

**Waco Independent School District**  
**Crestview Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Crestview Elementary School faculty, staff, and parents will educate all children in a nurturing environment so that they may become reflective lifelong learners and contributing members of society.

# Vision

Empowering all students in the school community to reach their full potential through intentionally designed learning experiences that foster curiosity, collaboration, and confidence.

# Core Beliefs

Students will perform at their maximum potential.

Teachers will use best practices.

Students and Staff will build strong positive relationships.

All students will grow academically, socially, and emotionally.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
School Processes & Programs .....	8
Perceptions .....	11
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	15
Goal 1: Waco ISD will increase the capacity of all stakeholders to support identified student needs. ....	15
Goal 2: Waco ISD will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success. ....	18
Goal 3: Waco ISD will increase student achievement for all student populations. ....	21
Goal 4: Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention. ....	27
Campus Funding Summary .....	29

# Comprehensive Needs Assessment

Revised/Approved: May 04, 2017

## Demographics

### Demographics Summary

**The 2016-2017 TAPR report as well as PEIMS data, both current and historical, were referenced when generating the needs assessment.**

Crestview Elementary School staff includes 42 teachers (9 male teachers), 24 paraprofessionals, 1 Response to Intervention (RTI) specialist, 1 counselor, 1 social worker, and 3 administrators. Support staff includes 1 head custodian, 3 custodians, 1 registered nurse, 3 office staff, 2 bilingual office staff, 1 PEIMS clerk, 1 cafeteria supervisor, and 4 cafeteria workers. The staff population is 52.87% White, 17.24% African American, 25.39% Hispanic, 2.30% Asian, and 2.30% are two or more races.

Additionally, the campus serves 90.95% economically disadvantaged students, 8.88% special education students, and 24.67% English Limited Proficient students.

The student population is 8.88% White, 26.97% African American, 62.01% Hispanic, and 1.97% are two or more races. Additionally, the campus serves 90.95% economically disadvantaged students, 8.88% special education students, and 24.67% English Limited Proficient students.

The most current data indicates the campus has a 29.13% mobility rate.

Though mobility rate is high the student attendance rate was 95% across all campus demographic groups. Reaching the attendance goal of 95% attendance was made attainable by the efforts and persistence demonstrated by our office staff members that on a daily basis conducted parent/guardian contact, of absent students, through calling/texting/email/home visits. An automated calling system was also put into place in order to further those efforts of the office staff. Minority students continue to be well represented by Hispanics (62.01%) and African Americans (26.97%).

### Demographics Strengths

Many students come from families who also attended Crestview Elementary school.

As the campus strives for academic excellence, grade level testing has continued to be conducted to identify those students who qualify to be identified as

Gifted/Talented (GT). Overall, Crestview is represented by 4.28% GT students.

Crestview Elementary analyzed the quality and retention of teachers by using the 2015-16 Texas Academic Performance Report (TAPR), as well as PEIMS 2017-2018 data.

In effort to improve the campus turnover rate, instructional specialists led new teacher meetings which were held once every two months. The meetings were able to provide a forum in which teachers were uplifted and encouraged to ask questions, as well as receive feedback. The instructional specialist supported the new teachers by creating and/or buying manipulatives to be used in the classrooms. Positive reinforcement and celebrations occurred as a way to motivate the new teachers' progress made within their classrooms. Additionally, new teachers are assigned mentors within the school to encourage guidance and support. Continuous district-wide meetings take place in which the new teachers and mentors attend together.

The staff was introduced to multiple professional development training sessions throughout the school year. Professional Development included Guided Reading, Rigby, Leveled Literacy Intervention training. All of which serve to promote improved reading skills in students and to make teachers feel more confident in their reading instruction. Additionally, teachers participated in Professional Learning Communities which provided the opportunity for support from colleagues. Additional trainings include ISIP, RTI, Lead4Ward and Achieve 3000.

In comparison to the parting of 23 teachers in the 2016-17 school year, Only 6 teachers parted for the 2017-18 school year.

The campus Facebook account was positively received by family and community members with over 200 followers and constant postings/likes. Events that facilitated hands-on activities and provided food had the highest attendance:

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The campus is not sufficiently meeting the needs of our culturally diverse student population. **Root Cause:** Insufficient training and implementation in culturally responsive practices.

