

Castleberry Independent School District
A.V. Cato Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

AV Cato's mission statement is to educate all learners, focus on nurturing 21st century learning, while partnering with families to educate our students in a positive, caring and safe learning environment.

Vision

AV Cato's vision statement is to join forces with students, teachers and families to excel academically and socially.

Value Statement

Value statement: AV Cato is a great place to learn, succeed and grow.

Core Beliefs:

Students are our most precious resource.

AV Cato is a vital part of the community.

Family is a fundamental source of one's values.

Every individual is important and deserves our time and support.

Quality education makes for productive citizens and strong communities.

School, family, and community support directly impact the quality of education.

A clean, safe, and orderly environment is essential for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

A.V. Cato Elementary is an elementary campus serving grades Pre-Kindergarten through 5th grade with a current enrollment of 641 students. The following demographics are from the 2022-2023 Texas Academic Performance Report (TAPR). The campus has an economically disadvantage percentage of 92.0%. The ethnic distribution is 85.7% Hispanic, 11.9% White, 2.1% African American, 0.2% American Indian and 0.2% Two or more races. A.V. Cato is a Title I Schoolwide program campus.

For the 2023-2024 school year, A. V. Cato has a preliminary rating of (B) 85

Domain 1: Student Achievement 72

Domain 2: Student Growth 86

Domain 3: Closing the Gaps 85

The English Language Proficiency interim and long term targets were met by our English Language Learners.

A-F Accountability Ratings for 2023-2024 have not been released as of August 29, 2024.

Demographics Strengths

- PLC committees engage in discussions about curriculum design and effective instructional strategies.
- Data-Walk and T-TESS Walk-Throughs are focused on campus-wide instructional goals.
- PLC and Building Assets Reducing Risks (BARR) committee members use student learning data weekly to identify students in need of tiered instructional support.
- Campus administration and district coaches monitor the lesson internalization process of teachers.
- Campus administration and district coaches review high yield instructional strategies during PLC meetings.
- With the implementation of the BARR models, all campus stakeholders work to improve the campus MTSS process.
- Campus administration continues to focus on campus culture.
- Campus administration and district coaches engage in weekly instructional meetings with struggling staff.
- We continue to offer open enrollment for Pre-Kindergarten students.
- Campus administration, teachers, staff and community members continue to work together to organize and offer numerous Hispanic Heritage Month celebrations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students identified as needing special education services (12.8%) exceeds the state average (12.6%) and continues to trend upward according to the 2022-2023 TAPR. The 2023-2024 TAPR report is not available yet. **Root Cause:** Need to implement consistent MTSS screeners through BARR meetings to be able to accurately monitor student strengths and weaknesses on crucial skills and intervene immediately.

Problem Statement 2 (Prioritized): 4.5% of students at AVC receive gifted and talented services versus 8.2% at the state level based on the 2022-2023 TAPR. The 2023-2024 TAPR is not available yet. **Root Cause:** Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for

teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).

Problem Statement 3 (Prioritized): The preliminary attendance rate for the 2023-2024 school year is below 95%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

Problem Statement 4 (Prioritized): Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available as of August 28, 2024. **Root Cause:** Inconsistent co-teach models were utilized.

Student Learning

Student Learning Summary

A-F Accountability ratings were not assigned for the 2022-2023 school year. The preliminary A-F Accountability rating for the 2023-2024 school year for A.V. Cato is a "B" (85) .

2023-2024 preliminary data for STAAR Reading Language Arts is included below:

Grade Level & Content	Meets A.V. Cato	Meets State	Masters A.V. Cato	Masters State
3rd grade reading English	45%	49%	15%	21%
3rd grade reading Spanish	28%	17%	14%	8%
4th grade reading English	52%	51%	16%	23%
4th grade reading Spanish	25%	29%	0%	12%
5th grade reading English	53%	54%	23%	29%
5th grade reading Spanish	17%	19%	0%	3%

2023-2024 preliminary data for STAAR Math is included below:

Grade Level & Content	Meets A.V. Cato	Meets State	Masters A.V. Cato	Masters State
3rd grade math	42%	41%	17%	15%
4th grade math	37%	45%	11%	21%
5th grade math	50%	49%	11%	19%

2023-2024 preliminary data for STAAR Science is included below:

Grade level & Content	Meets A.V. Cato	Meets State	Masters A.V. Cato	Masters State
5th grade science	18%	26%	3%	11%

2023-2024 TELPAS data included below:

Target	2024 Growth	Points Awarded	Long Term Goal	Points Awarded	Total Points Awarded
49	59	3	55	1	4

Student Learning Strengths

English Language Arts and Reading Strengths

Early Literacy

- 100% of all Pre-Kindergarten students showed "Developed" on literacy measures on the end-of year CIRCLE assessment.
- 83% of all 1st grade students scored "Meets" or "Exceeds" on the end-of year TPRI (English) or Tejas Lee (Spanish) assessment.
 - Heggerty Phonemic Awareness program implemented with fidelity in grades PK-2 in both English and Spanish
 - Detailed action plans developed for each student based on their individual needs
 - Additional section of Kindergarten opened to accommodate a large incoming Kindergarten class
 - Well attended High Impact Tutoring (HIT) during our ACE after school program

Intermediate Literacy

- 4th Grade STAAR Meets percentages increased from 32 to 52 (20% gain).
 - Explicit grammar practice and targeted instruction to support students with extended constructed responses
 - Well attended High Impact Tutoring (HIT) during our ACE after school program

Math Strengths

Early Numeracy

- 94% of all Pre-Kindergarten students showed "On-Track" on numeracy measures on the end-of-year CIRCLE assessment.
- 81% of all Kindergarten students scored "Meets" or "Masters" on the end-of-year STEMscopes Math assessment.
- 86% of all Second Grade students scored "Meets" or "Masters" on the end-of-year STEMscopes Math assessment.
 - STEMscopes in place for two years and now shows consistent data points on all three progress monitoring assessments
 - Kindergarten and Second grade met HB3 goals

Intermediate

- 3rd Grade STAAR **Meets** percentages increased from 37 to 42 (5% gain).
- 4th Grade STAAR **Meets** percentages increased from 30 to 37 (7% gain).
- 5th Grade STAAR **Meets** percentages increased from 39 to 50 (11% gain).
 - Well High Impact Tutoring (HIT) during our ACE after school program

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on preliminary 2023-2024 A-F Accountability data, AVC scored a 72 out of 100 in Domain I, Student Achievement. **Root Cause:** Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.

