Waco Independent School District

Alta Vista Elementary School

2024-2025 Goals/Performance Objectives/Strategies

Mission Statement

Together we will learn.

Together we will grow.

Together we will take pride in ourselves, our school and the community we know.

Together we will create a better world.

Voyagers Go!

Vision

For all students to have the necessary knowledge and skills to navigate their own journey toward success in life.

Value Statement

1. All students want to be successful.

2. All staff want to be successful.

3. Improvement is a continuous cycle of learning, doing and reflecting.

4. All students deserve a learning environment that is emotionally and physically safe.

5. High expectations yield high results.

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Goals

Goal 1: Increase student growth and achievement in reading and math.

Performance Objective 1: Continue to provide opportunities for students to receive equitable access to high quality instruction and instructional materials.

> **HB3 Goal**

> **Evaluation Data Sources:** STAAR, Iready, CLI/TxKEA, District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with grade levels weekly to review lessons plans for alignment with TEKS specificity and rigor; provide ongoing feedback on lesson planning with a focus on TEK alignment.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved STAAR and district scores **Staff Responsible for Monitoring:** Instructional specialists **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize PLC+ process to review student work samples, assessment data, plan for reteach, and conduct instructional rounds to build teacher clarity and capacity.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved state and district achievement scores **Staff Responsible for Monitoring:** Principal, Instructional specialists **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide multi-tiered levels of support through small group instruction with supplemental instruction teachers and aides to address the various needs of students identified as at-risk, eligible for special education, in need of acceleration, and/or English Language learners.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved STAAR, Iready, reading levels **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** SIT Aides - Title 1 - $29,257, SIT Teachers - State Compensatory Education - $220,190			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide after-school tutoring in math and reading to students in need of additional support.	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR scores	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Instructional specialists **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Tutors - Title 1 - $17,220			

Strategy 5 Details	Formative Reviews		
Strategy 5: Organize study trips to provide supplemental instruction and connect real-world experiences to classroom instruction to meet the needs of at-risk students. **Strategy's Expected Result/Impact:** Improved STAAR and district scores; improved writing **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	**Formative**		
	Jan	**May**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide every classroom with TEKS-aligned resources, including hands-on materials, manipulatives, workbooks, and STAAR practice resources. **Strategy's Expected Result/Impact:** Improved STAAR and district assessment scores **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	**Formative**		
	Jan	**May**	**May**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
Student Learning
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
Problem Statement 2: Teachers provided inconsistent Tier 1 instruction that matched the rigor and specificity of the TEKS.   **Root Cause**: The instructional leadership team did not have a strong system in place for the effective planning and monitoring of lessons to ensure they matched the rigor and specificity of the TEKS.

Goal 1: Increase student growth and achievement in reading and math.

Performance Objective 2: Continue to focus reading instruction on developing foundational reading and writing skills in grades K-2.

HB3 Goal

Evaluation Data Sources: District reading assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing professional development and coaching to teachers regarding the planning and implementation of high quality instructional materials for reading and writing.	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR, Iready, reading levels and TELPAS scores **Staff Responsible for Monitoring:** Instructional specialists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Use writing rubrics and data trackers to enable teachers and students to monitor growth and provide specific feedback.	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR and TELPAS scores **Staff Responsible for Monitoring:** Instructional specialists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize a librarian aide to provide weekly library lessons, focus on the importance of literacy, promote literacy events, and implement maker lessons focused on literature.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved STAAR and reading scores **Staff Responsible for Monitoring:** Principal, Librarian Aide **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
Student Learning
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
Problem Statement 2: Teachers provided inconsistent Tier 1 instruction that matched the rigor and specificity of the TEKS.   **Root Cause**: The instructional leadership team did not have a strong system in place for the effective planning and monitoring of lessons to ensure they matched the rigor and specificity of the TEKS.

Goal 2: Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

Performance Objective 1: Provide consistent communication to parents, students, and staff regarding attendance.

    Evaluation Data Sources: Attendance rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to display classroom and school attendance tracker data and provide incentives for meeting attendance goals.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance rate, ISS rate, and climate survey results	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Community School Specialist **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop attendance intervention plans for families with chronic absences; the plan will include incentives for improvement and regular communication about their student's absence rate.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance rate	**Jan**	**May**	**May**

Staff Responsible for Monitoring: Community School Specialist
 	
    Title I:
2.6, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide parents with frequent communication regarding attendance expectations and their student's yearly attendance.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance rate	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Attendance Team **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Alta Vista attendance has been under 95% for the past 4 years.   **Root Cause**: The attendance team lacks an effective system for supporting chronically absent students and their families.