**Problem Statement 2:** The campus is not sufficiently meeting the needs of our low - socioeconomic student population. **Root Cause:** Sufficient training and resources have not been applied toward closing the achievement gap in terms of reading and math.

# Student Academic Achievement

## Student Academic Achievement Summary

The 2016-2017 TAPR report as well as PEIMS data, both current and historical, were referenced when generating the needs assessment.

Students in 5<sup>th</sup> grade made improvement in Reading from 2016 to 2017 by 5% in Average Approaches and 4.8% for Average Masters. Currently, the DBA results show 48.96% and the Reading STAAR March 2018 administration show 55%.

Students in the 5th grade had a roughly 10% increase overall Percent score on the 2018 STAAR Mathematics compared to last year's STAAR. On the Approaches level there was a 9.23% increase. On the Meets level there was a 20.3% increase and on the Masters Level there was a 10.13% increase. The increase in scores are due to the Teacher and her Paraprofessional that assisted the students during the morning before classes, during lunch and after school tutorials. The materials that were utilized were: Countdown to Math STAAR, Fast Focus, Mentoring Minds and the District Math Plan.

2016-2017 5th Grade Science STAAR results improved 7 percentage points to 56% year over year.

4<sup>th</sup> Grade students dropped by 9.7% in Average Approaches Reading and 2.7% in Average Masters between 2016 and 2017. 45.2% of the current 4<sup>th</sup> grades students that took the released 2017 STAAR test used for the DBA passed. The data shows an increase of 10.8% from one year to the next using the same assessment.

Students in 4th grade had a 3% overall on Percent Score increase on the District Mock STAAR compared to last years' Mathematics STAAR. On the Approaches level there was a 6.35% increase. On the Meets level there was a 6.75% increase and on the Masters Level there was a .13% decrease.

2016-2017 3rd grade STAAR results improved 8 points to 49% in reading and improved 21 points to 61% in math relative to the prior year.

Students in 3rd Grade their overall percent score decreased by 5.39% compared with 2017 STAAR Mathematics to the District Based Assessment ( March ) in the Spring of 2018. The Approaches level decreased by 10.63%. The Meets level decreased by 8.33% and the Masters Level 4.79%. Current data for 3rd grade reveals the need for increase fact fluency instruction in 3rd grade and lower grades. Additionally, students continue to struggle with reading skills signaling the need for continued intervention and support in reading instruction in 3rd and lower grades.

Crestview Elementary was rated IR campus and did not meet standard in Index 1- Student Achievement or Index 3- Closing Performance Gaps for the 2016-2017 school year. Still, the campus did improve in Index 4- Post-secondary Readiness by receiving a score of 17, which surpassed the target score of 12.

Some gains have been shown with the results of the 2018 5th grade Reading and Math test (First administration). However, significant improvement is

needed in order to adequately prepare more students for future academic endeavors. Continued growth in reading instruction and student reading fluency at each grade level. Results on state, and district reading results continue to reveal the need for improved practice in terms of reading instruction.

### **Student Academic Achievement Strengths**

Each student in grades 3<sup>rd</sup>-5<sup>th</sup> was given a data binder from the previous academic year, so that the student, as well as the teacher, had the opportunity to identify the students' present academic level. Additionally, the data binder also provided the students the opportunity to measure their self-growth by graphing their testing data progress throughout the school year. As a result, students were encouraged to take ownership of their own grades, reflect on their past performance and growth, as well as to develop strategies on how to improve. The data binders contained information such as Accelerated Reading (AR) Logs, Reading and Math Istation Levels, and Rigby.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** An insufficient number of students are reading on grade level. **Root Cause:** Insufficient implementation of research-based, diagnostic reading instruction and intervention.

**Problem Statement 2:** An insufficient number of students are proficient in grade-level math tasks. **Root Cause:** Math instruction is not adequately targeted to gaps in students' conceptual understanding, and does not provide acceptable opportunity for critical thinking and problem solving.

