in school and not dropping out.</p> <p>Strategy's Expected Result/Impact: Student attendance will improve to 97%</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide extra duty pay for paraprofessionals and teachers to make phone calls for students who are not attending school.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Extra Duty Pay- Attendance Makeup - State Compensatory Education - \$3,899</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 2: Focus attention on the importance of completing high school.

Evaluation Data Sources: Photos, Banners in building

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate and celebrate each student's graduation year through the use of hallway banners</p> <p>Strategy's Expected Result/Impact: Develop common language and excitement about graduation</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principal, Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a plan to support 5th graders transitioning to middle school.</p> <p>Strategy's Expected Result/Impact: Students will transition smoothly to middle school.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with University High School to promote and celebrate high school graduation.</p> <p>Strategy's Expected Result/Impact: Students will see what a graduate looks like, students will be excited to see what they have to look forward to as a graduate</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Partner with Communities in Schools to support drop out prevention and attendance for at risk students during foundational elementary years.</p> <p>Strategy's Expected Result/Impact: Attendance rate will rise, long term drop out rates for SWE student from UHS will decrease</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: CIS fee - Title 1 - \$5,000</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for South Waco Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for South Waco Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Cross	Specialist campus support	1
Jerry Dancer	aide Behavior	1
Ladjeia Adams- Irvin	aide RESET	1
Leasa Minyard	SIT Math	1
Monica Richmond	SIT Reading	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jasmine Golden	IS PCN 7228	Title I	1

Plan Notes