Goal 3: Sustain a safe and supportive learning environment.

Performance Objective 1: Implement multi-tiered systems of support for behavior.

    Evaluation Data Sources: Student Discipline Records, Climate Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide physically and emotionally safe learning environments for students through the implementation of MTSS-B strategies including, clear behavior expectations, Character Strong social-emotional lessons, morning meetings, monthly counseling lessons, and relevant behavior intervention supports.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Decreased ISS rates; improved school climate surveys
     Staff Responsible for Monitoring: Assistant Principal, Counselor, Campus Support Specialist
 	
     Title I:
 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
     Problem Statements: School Processes & Programs 2 - Perceptions 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize a campus support specialist and aide to provide Tier 2 and Tier 3 behavior interventions including specific behavior skills instruction.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Decreased ISS rates; improved school climate surveys
     Staff Responsible for Monitoring: Assistant principal
 	
     Title I:
 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
     Problem Statements: School Processes & Programs 2 - Perceptions 1
     Funding Sources: Campus support specialist and aide - State Compensatory Education - $98,767			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct routine observations of MTSS-B supports with a focus on positive to corrective feedback ratio; provide differentiated coaching and guidance as needed.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Decreased ISS rates; improved school climate surveys **Staff Responsible for Monitoring:** Assistant Principal, Campus Support Specialist **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Engage staff in differentiated professional development with a focus on de-escalation of disruptive or unsafe behaviors in addition to providing positive acknowledgement and corrective feedback.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Decreased ISS rates; improved school climate surveys **Staff Responsible for Monitoring:** Campus Support Specialist, Assistant Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Partner with Communities in Schools, local community groups, businesses, and organizations to provide mentoring.	**Formative**		
Strategy's Expected Result/Impact: Decreased ISS rates; improved state and district achievement scores	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Communities in Schools Liaison; Community School Specialist **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** CIS Liaison - Title 1 - $23,748, CIS Liaison - State Compensatory Education - $6,252			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Provide opportunities for students to engage in problem-based learning experiences across all content areas, build leadership skills, and learn social-emotional skills during or after school.	**Formative**		
Strategy's Expected Result/Impact: Decreased ISS rates; improved school climate surveys	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Assistant principal, Communities in Schools Liaison, Community School Specialist **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Alta Vista attendance has been under 95% for the past 4 years.   **Root Cause**: The attendance team lacks an effective system for supporting chronically absent students and their families.
Problem Statement 2: Students with chronic behavior problems are disrupting the class frequently.   **Root Cause**: The campus has not implemented skills instruction as a Tier 2 behavior support.

Perceptions
Problem Statement 1: Students with chronic behavior problems are disrupting the class frequently.   **Root Cause**: The campus has not implemented skills instruction as a Tier 2 behavior support.

Goal 3: Sustain a safe and supportive learning environment.

Performance Objective 2: Continue implementation of positive behavior intervention supports.

    HB3 Goal

    Evaluation Data Sources: Student Discipline Records, Climate Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide clear strategies for tracking "AV bucks" and support for classroom and school-wide celebrations.	**Formative**		
Strategy's Expected Result/Impact: Improved school climate surveys, decreased ISS rates	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Assistant Principal			
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue six week celebrations to recognize student growth achievement in meeting academic and social goals.	**Formative**		
Strategy's Expected Result/Impact: Improved school climate surveys	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			
Title I: 4.2 - **ESF Levers:** Lever 3: Positive School Culture			

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

Goal 4: Engage families and community members to support campus goals.

Performance Objective 1: Provide opportunities for family and community engagement.

    Evaluation Data Sources: Participation rates, climate surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide school communication in a variety of forms on a routine basis, including a weekly campus newsletter and reminders on messaging apps and social media.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased participation in family engagement events
    Staff Responsible for Monitoring: Principal
 	
    Title I:
4.2
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Offer a variety of family engagement events during the school day and in the evenings and take-home resources in order to provide families with strategies to support reading, math, and science achievement and SEL strategies.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased participation in family engagement events; improved STAAR and Iready scores; improved climate surveys
    Staff Responsible for Monitoring: Community School Specialist, Communities in Schools Liaison
 	
    Title I:
4.1, 4.2
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1
    Funding Sources: Materials and supplies - Title I Parent Involvement - $2,263			