# School Processes & Programs

## School Processes & Programs Summary

Crestview Elementary School has both formal and informal leadership on campus. The formal leadership team is composed of the principal, two assistant principals, and two instructional specialists. As leaders, their responsibility is to organize, direct, and encourage all staff members in order to collaboratively meet the goals of the school. Informal leaders on our campus are staff members that through their experience, as well as expertise in certain areas, are able to provide guidance in order to contribute to the success of the school. Teacher leaders, informally, work closely and provide guidance to teachers within their grade level. Additionally, all administrators have an open door policy allowing any staff member to approach any administrator as needed.

Weekly Staff meetings were held during the first semester. Staff meetings were held as needed later in the year, due to after school tutoring interventions led by the majority of the teachers. Weekly Professional Learning Community (PLC) meetings were held by each grade level and an assigned administrator as an opportunity to discuss incoming week lesson plans, disaggregate data and plan for intervention.

Teachers are given the opportunity to provide input during all faculty meetings, PLC meetings, monthly Adopt-a-School partnership meetings, and the Campus Decision Making Committee meetings.

Crestview Elementary follows the district testing calendar and teachers review data from district assessments. On the school level, teachers are given the freedom to conduct formative assessments as well as weekly summative assessment on the lessons they taught following the district pacing calendar. The results of these assessments guide teachers to intervene or enrich within their classrooms.

The following resources in relation to Curriculum, Instruction and Assessment were used during 2017-2018 and analyzed: Rigby Universal Screener Reports, Renaissance Learning for ZPD levels, Pacing Guides, TEKS Resource System, Reading A-Z, district Assessments, Frog Street and CLI Engage for Pre-K, Stem Scope Science, Pearson for Math/Social Studies, Istation, Leveled Literacy Intervention, Achieve 3000, Smarty Ants and Lexia.

All teachers were provided RIGBY training at the beginning of the year as well as ongoing support from Instructional Specialists and District Reading Coaches throughout the year. Teachers participated in tutoring 2 days per week. Some teachers were selected to conduct tutoring 4-5 days per week for 2 hours after school as a means of filling gaps in knowledge. Students were placed into intervention groups based on RIGBY results, ISIP, classroom formative assessments and DBAs. Intervention groups happened during the school day for 40 minutes. Students were grouped by skill for the intervention block and teachers provided based upon identified need. At the beginning of the year, students were sorted according to Lexile 3 days of the week during intervention and experienced the Leveled Literacy Intervention which is a research-based intervention designed to start at student's reading level and step them forward. This intervention was consistently applied for roughly 24 weeks of instruction. Nearly all students experienced a significant growth in reading level with many students moving from significantly below grade level to on grade level. Additionally during intervention time, students who are reading at or above grade level were provided enrichment activities such as novel studies and projects. GT services were provided to students on campus throughout the year culminating in an end of the year project which was displayed during a parent night. 45 students participated in the UIL academic competition and Crestview finished 6th place in the district. Crestview serves students in functional academics as well as PPCD. Pull out and inclusion services are provided to students identified with a need for those services. Additionally, Dyslexia and speech services are provided to students identified



with that need.

Two mobile IPAD carts and two Mobile computer carts are available for teacher to check out as needed. Additionally two computer labs are available to be reserved as needed. Each classroom has five desktop computers and 2 to 4 IPADS for student use. Teachers generally utilize technology hardware for ISIP, Achieve 3000, Smarty Ants, as well as other educational programs.

In effort to improve the campus turnover rate, instructional specialists led new teacher meetings which were held once every two months. The meetings were able to provide a forum in which teachers were uplifted and encouraged to ask questions, as well as receive feedback. The instructional specialist supported the new teachers by creating and/or buying manipulatives to be used in the classrooms. Positive reinforcement and celebrations occurred as a way to motivate the new teachers' progress made within their classrooms. Additionally, new teachers are assigned mentors within the school to encourage guidance and support. Additionally, teachers have been provided with significant amount of training throughout the year in order to help make them successful. Training has included: RIGBY, LLI, ISIP, RTI, Costa's level of questioning, AVID practices, as well as other trainings. In comparison to the parting of 23 teachers prior to the 2016-2017 school year, only 6 teachers departed prior to the 2017-2018 school year.