Problem Statement 2 (Prioritized): STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 3 (Prioritized): STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 4: 60% of students are leaving primary grades below grade level in writing. **Root Cause:** This is due to students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.

Problem Statement 5 (Prioritized): 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024. **Root Cause:** The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 6 (Prioritized): More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 7 (Prioritized): Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. **Root Cause:** Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Problem Statement 8: On the Reading STAAR, too many students received a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** The district's writing process needs to be updated and our teachers need training and coaching on these new processes.

School Processes & Programs

School Processes & Programs Summary

AV Cato is a Title I campus with various programs:

- IXL is implemented in all of our PK-5 classes that supports early literacy and reading.
- Heggerty Phonemic Awareness is used with fidelity in PK-2 in English and Spanish.
- Progress Learning is used in grades 2nd-5th for targeted interventions.
- Professional Learning Communities (PLCs) occur four days per week for disaggregating data to plan targeted instruction.
- Positive Behavior and Intervention Supports (PBIS) is in its 8th year and Restorative Practices in its 5th year of implementation to support positive behavior and relationships.
- Multi-tiered Systems of Support (MTSS)/Building Assets, Reducing Risk (BARR) is implemented and progressed monitored in PLCs.
- PACE Saturday and Summer programs are offered.
- In collaboration with our ACE after-school program, high-impact tutoring and high interest clubs are provided by teacher to enhance our students' learning opportunities. Clubs include: Sewing, Gardening, Student Council, UIL, Girls Who Code, Bluebonnet Book Club, Show Choir, and Cooking & Nutrition Clubs are all being offered this year.

School Processes & Programs Strengths

AV Cato is a Title I campus with various programs:

- Students are engaged in our ACE after-school program where they can participate in clubs that are teaching real world skill sets.
- PLCs allow for the flexibility to dig into the data and provide support as an MTSS/BARR team to teachers for both academic and behavioral needs.
- Attendance incentives and pep rallies are used to encourage good attendance for our students throughout the year.
- Early literacy scores had great gains due to Heggerty implementation. 70% of our students in Kindergarten-2nd grade were at Meets or Masters for early literacy.
- PACE Saturday and Summer school had high attendance rates. Over 300 students attended A.V. Cato's summer program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 2 (Prioritized): There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 3 (Prioritized): While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families. **Root Cause:** Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience.

Problem Statement 4 (Prioritized): Parent communication has been inconsistent due to use of multiple platforms to communicate. **Root Cause:** This is A.V. Cato's first year to use ParentSquare as its sole source of parent communication.

Perceptions

Perceptions Summary

Teacher Climate Survey

96% of our teachers feel meeting students' needs is a top priority for CISD.

96% of our teachers feel meeting students' needs is a top priority for A.V. Cato.

Overall, our teachers are very pleased with the district and campus.

Perceptions Strengths

- Teachers make students the priority
- Positive staff morale based on survey results
- Transforming school culture and climate
- Continuation of Restorative Practices
- Family Engagement Events yielded high attendance: Trunk-or-Treat, Literacy Night, Science Nights (One at the museum and one at AV Cato), STAAR and Future Planning Night
- High attendance at Open House and Meet the Teacher

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While AVC offers many opportunities for parents to engage, we can increase the REAL family Engagement opportunities provided to parents.

Root Cause: There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

Problem Statement 2 (Prioritized): The current campus attendance rate is below 95%. **Root Cause:** Additional communication about the importance of consistent school attendance is needed.

Problem Statement 3 (Prioritized): Success of parent involvement events measured by attendance rather than outcomes. **Root Cause:** Lack of defined criteria for a successful parent involvement and engagement events.

Priority Problem Statements

Problem Statement 1: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability.

Root Cause 1: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available as of August 28, 2024.

Root Cause 2: Inconsistent co-teach models were utilized.

Problem Statement 2 Areas: Demographics

Problem Statement 3: STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released.

Root Cause 3: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024.

Root Cause 4: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The current campus attendance rate is below 95%.

Root Cause 5: Additional communication about the importance of consistent school attendance is needed.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: While AVC offers many opportunities for parents to engage, we can increase the REAL family Engagement opportunities provided to parents.

Root Cause 6: There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The number of students identified as needing special education services (12.8%) exceeds the state average (12.6%) and continues to trend upward according to the 2022-2023 TAPR. The 2023-2024 TAPR report is not available yet.

Root Cause 7: Need to implement consistent MTSS screeners through BARR meetings to be able to accurately monitor student strengths and weaknesses on crucial skills and intervene immediately.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 4.5% of students at AVC receive gifted and talented services versus 8.2% at the state level based on the 2022-2023 TAPR. The 2023-2024 TAPR is not available yet.

Root Cause 8: Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).

Problem Statement 8 Areas: Demographics

Problem Statement 9: The preliminary attendance rate for the 2023-2024 school year is below 95%.

Root Cause 9: Parents do not understand the difference between truancy and compulsory attendance.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024.

Root Cause 10: Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Success of parent involvement events measured by attendance rather than outcomes.

Root Cause 11: Lack of defined criteria for a successful parent involvement and engagement events.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

Root Cause 12: Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.