Strategy 3 Details	Formative Reviews		

Strategy 3:	Formative		
Utilize a a Community School Specialist and Communities in Schools to engage families and community organizations in school-family events.	**Jan**	**May**	**May**
Strategy's Expected Result/Impact: Increased participation in family engagement events; improved STAAR and Iready scores; improved climate surveys			
Staff Responsible for Monitoring: Community School Specialist, Communities in Schools Liaison			
Title I: 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1			

Strategy 4 Details	Formative Reviews		

Strategy 4: Conduct student-led conferences with parents three times a year to review student learning goals and progress.	Formative		
Strategy's Expected Result/Impact: Improved attendance; improved state and district achievement scores	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Community School Specialist			
Title I: 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Create a new student on-boarding process to improve student and family understanding of school expectations, values, and traditions.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved attendance rate, ISS rate, and climate survey results **Staff Responsible for Monitoring:** Assistant Principal, PEIMS Clerk **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Provide parent education classes and training, including strategies for addressing disruptive or unsafe student behavior at home.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved attendance rate, ISS rate, and climate survey results **Staff Responsible for Monitoring:** Community School Specialist **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
Student Learning
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.

School Processes & Programs

Problem Statement 1: Alta Vista attendance has been under 95% for the past 4 years.   **Root Cause**: The attendance team lacks an effective system for supporting chronically absent students and their families.

Problem Statement 2: Students with chronic behavior problems are disrupting the class frequently.   **Root Cause**: The campus has not implemented skills instruction as a Tier 2 behavior support.

Perceptions

Problem Statement 1: Students with chronic behavior problems are disrupting the class frequently.   **Root Cause**: The campus has not implemented skills instruction as a Tier 2 behavior support.

Goal 5: Align program and processes to support high student achievement through the development of highly qualified teachers and staff and improved teacher and staff recruitment, retention, and teacher satisfaction.

Performance Objective 1: Provide opportunities for staff to collaborate, reflect on their teaching, and receive feedback.

Strategy 1 Details	Formative Reviews		
Strategy 1: Observe each teacher based on their needed level of support using Waco ISD's observation tool to deliver personalized coaching and professional development. Teachers and staff will attend campus, district, regional, and other professional development based on their individualized needs and campus goals.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improvement in TTESS scores **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Mentor new teachers through Waco ISD's new teacher development program.	**Formative**		
Strategy's Expected Result/Impact: Teacher retention; improved TTESS scores	**Jan**	**May**	**May**
Staff Responsible for Monitoring: New Teacher Coordinator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a campus schedule that provides for professional learning community (PLC) meetings, grade level planning and vertical planning time.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved state and district achievement scores **Staff Responsible for Monitoring:** Principal, Instructional specialists **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
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Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
Problem Statement 2: Teachers provided inconsistent Tier 1 instruction that matched the rigor and specificity of the TEKS.   **Root Cause**: The instructional leadership team did not have a strong system in place for the effective planning and monitoring of lessons to ensure they matched the rigor and specificity of the TEKS.

Goal 5: Align program and processes to support high student achievement through the development of highly qualified teachers and staff and improved teacher and staff recruitment, retention, and teacher satisfaction.

Performance Objective 2: Continue to develop instructional leadership capacity of staff.

    Evaluation Data Sources: Improved state and district achievement scores, retention data

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet at least twice a month as an instructional leadership team to review student data drivers, discuss coaching impact, and plan future professional development.	**Formative**		

Strategy's Expected Result/Impact: Improved state and district achievement scores
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1 - Student Learning 1, 2
	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing coaching and support to the instructional leadership team around TEK-aligned planning and effective delivery of Tier 1 instruction.	**Formative**		

Strategy's Expected Result/Impact: Improved state and district achievement scores
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1 - Student Learning 1, 2
	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize a campus leadership team to evaluate key data points and provide feedback.	**Formative**		
Strategy's Expected Result/Impact: Improved state and district achievement scores; improved teacher satisfaction surveys **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Jan**	**May**	**May**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.

Student Learning
Problem Statement 1: Students are performing below grade level in math and reading.   **Root Cause**: Teachers need more support around planning, delivering, and assessing lessons that match the rigor and specificity of the TEKS.
Problem Statement 2: Teachers provided inconsistent Tier 1 instruction that matched the rigor and specificity of the TEKS.   **Root Cause**: The instructional leadership team did not have a strong system in place for the effective planning and monitoring of lessons to ensure they matched the rigor and specificity of the TEKS.