Teachers reported the significance of maintaining a set day for PLC meetings. Additionally some teacher feedback included

### **School Processes & Programs Strengths**

A common planning time for each grade level allows teachers to meet weekly for PLC meetings and planning. PLC meetings provided time for grade level teams to disaggregate assessment data to plan for appropriate intervention.

Adequate time, 90 minutes for Reading and a built-in intervention time for at least 40minutes is allotted for all students.

Campus staff was provided a clearly defined early morning and dismissal duty schedule that detailed all responsibilities.

Parents are welcome and encouraged to provide their input at parent conferences, Campus Decision Making Committee (CDMC) meetings, and parent involvement activities. They may also contact a teacher before school, after school, or during their conference time in person, by phone, or electronic mail.

To minimize loss of instruction time, morning announcements are made between 7:45 a.m. and 8:00 a.m.

During PLC meetings with Instructional Specialists, data is disaggregated following each assessment (i.e. STAAR, district assessments, STAR Renaissance screenings, Rigby testing, etc.). This data is used to identify students in need of assistance. All students in need of additional support, of K-5<sup>th</sup> grade teachers, were provided in school intervention for 40 minutes each day. Literacy Aides, part-time tutors, and SIT teachers provide Tier 2 and 3 interventions for Crestview students using the Fountas and Pinnell Literacy Curriculum.

Teachers work with students to set Accelerated Reading and reading fluency goals. Crestview Elementary has also implemented DATA Binders for students to track their math, reading and science progress, as well as forms for teachers to track student data (district/STAAR assessments, RTI interventions, Rigby,

Universal Screener).

Teacher groups reported the need for more clearly defined reading curriculum. Additional comments include the need for various curricula based on student need. PLC conversations have revealed the need for teachers to become more proficient in the fundamentals behind building pacing guides and selecting media to deliver concepts.

Strengths identified include a master schedule which allows for consistent intervention across grade levels as well as more time in subjects which need the most assistance as well as the consistency within the schedule over the course of the year.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Curriculum, instructional practices, and technology integration do not adequately prepare students with 21st century skills and thought processes. **Root Cause:** Administrator, teacher, and instructional staff are developing in their understanding of how to provide students with adequately rich learning experiences which reflect the skills needed for their future endeavors.

# Perceptions

## Perceptions Summary

**The 2016-2017 TAPR report as well as PEIMS data, both current and historical, were referenced when generating the needs assessment.**

A review of PEIMS data reveals that in the 2016-2017 school year there were zero placements in ISS by the end of March, but there were 202 out of school suspension days. In the 2017-2018 school year there were a total of 148 placements in ISS for a total of 224 days, and there were 12 out of school suspensions for a total of 20 days. Placement of students in ISS allows for students to remain in the instructional environment and under the direction of teachers and aides in order to continue in their studies. Rather than excluding students from the school building, students have the ability to continue their studies and earn their way back to the classroom with the support of education professionals. A year over year comparison of DAEP placements reveals that by the end of March there were 165 less days where students were assigned to alternative school. In short, students were in the building at Crestview Elementary school a total of 320 more days in the 2017-2018 school year as compared to the 2016-2017 school year.

The campus hosted a number of Parent/Family nights including Hispanic Heritage Night, African American Heritage night, Nachos and numbers, Reading Night, Fall festival, and "STAARWars Night". Parent and community attendance at these events was excellent. Teacher and parent feedback reveal a very positive reception to these events.

Parent and teacher input reveals the desire for increased programs for student development such as leadership, and mentoring programs on campus.

## Perceptions Strengths

Positive response to increase parent involvement nights. Teachers report parents taking more interest in school activities and appear to feel more welcome in their child's education.

Adjustment to the discipline management system has meant that students have experienced more instructional time than in prior year. At the same time teachers report a positive and "calm" climate on campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Adequate programs do not exist which promote the social-emotional success and leadership development of all students. **Root Cause:** To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

# Priority Problem Statements

**Problem Statement 1:** The campus is not sufficiently meeting the needs of our culturally diverse student population.

**Root Cause 1:** Insufficient training and implementation in culturally responsive practices.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The campus is not sufficiently meeting the needs of our low - socioeconomic student population.