Root Cause 13: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families.

Root Cause 14: Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Parent communication has been inconsistent due to use of multiple platforms to communicate.

Root Cause 15: This is A.V. Cato's first year to use ParentSquare as its sole source of parent communication.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: More than half of students are leaving primary grades below grade level in writing district wide.

Root Cause 16: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Based on preliminary 2023-2024 A-F Accountability data, AVC scored a 72 out of 100 in Domain I, Student Achievement.

Root Cause 17: Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.

Problem Statement 17 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 1: A.V. Cato will increase in the overall "Meets" performance level to 60% on the 2025 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR

Strategy 1 Details		Reviews			
Strategy 1: Improve the effectiveness of Professional Learning Communities (PLCs) by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance Staff Responsible for Monitoring: Principal, Campus Academic Leader, Interventionist, Teachers, Counselors, and RTI/PLC members Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 199 - General Fund, Training - 211 - Title I, Part A, Training - 215 - Title I, Part D		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will implement the district lesson internalization framework. Strategy's Expected Result/Impact: More targeted lessons, improved Tier 1 instruction, increased student achievement Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and administrators will closely monitor and disaggregate data after Quarterly Benchmarks, Common Formative Assessments, MAP testing, and Checks for Understanding during PLC and MTSS. Action plans will be created to address skills deficits including student data tracking, goal setting, and student reflection of their learning. Any resources needed will be purchased to help sub-populations reach their targets. Strategy's Expected Result/Impact: There will be growth on Quarterly Benchmarks, Common Formative Assessments, MAP, and STAAR. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Interventionist, Teachers, Counselors, and RTI/PLC members Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 199 - General Fund, - 215 - Title I, Part D	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: A.V. Cato and ACE will hire tutors to work alongside teachers to support MTSS and HB1416. Data will be disaggregated and reviewed during PLCs and MTSS meetings to establish groups for tutors in target areas to support students and teachers. Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks, and STAAR are the expected result. Staff Responsible for Monitoring: Principal, Campus Academic Leader, ACE Site Coordinator, Interventionist, Teachers, Counselors, and RTI/PLC members Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: Tutors - 211 - Title I, Part A, Tutors - 461 - Campus Activity Fund		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Teachers will utilize TEKS-aligned online platforms including, but not limited to IXL, AMIRA, Writeable, high quality instructional materials, and professional learning for all content areas to support student learning and growth. Effective School Framework grant funds will also be used to provide these resources for teachers and students. Strategy's Expected Result/Impact: There will be an increase in targeted and individualized interventions and extensions based on individual student needs. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Interventionist, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A, - 461 - Campus Activity Fund, - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Professional development and teacher resources will be provided for A.V. Cato teachers throughout the school year using the Effective Schools Framework grant funding. Strategy's Expected Result/Impact: The expected result is for teachers to have more strategies to ensure student success on the constructed responses portion of the STAAR assessment. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: Training - 461 - Campus Activity Fund, Training - 211 - Title I, Part A, ESF Grant Funds - TEA Strong Foundations Grant		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: A.V. Cato will purchase the STEMscopes math workbooks. Effective Schools Framework grant money may be used to purchase these materials as a part of the High-Quality Instructional Materials and Assessments. Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks and STAAR are the expected result. Staff Responsible for Monitoring: Principal, Campus Academic Leader Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 2, 7 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Content teachers will utilize the campus-wide methods for analyzing and interpreting STAAR problems including STAAR redesigned question types (RUBIES-science, UPSC -math, SMART-reading). Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Interventionist, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: The campus will increase student engagement by supporting professional learning on the use of high yield instructional strategies within Tier 1 instruction to accelerate learning for all students including special populations. Effective Schools Framework grant funds will also be used to support these efforts. Strategy's Expected Result/Impact: Growth in student engagement that will increase student achievement Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Interventionist, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 2, 3, 5, 6, 7 Funding Sources: - 255 - Title II, Part A TPTR, - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details		Reviews			
Strategy 10: A.V. Cato's leadership teams will seek opportunities through professional development and book studies in order to increase leadership capacity to improve instructional design and delivery to accelerate student learning for all students including special populations. Effective Schools Framework grant money may be used as a part of Lever 1, Strong School Leadership and Planning. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - 199 - General Fund, - 461 - Campus Activity Fund		Formative			Summative
		Nov	Jan	Mar	June
Strategy 11 Details		Reviews			
Strategy 11: A.V. Cato will participate in the Effective Schools Framework grant partnership with Region XI who will support TIP development and training on identified target levers. The focus will be Essential Action 1.1 Strong School Leadership and Planning and Essential Action 4:1 Professional Development and Training for Teachers. Effective Schools Framework grant money will be used to support these goals, including training for Texas Instructional Leadership: Observation and Feedback. Strategy's Expected Result/Impact: To build capacity in teachers, aligned lesson plans, increased engagement, and increased STAAR scores Staff Responsible for Monitoring: Principal, Campus Academic Leader, and Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 2, 3, 5, 6, 7		Formative			Summative
		Nov	Jan	Mar	June

Strategy 12 Details		Reviews			
Strategy 12: Campus administrators will implement the district wide standardized data walk form and evaluate 100% of teachers using the T-TESS rubric to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes from the previous year. Strategy's Expected Result/Impact: Improved Tier I instruction, Increased student achievement Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 13 Details		Reviews			
Strategy 13: A.V. Cato students in 3rd through 5th grades will participate in the Junior Master Gardener Program's Learn, Grow, Eat and Go curriculum through a grant where our students will build 15 garden beds, plant and care for produce, and eat their produce. All materials for this project are provided through grants. Strategy's Expected Result/Impact: Students will experience real-world gardening and learn all of the science skills and concepts surrounding horticulture. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Science Teachers Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June

Strategy 14 Details		Reviews			
Strategy 14: Through a grant from the Sid Richardson Foundation to support our move to a STEM/Innovation campus, A.V. Cato will provide 15 girls at each grade level, a daily STEM class using the Girls, Inc curriculum and staff. Strategy's Expected Result/Impact: Increased math scores and interest in STEM Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Girls, Inc Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
Strategy 15 Details		Reviews			
Strategy 15: All teachers will implement the district provided TEKS breakdown process during Professional Learning Communities to increase the teachers' knowledge and understanding of essential standards and learning targets. Strategy's Expected Result/Impact: Increased educator knowledge of highly tested TEKS and increased student achievement. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Interventionist, Teachers, Counselors, and RTI/PLC members Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 211 - Title I, Part A, Chart, chart paper, etc. - 461 - Campus Activity Fund, Charts, chart paper, etc. - TEA Strong Foundations Grant		Formative			Summative
		Nov	Jan	Mar	June

Strategy 16 Details		Reviews			
Strategy 16: A.V. Cato will provide Saturday School, after-school High Impact Tutoring (HIT), and other after-school programs utilizing ACE and ADSY. Strategy's Expected Result/Impact: There will be increased instructional and enrichment opportunities for students after school, on Saturdays, and in the summer. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Interventionist, Teachers, Counselors, and RTI/PLC members Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 4.5% of students at AVC receive gifted and talented services versus 8.2% at the state level based on the 2022-2023 TAPR. The 2023-2024 TAPR is not available yet. Root Cause: Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged). Problem Statement 4: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available as of August 28, 2024. Root Cause: Inconsistent co-teach models were utilized.
Student Learning
Problem Statement 2: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Problem Statement 3: STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Problem Statement 5: 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Student Learning

Problem Statement 6: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 7: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. **Root Cause:** Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 2: A.V. Cato will increase academic growth to 85% on the 2025 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, Student Portfolios, Istation, Imagine Math, and AMC

Strategy 1 Details		Reviews			
Strategy 1: A.V. Cato will provide accelerated instructional opportunities and enrichment through the ACE afterschool/ summer program, and PACE Saturdays and summer school. Strategy's Expected Result/Impact: There will be growth on unit assessments, benchmarks, and STAAR. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Campus Academic Leaders and teachers will use MAPS reports to plan and monitor Tier II and Tier III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings. Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions. Growth in skills leading to increases in ELA, Math, and Science scores. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Instructional Coaches, Interventionist, Teachers, and RTI/PLC members Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP, - Federal Funds: ESSER		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: A.V. Cato will implement Vertical Teams for language arts, math, science, and bilingual teachers. Trainings to build capacity in content and leadership will be provided to support the Vertical Team Leaders. Funds from the Effective Schools Framework grant will also be used to support this strategy. Strategy's Expected Result/Impact: Increased teacher capacity, vertical aligned instructional practices, and increased reading, math, and science scores. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, District Instructional Coaches, Interventionist, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: A.V. Cato students will create and utilize student data folders to set personal goals, track their data, and reflect on their progress. Strategy's Expected Result/Impact: Students will build self reflection, efficacy, and ownership in their learning Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: A.V. Cato teachers and administrators will use STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding to drive instruction and tiered interventions. Strategy's Expected Result/Impact: Improvement in the Tier 1 and the BARR/MTSS process Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Interventionist, Teachers, Counselors, and BARR/MTSS/PLC members Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 3: STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 5: 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024. **Root Cause:** The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 6: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 7: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. **Root Cause:** Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 3: At A.V. Cato, all sub-population indicators will meet the interim academic target of 3 in Closing the Gaps on the 2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

High Priority

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A.V. Cato will closely monitor and disaggregate sub population data after Quarterly Benchmarks, Common Formative Assessments, MAP tests and Checks for Understanding during PLC, MTSS, and Progress Monitoring to develop action plans that address needs. This will support the implementation of small group instruction, differentiation, and effective instructional practices. Strategy's Expected Result/Impact: There will be growth in sub populations on unit assessments, benchmarks, and STAAR. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Interventionist, Teachers, Counselors, and BARR/MTSS/PLC members Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - 199 - General Fund, - 461 - Campus Activity Fund				

Strategy 2 Details		Reviews			
Strategy 2: AVC administrators, Campus Content Leaders, and District Instructional Coaches will provide on-going professional learning for teachers on how to use MAP, STAAR, Quarterly Benchmark, Common Formative Assessment, and Check for Understanding data to drive instruction and tiered intervention. Effective Schools Framework grant funds will be used to support this strategy. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction and the MTSS process Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Instructional Coaches, Interventionist, BARR/MTSS members Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: A.V. Cato administrators will closely monitor the campus' special education schedules to ensure the efficient scheduling of special education students and staff, which will increase the ability to co-teach in high priority areas. Strategy's Expected Result/Impact: Efficient student/staff master scheduling, increase in co-teaching in high need areas Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 2, 3, 5, 6, 7		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: By utilizing data from data walks, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 24-25 school year. Strategy's Expected Result/Impact: Increased in RLA scores, Increase in SpEd scores, closing gaps in learning Staff Responsible for Monitoring: Director of Special Programs, Special Education Coordinator, Principals, Assistant Principal, Campus Academic Leader Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 2, 3, 5, 6, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: A.V. Cato will ensure that all special education case managers are included in content training, Professional Learning Communities, and vertical team meetings. Strategy's Expected Result/Impact: Increased content knowledge, build collaborative partnerships between the co-teachers, and increase student outcomes for our special education students. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 2, 3, 5, 6, 7	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available as of August 28, 2024. Root Cause: Inconsistent co-teach models were utilized.