**Root Cause 2:** Sufficient training and resources have not been applied toward closing the achievement gap in terms of reading and math.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** An insufficient number of students are reading on grade level.

**Root Cause 3:** Insufficient implementation of research-based, diagnostic reading instruction and intervention.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** An insufficient number of students are proficient in grade-level math tasks.

**Root Cause 4:** Math instruction is not adequately targeted to gaps in students' conceptual understanding, and does not provide acceptable opportunity for critical thinking and problem solving.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** Curriculum, instructional practices, and technology integration do not adequately prepare students with 21st century skills and thought processes.

**Root Cause 5:** Administrator, teacher, and instructional staff are developing in their understanding of how to provide students with adequately rich learning experiences which reflect the skills needed for their future endeavors.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Adequate programs do not exist which promote the social-emotional success and leadership development of all students.

**Root Cause 6:** To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Waco ISD will increase the capacity of all stakeholders to support identified student needs.

**Performance Objective 1:** Increase parent and community involvement by 50% in the following categories: teacher conferences, homework nights, parent training nights.

**Evaluation Data Source(s) 1:** Sign-in sheets, teacher conference forms.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hispanic heritage event will take place on campus during the month of September	3.2	Principal, assistant principals, instructional specialist, and teacher leaders.	Bring parents to campus. Provide opportunity for Teacher Conferences. Measured by: Parent Involvement notebook pictures, fliers, and the sign-in sheets collected at the end of the event.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Title I Parent Involvement - 100.00, Title 1 School Improvement - 300.00						
2) Homework Night event will be hosted on campus in the month of October.		Principal, assistant principals, instructional specialist, and teacher leaders.	Help parents with homework expectations/procedures, provide opportunities for teacher conferences, and provide training regarding ways that parents can support their child's learning. Measured by: Parent Involvement notebook pictures, fliers, and the sign-in sheets collected at the end of the event.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 300.00						
3) Math night event will take place on campus during the month of November.		Principal, assistant principals, instructional specialist, and teacher leaders.	Bring parents to campus. Provide opportunity for Teacher Conferences. Measured by: Parent Involvement notebook pictures, fliers, and the sign-in sheets collected at the end of the event.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 300.00						

4) Science night event will take place on campus during the month of December.	Principal, assistant principals, instructional specialist, and teacher leaders.	Bring parents to campus. Provide opportunity for Teacher Conferences. Measured by: Parent Involvement notebook pictures, fliers, and the sign-in sheets collected at the end of the event.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 300.00					
5) Parent Conference night event will take place on campus during the month of January.	Principal, assistant principals, instructional specialist, and teacher leaders.	Bring parents to campus. Provide opportunity for Teacher Conferences. Measured by: Parent Involvement notebook pictures, fliers, and the sign-in sheets collected at the end of the event.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 300.00					
6) Black history month event will take place on campus during the month of February.	Principal, assistant principals, instructional specialist, and teacher leaders.	Bring parents to campus. Provide opportunity for Teacher Conferences. Measured by: Parent Involvement notebook pictures, fliers, and the sign-in sheets collected at the end of the event.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 300.00					
7) Reading night event will take place on campus during the month of March.	Principal, assistant principals, instructional specialist, and teacher leaders.	Bring parents to campus. Provide opportunity for Teacher Conferences. Measured by: Parent Involvement notebook pictures, fliers, and the sign-in sheets collected at the end of the event.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 300.00					
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

### Performance Objective 1 Problem Statements:

<b>Demographics</b>	
<b>Problem Statement 1:</b> The campus is not sufficiently meeting the needs of our culturally diverse student population. <b>Root Cause 1:</b> Insufficient training and implementation in culturally responsive practices.	
<b>Problem Statement 2:</b> The campus is not sufficiently meeting the needs of our low - socioeconomic student population. <b>Root Cause 2:</b> Sufficient training and resources have not been applied toward closing the achievement gap in terms of reading and math.	



**Goal 1:** Waco ISD will increase the capacity of all stakeholders to support identified student needs.

**Performance Objective 2:** 100% of faculty and staff will be knowledgeable of campus identified student needs, and will implement research-based practices to meet those needs.

**Evaluation Data Source(s) 2:** Meeting agendas, sign in sheets, training certificates, TTESS data.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Training will be provided prior to students returning to campus which explains campus needs as well as campus strategies to use in response to those needs		Principal, assistant principals, instructional specialist, and teacher leaders.	Produce clear understanding of campus needs and explain campus expectations. Measured by: Agenda and Sign in sheets from training. Materials provided during training.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Title 1 School Improvement - 500.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Adequate programs do not exist which promote the social-emotional success and leadership development of all students. <b>Root Cause 1:</b> To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

# Goal 2: Waco ISD will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 1:** Student involvement in programs designed to increase social-emotional success and leadership will increase to 60% across all student groups.

**Evaluation Data Source(s) 1:** Student sign in sheets, clubs and organization lists, attendance data, STAAR data, AVID meeting agendas/minutes, PLC agendas/minutes.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will plan, lead, and/or be involved in student organizations designed to promote leadership and social-emotional success		Principal, assistant principals, instructional specialists, and teacher leaders.	Promote a positive culture on campus measured by: Organizations list, attendance data.				
<b>Problem Statements:</b> Perceptions 1							
2) Students will be provided opportunities to sign up for organizations at Meet the Teacher Night, as well as subsequent parent nights.		Principal, assistant principals, instructional specialists, and teachers.	Promote a positive culture on campus measured by: Organizations list, attendance data.				
<b>Problem Statements:</b> Perceptions 1							
3) Sponsors and other teachers involved will meet with their student organization at least once per week.		Principal, assistant principals, instructional specialists, and teachers.	Promote a positive culture on campus measured by: Organizations list, attendance data, discipline data				
<b>Problem Statements:</b> Perceptions 1							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 1:** Adequate programs do not exist which promote the social-emotional success and leadership development of all students. **Root Cause 1:** To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

**Goal 2:** Waco ISD will create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

**Performance Objective 2:** 100% of faculty and staff will utilize Positive Behavior Intervention and Support strategies.

**Evaluation Data Source(s) 2:** Discipline data, Meeting agenda, training certificates, TTESS data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ongoing training will be provided regarding the Campus PBIS plan, areas of need, and areas of focus.		Principal, assistant principals, instructional specialists.	Reduced discipline referrals and reduced suspensions and DAEP placements.				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Title 1 School Improvement - 5000.00						
2) Materials to include student incentives will be purchased which serve to promote positive behavior supports on campus.		Principal, assistant principals, campus secretary	Reduced discipline referrals and reduced suspensions and DAEP placements.				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Title 1 School Improvement - 2000.00						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Adequate programs do not exist which promote the social-emotional success and leadership development of all students. <b>Root Cause 1:</b> To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

# Goal 3: Waco ISD will increase student achievement for all student populations.

**Performance Objective 1:** 70% of students will pass Reading STAAR, and/or demonstrate grade level reading ability by the end of the year.

**Evaluation Data Source(s) 1:** STAAR 2019 Reading, ISIP, RIGBY, Campus and District Periodic Assessments.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day.		Principal, assistant principals, instructional specialists, and teacher leaders	Improve DBAs, report card grades, ISIP data, Rigby, TELPAS, and STAAR results.				
	<b>Problem Statements:</b> Student Academic Achievement 1						
2) Teachers will receive professional development that will focus on assisting students with the fundamental skills of reading.		Principal, assistant principals, instructional specialists, campus reading coach, SIT Teacher and teacher leaders.	Improved DBAs, ISIP data, Rigby, TELPAS, and STAAR results.				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> Title 1 School Improvement - 1000.00						
3) Teachers will implement AVID strategies within their lesson design and practice them daily.		Principal, assistant principals, instructional specialists, campus reading coach, and teacher leaders.	Improved outcomes on DBAs, ISIP data, Rigby, TELPAS, lesson plans, walk-throughs and STAAR results.				
	<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1						