Student Learning

Problem Statement 2: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 3: STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 5: 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024. **Root Cause:** The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 6: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 7: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. **Root Cause:** Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 4: College, Career, and Military Readiness (CCMR) measure will increase to 100% on the 2025 A-F Accountability Ratings.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Data

Strategy 1 Details	Reviews			
Strategy 1: AVC will have a college/military day once a month to expose students to college/military options and will promote going to college/military on the morning announcements. Strategy's Expected Result/Impact: The expected outcome is increased awareness of colleges/military and the opportunity that is available to all. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Counselors Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A.V. Cato will hold a career day to introduce careers and discuss the academic training needed to reach their goals. Strategy's Expected Result/Impact: There will be an increased awareness of the steps required on the path to college, career, and military readiness. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Counselors Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Wells Fargo volunteers have joined with Junior Achievement to provide our students the opportunity to participate in the Junior Achievement program. This program teaches students financial literacy, work readiness and entrepreneurship learning experiences. Wells Fargo volunteers will provide lessons at A.V. Cato. Strategy's Expected Result/Impact: Exposure to career opportunities, increased financial literacy Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Junior Achievement Coordinator, Wells Fargo Volunteer Coordinator	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 5: Four year graduation rate will increase to 98% and in Closing the Gaps meeting the long term target of 4 on the 2024 A-F Accountability Ratings.

High Priority
Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: AVC will provide various incentives for attendance during the school year to all grade levels. Strategy's Expected Result/Impact: The expected outcome is an increase in attendance rates. Staff Responsible for Monitoring: Principal, Assistant Principal, and Attendance Clerk Title I: 2.5, 2.6 Problem Statements: Demographics 3 - Perceptions 2 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: AVC will provide a fun and inviting environment at arrival daily for our students. Students will be greeted by teachers, paraprofessionals, and the administrative team with music playing and encouraging words. Strategy's Expected Result/Impact: Students will want to come to school on time to enjoy the welcoming atmosphere. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Counselor, Social Worker, Teachers Problem Statements: Demographics 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The Assistant Principal will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents. Strategy's Expected Result/Impact: There will be improvement in the daily average attendance rate and reduction of chronic absenteeism. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: The preliminary attendance rate for the 2023-2024 school year is below 95%. Root Cause: Parents do not understand the difference between truancy and compulsory attendance.
Perceptions
Problem Statement 2: The current campus attendance rate is below 95%. Root Cause: Additional communication about the importance of consistent school attendance is needed.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 6: A.V. Cato will meet the Emergent Bilingual Long-Term Target for English Language Proficiency which will result in a 4 point score in Closing the Gaps on the 2025 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, MAP, STAAR, TELPAS, TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Bilingual teachers will implement the English Language Development curriculum daily to increase the students' English skills in reading, writing, speaking, and listening. Strategy's Expected Result/Impact: Students will make progress in language acquisition as measured by TELPAS resulting in student reclassification. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Bilingual Coordinator, Bilingual Coach, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide students online practice for listening and speaking using a headphone with microphone to prepare our students for the online TELPAS assessment. Strategy's Expected Result/Impact: There will be increased student performance on the listening and speaking sections of TELPAS. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1: Provide regular updates to stakeholders about progress, changes, and important events along with opportunities for stakeholders to provide feedback.

Evaluation Data Sources: Parent Square, PTO-Facebook, AVC-Facebook, Remind, District Website

Strategy 1 Details	Reviews			
Strategy 1: Parent Square will be utilized by the campus to communicate information to all stakeholders. Strategy's Expected Result/Impact: There will be increased community awareness of campus focus areas and campus events. Staff Responsible for Monitoring: Principal, Counselor, Secretary, Librarian, Teachers Problem Statements: School Processes & Programs 4 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During Meet the Teacher, two-way communication with families will be set up for Parent Square and become an observer in Canvas. Strategy's Expected Result/Impact: Increase communication and trust with parents to increase their participation with student learning. Staff Responsible for Monitoring: Campus Administration, Staff, Teachers. Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Parent communication has been inconsistent due to use of multiple platforms to communicate. Root Cause: This is A.V. Cato's first year to use ParentSquare as its sole source of parent communication.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 2: Foster collaboration and communication between teachers, students, and parents on student progress through both personal conversations and digital tools and platforms that enable real-time communication and feedback.

Evaluation Data Sources: Parent surveys, attendance at events, the number of families engaged with communication platforms (Parent Square, Canvas, Class Dojo, Seesaw, Facebook, Instagram)

Strategy 1 Details	Reviews			
Strategy 1: Engage stakeholders in meaningful interactions that increase awareness and opportunities for participation in REAL Family Engagement including but not limited to parent/teacher conferences, curriculum nights, and parent trainings. Strategy's Expected Result/Impact: Increased parent engagement, increased retention of families Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Campus Communications Team, Teachers Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I, Part A, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: AVC communication team will create and send out weekly staff newsletters and monthly calendars and bi-weekly parent newsletters (paper and electronic through Parent Square) to encourage family participation/awareness of events, activities, academics, and important information. Strategy's Expected Result/Impact: Increased family engagement, increased Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 3, 4 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families. Root Cause: Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience.

School Processes & Programs
Problem Statement 4: Parent communication has been inconsistent due to use of multiple platforms to communicate. Root Cause: This is A.V. Cato's first year to use ParentSquare as its sole source of parent communication.
Perceptions
Problem Statement 1: While AVC offers many opportunities for parents to engage, we can increase the REAL family Engagement opportunities provided to parents. Root Cause : There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 3: Increase attendance to 95% through timely effective communication, educating families, developing impactful relationships, and providing resources.

Evaluation Data Sources: Average daily attendance, engagement with the social media posts, data from School Messenger

Strategy 1 Details	Reviews			
Strategy 1: AVC will implement the campus developed attendance incentive plan. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Campus Administration, Teachers, Staff Problem Statements: Demographics 3 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: AVC will maintain a school-wide tracker where teachers document phone calls for students when they have been absent. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Campus Administrators, Attendance Clerk Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: AVC will follow the district truancy guidelines. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Campus Administrators, Attendance Clerk Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: The preliminary attendance rate for the 2023-2024 school year is below 95%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 4: Increase the quality of parent and family engagement by ensuring that all engagement events include a minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.

Evaluation Data Sources: Flyers/Advertisements of Events
Attendance sign-in sheets
Surveys - Feedback from parents
Parents Enrolled and Graduated - Parent University

Strategy 1 Details	Reviews			
Strategy 1: AVC will implement Little Lions, a story time, for PreK students and families. Home activities will be shared that will promote literacy development to support Parents as their Child's First Teacher. Families will be able to check out books. Strategy's Expected Result/Impact: Increased family engagement, increased familiarity with the school culture, improved early literacy skills Staff Responsible for Monitoring: Librarian Problem Statements: School Processes & Programs 3 - Perceptions 1 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: AVC will partner with ACE to provide attractive and REAL Family Engagement events and training sessions. Strategy's Expected Result/Impact: Increased REAL Family Engagement Staff Responsible for Monitoring: Campus administrators, counselor, and social worker Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 1 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Through a variety of family engagement activities, AVC will strengthen relationships between home and school (including but not limited to, Granola with Grandparents, Story Book parade, Watch Dogs). Strategy's Expected Result/Impact: Increase partnerships between families and school Staff Responsible for Monitoring: Campus administrators, counselor, social worker and teachers Title I: 2.5, 4.1, 4.2 Problem Statements: School Processes & Programs 3 - Perceptions 1 Funding Sources: - 215 - Title I, Part D, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: AVC will hold a Curriculum Night to share and review student data and resources available to increase their student's success Strategy's Expected Result/Impact: Increased parent and family involvement, increased student performance, decreased truancy Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal Title I: 4.1, 4.2 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Perceptions 1, 3 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: During the STAAR and future planning night at AVC, TLI and IMMS staff will provide information to parents regarding requirements and results of state assessments and how to support student learning at home. In addition, student and families will learn how performance at the elementary level impacts their schedule at the middle school. Strategy's Expected Result/Impact: More informed parents and increased relationship between families and school Staff Responsible for Monitoring: AVC and IMMS administrators, teachers, TLI Problem Statements: Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: In order to build capacity and create an empowering culture, the campus will provide professional development on family engagement to all staff including, but not limited to: Title 1 Compact, Restorative Circles, REAL Family Engagement, and Trust Based Relational Interventions (TBRI). TBRI is a framework for helping students that have traumatic backgrounds. Strategy's Expected Result/Impact: Improved teacher capacity Staff Responsible for Monitoring: Campus administrators, counselor, social worker Problem Statements: School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues. Problem Statement 3: While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families. Root Cause: Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience.
Perceptions
Problem Statement 1: While AVC offers many opportunities for parents to engage, we can increase the REAL family Engagement opportunities provided to parents. Root Cause : There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning. Problem Statement 3: Success of parent involvement events measured by attendance rather than outcomes. Root Cause: Lack of defined criteria for a successful parent involvement and engagement events.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 5: Promote and maintain a safe and healthy environment that fosters security and wellness at school for all students, staff and the community on a daily basis.

Evaluation Data Sources: Campus Safety Reports (Monthly), Positive Proof Data, Police Department Data (Citations, Arrests/ Notification of Arrests, etc.), feedback from staff

Strategy 1 Details	Reviews			
Strategy 1: Safety committee will meet four times a year to discuss safety issues and complete school checklists Strategy's Expected Result/Impact: Effective and efficient safety procedures for the school is the expected outcome Staff Responsible for Monitoring: Safety Committee, Campus Academic Principal, Assistant Principal, and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: AVC will host "Play it Safe" program through The Women's Center of Tarrant County. The goal of the program is to raise awareness about physical and sexual abuse. Together we are empowering students to recognize, respond to, and report abuse. Strategy's Expected Result/Impact: The students will know how to recognize, respond to, and report abuse, which will lead to a healthy school environment that fosters security and wellness at school. Staff Responsible for Monitoring: Principal, Counselor, Social Worker, Teachers, Counselor Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: AVC will refine campus wide behavior expectations through the use of PBIS, Restorative Practices, CHAMPS, and Second Step. Strategy's Expected Result/Impact: There will be improved student behavior with fewer office referrals Staff Responsible for Monitoring: Campus administrators, counselor, social workers, and teachers Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will meet regularly with the Assistant Principal to address behaviors and refine classroom management/discipline management practices. Strategy's Expected Result/Impact: Improved student behavior with fewer office referrals. Staff Responsible for Monitoring: Assistant principal and teachers Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide training to promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.), family engagement events, and crisis prevention responsive services. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Social Workers Problem Statements: School Processes & Programs 2 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms. Strategy's Expected Result/Impact: Lower number of student discipline referrals Staff Responsible for Monitoring: Campus administrators and teachers Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.
Problem Statement 2: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Continue to be fiscally responsible and maintain a healthy budget and planning for future needs.

Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
Strategy 1: Follow the district procedures to collect money, purchase, and balance accounts to ensure a healthy budget to prepare for unexpected costs. Strategy's Expected Result/Impact: Successful Financial Audits, money collection procedures, balanced budget, and correct procedures in Skyward will ensure a healthy budget and fiscal responsibility. Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Campus Secretary and Director of Maintenance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with supplemental instructional materials and resources to further support student engagement (Example- Stemsopes Workbooks). Strategy's Expected Result/Impact: Increase in supplemental resources Increase in student achievement Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, and Campus Secretary Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 5, 6, 7 Funding Sources: - 263 - Title III, LEP, - 211 - Title I, Part A, - 461 - Campus Activity Fund, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available as of August 28, 2024. Root Cause: Inconsistent co-teach models were utilized.
Student Learning
Problem Statement 1: Based on preliminary 2023-2024 A-F Accountability data, AVC scored a 72 out of 100 in Domain I, Student Achievement. Root Cause: Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.