4) Purchase research based supplemental materials and technology to ensure academic success of students.	Teachers, Instructional Specialists, Assistant Principals, Principal	Improve academic performance as measured by STAAR, DBAs, and classroom assessments.				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> State Compensatory Education - 3500.00, Title 1 School Improvement - 3000.00					
5) Provide time for teachers to plan intervention and support based on student need in response to current data	Teachers, APs, Principal, Instructional Specialist	Improve student outcomes by applying intervention to specific need				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> Title 1 School Improvement - 1500.00					
6) Provide instructional, and academic support for teachers and students across content areas.	Assistant Principals, Principal	Improved scores on appraisals, feedback from staff walkthroughs accomplished, student case load.				
	<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1 <b>Funding Sources:</b> State Compensatory Education - 86000.00, Title 1 School Improvement - 50000.00					
= Accomplished       = Continue/Modify       = No Progress       = Discontinue						

### Performance Objective 1 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> An insufficient number of students are reading on grade level. <b>Root Cause 1:</b> Insufficient implementation of research-based, diagnostic reading instruction and intervention.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Curriculum, instructional practices, and technology integration do not adequately prepare students with 21st century skills and thought processes. <b>Root Cause 1:</b> Administrator, teacher, and instructional staff are developing in their understanding of how to provide students with adequately rich learning experiences which reflect the skills needed for their future endeavors.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Adequate programs do not exist which promote the social-emotional success and leadership development of all students. <b>Root Cause 1:</b> To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

**Goal 3:** Waco ISD will increase student achievement for all student populations.

**Performance Objective 2:** 86% of students will pass Math STAAR, and/or be able to demonstrate grade level understanding of mathematical concepts.

**Evaluation Data Source(s) 2:** STAAR 2018 Math, ISIP, Campus and District Periodic Assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day.		Principal, assistant principals, instructional specialists, and teacher leaders	Improved DBAs, report card grades, ISIP data, Rigby, TELPAS, and STAAR results.				
	<b>Problem Statements:</b> Student Academic Achievement 2						
2) Teachers will receive professional development that will focus on assisting students with the fundamental skills of mathematics.		Principal, assistant principals, instructional specialists, campus reading coach, SIT Teacher and teacher leaders.	Improved DBAs, ISIP data, Rigby, TELPAS, and STAAR results.				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> Title 1 School Improvement - 1500.00						
3) Teachers will implement AVID strategies within their lesson design and practice them daily.		Principal, assistant principals, instructional specialists, campus reading coach, and teacher leaders.	Improved outcomes on DBAs, ISIP data, Rigby, TELPAS, lesson plans, walk-throughs and STAAR results.				
	<b>Problem Statements:</b> Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 1						

4) Purchase research based supplemental materials and technology to ensure academic success of students.	Teachers, Instructional Specialists, Assistant Principals, Principal	Improve academic performance as measured by STAAR, DBAs, and classroom assessments.				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> State Compensatory Education - 3500.00, Title 1 School Improvement - 3000.00					
5) Provide time for teachers to plan intervention and support based on student need in response to current data	Teachers, APs, Principal, Instructional Specialist	Improve student out comes by applying intervention to specific need				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> Title 1 School Improvement - 1500.00					
6) Provide instructional and academic support for teachers and students in core curricular subject areas	Assistant Principals, Principal	Improved scores on appraisals, feedback from staff walkthroughs accomplished, student case load.				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> State Compensatory Education - 85500.00, Title 1 School Improvement - 53000.00					
= Accomplished       = Continue/Modify       = No Progress       = Discontinue						

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> An insufficient number of students are proficient in grade-level math tasks. <b>Root Cause 2:</b> Math instruction is not adequately targeted to gaps in students' conceptual understanding, and does not provide acceptable opportunity for critical thinking and problem solving.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Curriculum, instructional practices, and technology integration do not adequately prepare students with 21st century skills and thought processes. <b>Root Cause 1:</b> Administrator, teacher, and instructional staff are developing in their understanding of how to provide students with adequately rich learning experiences which reflect the skills needed for their future endeavors.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Adequate programs do not exist which promote the social-emotional success and leadership development of all students. <b>Root Cause 1:</b> To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.



**Goal 3:** Waco ISD will increase student achievement for all student populations.

**Performance Objective 3:** Of students who are below grade level in reading and/or math, 80% will exhibit more than one year worth of growth.