Student Learning

Problem Statement 2: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 3: STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 5: 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024. **Root Cause:** The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 6: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 7: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. **Root Cause:** Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

High Priority

HB3 Goal

Evaluation Data Sources: ESC Random Intruder Audits, Weekly Exterior Door Sweep Checks, Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms, Threat Assessment Logs (Skyward),

Strategy 1 Details	Reviews			
Strategy 1: Administrators will continue to actively work with teachers to improve the dismissal process, shorten the dismissal time, and ensure students safely leave the campus. Strategy's Expected Result/Impact: A safe and orderly dismissal process which reduces the dismissal time is the expected result. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Counselor, Campus Academic Leader, Assistant Principal, and Principal Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations. Strategy's Expected Result/Impact: To better improve the overall school safety for students, staff, and visitors. Clear & Concise Communication to all stakeholders Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, CISD Police Department, Safety & Security Coordinator, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures. Strategy's Expected Result/Impact: To better improved students, staff, and parent communication before, during, and after an emergency crisis. Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, Communications Coordinator, CISD Police Department, Safety & Security Coordinator, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Over the course of the next year, the district will establish a systematic collaborative process to regularly review incident reports, conduct weekly campus safety audits, and actively seek feedback from staff, students, and parents, with the purpose of identifying areas for improvement in the Emergency Operations Plan (EOP). Strategy's Expected Result/Impact: Clear & Concise Communication to all stakeholders Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, CISD Police Department, Safety & Security Coordinator, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Continue to implement and refine School Behavioral Threat Assessment teams that conduct behavioral threat assessments at each campus.

High Priority

Evaluation Data Sources: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1 Details	Reviews			
Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children. Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities Staff Responsible for Monitoring: Safe and Supportive School Staff Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collect, review, and incorporate data through the teacher threat assessment data questionnaire and parent interview process. Strategy's Expected Result/Impact: To decrease the number and severity of threats. To be proactive in communications with staff and parents. Staff Responsible for Monitoring: Campus & District Administration Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review threat assessment cases on a quarterly basis to analyze trends and ensure fidelity of student support plans. Strategy's Expected Result/Impact: To decrease the number and severity of threats. To be proactive in communications with staff and parents. Staff Responsible for Monitoring: Crisis Counselors, Counselors, & District Administrators Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 2: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: A.V. Cato will utilize BARR's framework for multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

Evaluation Data Sources: Behavior and Counseling Data, BARR Spreadsheets

Strategy 1 Details	Reviews			
Strategy 1: Implement BARR's Social Emotional (SEL) lessons during the school day and in ACE. Strategy's Expected Result/Impact: Reduce discipline referrals, counseling needs identified and provided Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, and Care Team Title I: 2.6 Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.
Problem Statement 2: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: Within three years, implement comprehensive retention strategies, including the establishment of mentorship programs, with the objective of reducing the districtwide employee turnover rate to less than 16% .

Evaluation Data Sources: Staff retention data

Strategy 1 Details	Reviews			
Strategy 1: Increase substitute fill rate by using a campus developed plan to prevent the cancellation of PLCs. Strategy's Expected Result/Impact: Decrease in cancelled PLCs. Staff Responsible for Monitoring: Campus administrators and staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze climate survey data to develop an action plan to increase the teacher/staff retention rate. Strategy's Expected Result/Impact: Increase teacher morale Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hire tutors to assist with intervention which will reduce small group size. Strategy's Expected Result/Impact: Increase teacher efficacy and improve student achievement. Staff Responsible for Monitoring: Campus administrators Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 5, 6, 7 Funding Sources: - 211 - Title I, Part A, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: A.V. Cato administrators will develop coaching plans for teachers using the district coaching plan document and timelines. The administrators will meet with the teachers and instructional coaches to review the coaching plans and monitor progress. Strategy's Expected Result/Impact: Increased student engagement and achievement Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 3, 5, 6, 7		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available as of August 28, 2024. Root Cause: Inconsistent co-teach models were utilized.
Student Learning
Problem Statement 1: Based on preliminary 2023-2024 A-F Accountability data, AVC scored a 72 out of 100 in Domain I, Student Achievement. Root Cause: Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
Problem Statement 2: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
Problem Statement 3: STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
Problem Statement 5: 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.
Problem Statement 6: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Student Learning

Problem Statement 7: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. **Root Cause:** Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 1: Overall Performance Objective: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase to 60% by June 2025.

- 90% of all prekindergarten students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.
- 85% of kindergarten students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.
- 90% of all first grade students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.
- 85% of all second grade students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage, TX KEA, TPRI, Tejas Lee, writing benchmarks, STAAR

Strategy 1 Details	Reviews			
Strategy 1: AVC will monitor the acquisition of foundational skills by studying student work and tracking data toward skill-specific goals and adjusting instruction to meet specific needs. Resources to support the acquisition of foundational skills will be provided for teachers. Strategy's Expected Result/Impact: Increased understanding and ability to teach components of foundational literacy skills. Staff Responsible for Monitoring: Principal, Campus Academic Leaders, Assistant Principal, District Coaches, Teachers Title I: 2.4 Problem Statements: Student Learning 5, 6, 7 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers in K-2 grade will provide Heggerty Phonemic Awareness daily routines and practice. Teachers will be provided Heggerty class books for students to apply their decoding skills. Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level reading expectations. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 5, 6 Funding Sources: - 211 - Title I, Part A, - 262 - Title II, Part D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor the effects of our structured literacy routines and comprehension lessons through Module Assessments in Kinder and 1st grade, and Unit Assessments in 2nd grade which will provide teachers with specific and timely data to use to plan targeted lessons. Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level reading expectations. Teachers will plan targeted lessons during the small-group instruction. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Coaches, Teachers Title I: 2.4 Problem Statements: Student Learning 5, 6, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The campus librarian will implement Beanstack, a reading incentive program, to track the number of words a student reads or has read to them. Strategy's Expected Result/Impact: Increase vocabulary, familiarity with genres and text structure, and comprehension. Staff Responsible for Monitoring: Librarian Title I: 2.4 Problem Statements: Student Learning 1, 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Campus staff will analyze Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans. Strategy's Expected Result/Impact: Increased student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR scores Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Coaches, and Teachers Title I: 2.4, 2.6 Problem Statements: Student Learning 5, 6, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will increased student comprehension of various texts through an emphasis on knowledge building, vocabulary and oral language development. Strategy's Expected Result/Impact: Higher percentage of achievement on assessments Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Librarian, District Coaches, Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1, 5 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Students set literacy goals and monitor their own progress (skills acquisition, minutes read through Beanstack). Strategy's Expected Result/Impact: Students will meet and/or exceed literacy goals Staff Responsible for Monitoring: Librarian Problem Statements: Demographics 4 - Student Learning 1, 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Kindergarten - 5th grade will use the IXL platform to increase their content knowledge and close academic gaps. Strategy's Expected Result/Impact: Improved scores in all areas, increased teacher effectiveness and capacity Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 5, 6, 7		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available as of August 28, 2024. Root Cause: Inconsistent co-teach models were utilized.
Student Learning
Problem Statement 1: Based on preliminary 2023-2024 A-F Accountability data, AVC scored a 72 out of 100 in Domain I, Student Achievement. Root Cause: Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
Problem Statement 2: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
Problem Statement 3: STAAR 5th grade Science performance is 18% Meets and 3% Masters based on preliminary data. 2023-2024 A-F Accountability data has not been released. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
Problem Statement 5: 26% of kindergarten students, 17% of 1st grade students and 19% of 2nd grade students at A.V. Cato did not meet or exceed grade-level expectations for reading skills on end of year assessments for 2023-2024. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.
Problem Statement 6: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.
Problem Statement 7: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. Root Cause: Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 2: By the end of the year, 100% of students will improve their writing by incorporating elaboration strategies into student discourse and written work, specifically by providing facts, reasons, examples, descriptions, quotes, anecdotes, cause and effect, or statistics as supporting evidence, with the aim of enhancing clarity and depth.

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will instruct students on how to respond to reading through evidence based/constructed responses including but not limited to their learning from The Writing Academy. Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level writing expectations. Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 6 Funding Sources: - 461 - Campus Activity Fund, - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: AVC will implement district provided explicit instruction in grammar and conventions K-2nd. Lessons include explicit instruction, mentor sentences, application and creation of sentences with the new grammar/convention rule (Patterns of Power model), and STAAR formatted editing and revising practice. Effective School Framework grant funds will be utilized to build teacher capacity. Strategy's Expected Result/Impact: Student mastery of the conventions of written language. Staff Responsible for Monitoring: Principals, Campus Academic Leader, Assistant Principal, Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will internalize the lessons in the guiding documents to provide writing instruction daily. Strategy's Expected Result/Impact: Higher achievements on assessments Staff Responsible for Monitoring: Principal, Campus Academic Principal, Assistant Principal, and Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1, 6	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on preliminary 2023-2024 A-F Accountability data, AVC scored a 72 out of 100 in Domain I, Student Achievement. Root Cause: Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
Problem Statement 6: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 3: Overall Performance Objective: The percent of third grade students that score meets grade level or above on STAAR Math will increase to 60% by June 2025.

- 93% of all prekindergarten math students will meet or exceed grade-level expectations by June 2025 as measured by state assessment.
- 85% of all kindergarten math students will meet or exceed grade level on the end of year STEMScopes assessment.
- 60% of all first and second grade math students will meet or exceed grade level on the end of year STEMScopes assessment.
- 78% of all first and second grade math students will meet or exceed grade level on the end of year STEMScopes assessment.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage, STEMScopes, STAAR, benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Increase use of manipulatives to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways. Strategy's Expected Result/Impact: Gain a deeper knowledge of numeracy Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1, 2, 7	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase use of verbal discourse and critical writing to develop the mathematical language to express ideas and promote reasoning. Strategy's Expected Result/Impact: Develop higher order math vocabulary and a deeper understanding of math concepts Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1, 2, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The vertical math team will meet to discuss guiding documents, instruction, materials, and analyze data. Strategy's Expected Result/Impact: Deeper understanding of the curriculum, gain strategies from other math teachers, analyze data, more effective tier one instruction Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 7	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Based on preliminary 2023-2024 A-F Accountability data, AVC scored a 72 out of 100 in Domain I, Student Achievement. Root Cause: Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
Problem Statement 2: STAAR Math performance is 35% at Meets and 15% at Masters based on preliminary data for the 2023-2024 A-F Accountability. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
Problem Statement 7: Only 55% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024. Root Cause: Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	6	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	4	4			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
4	1	6			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training		\$0.00
1	1	4	Tutors		\$0.00
1	1	5			\$0.00
1	1	6	Training		\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	4			\$0.00
2	5	5			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	5	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	6			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training		\$0.00

215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	10			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
2	4	1			\$0.00
2	4	3			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
Sub-Total					\$0.00
262 - Title II, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors		\$0.00
1	1	5			\$0.00
1	1	6	Training		\$0.00
1	1	10			\$0.00
1	1	15	Chart, chart paper, etc.		\$0.00

461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	3	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
3	1	2			\$0.00
3	5	3			\$0.00
4	1	6			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
Sub-Total					\$0.00
TEA Strong Foundations Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESF Grant Funds		\$0.00
1	1	15	Charts, chart paper, etc.		\$0.00
Sub-Total					\$0.00