**Evaluation Data Source(s) 3:** ISIP, Rigby, Achieve 3000, STAAR, Campus and District Periodic Assessments.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day.		Principal, assistant principals, instructional specialists, and teacher leaders	Improve DBAs, report card grades, ISIP data, Rigby, TELPAS, and STAAR results.				
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2 <b>Funding Sources:</b> Title 1 School Improvement - 7000.00						
2) Teachers will receive professional development that will focus on assisting students with the fundamental skills of reading.		Principal, assistant principals, instructional specialists, campus reading coach, SIT Teacher and teacher leaders.	Improved DBAs, ISIP data, Rigby, TELPAS, and STAAR results.				
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2						
3) Teachers will implement AVID strategies within their lesson design and practice them daily.		Principal, assistant principals, instructional specialists, campus reading coach, and teacher leaders.	Improved DBAs, ISIP data, Rigby, TELPAS, lesson plans, walk-throughs and STAAR results.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1 - Perceptions 1						
4) Purchase research based supplemental materials and technology to ensure academic success of students.		Teachers, Instructional Specialists, Assistant Principals, Principal, Campus Secretary	Improve academic performance as measured by STAAR, DBAs, and classroom assessments.				
	<b>Funding Sources:</b> State Compensatory Education - 1500.00						

5) Provide time for teachers to plan intervention and support based on student need in response to current data	Teachers, APs, Principal, Instructional Specialist	Improve student outcomes by applying intervention to specific need				
<b>Problem Statements:</b> Student Academic Achievement 1, 2						
6) Provide instructional and academic support for teachers and students in core curricular subject areas	Assistant Principals, Principal	Improved scores on appraisals, feedback from staff walkthroughs accomplished, student case load.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2						
<b>Funding Sources:</b> State Compensatory Education - 79280.00, Title 1 School Improvement - 54000.00						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

### Performance Objective 3 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> The campus is not sufficiently meeting the needs of our culturally diverse student population. <b>Root Cause 1:</b> Insufficient training and implementation in culturally responsive practices.
<b>Problem Statement 2:</b> The campus is not sufficiently meeting the needs of our low - socioeconomic student population. <b>Root Cause 2:</b> Sufficient training and resources have not been applied toward closing the achievement gap in terms of reading and math.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> An insufficient number of students are reading on grade level. <b>Root Cause 1:</b> Insufficient implementation of research-based, diagnostic reading instruction and intervention.
<b>Problem Statement 2:</b> An insufficient number of students are proficient in grade-level math tasks. <b>Root Cause 2:</b> Math instruction is not adequately targeted to gaps in students' conceptual understanding, and does not provide acceptable opportunity for critical thinking and problem solving.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Curriculum, instructional practices, and technology integration do not adequately prepare students with 21st century skills and thought processes. <b>Root Cause 1:</b> Administrator, teacher, and instructional staff are developing in their understanding of how to provide students with adequately rich learning experiences which reflect the skills needed for their future endeavors.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Adequate programs do not exist which promote the social-emotional success and leadership development of all students. <b>Root Cause 1:</b> To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

# Goal 4: Programs and processes will be aligned and designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

**Performance Objective 1:** Teacher effectiveness, measured in terms of student academic and social emotional success, will increase 15% using one or more of the applicable measures listed below.

**Evaluation Data Source(s) 1:** STAAR performance, District Based Assessments, Campus Based Assessments, RIGBY, ISIP, Achieve 3000, Discipline Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Training in research based instructional strategies will be aligned to student academic need in each classroom and provided to teachers on an ongoing basis through PLC meetings and faculty meetings		Principal, Assistant Principals, Instructional Specialists	Training will help teachers to be successful. Teacher success will produce increased student academic outcomes and increased teacher retention.				
	<b>Problem Statements:</b> Demographics 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> Title 1 School Improvement - 482.00						
2) Programs such as AVID, campus clubs, and ongoing professional development will be highlighted when recruiting new teachers		Principal, Assistant Principal, Instructional Specialist	Increase in new teacher desire to work in Waco ISD.				
	<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1						
3) The New Teacher Mentoring Program will include pairing a teacher with a peer mentor, increased professional development and coaching opportunities.		Principal, Assistant Principal, Instructional Specialist	Increase in new teacher desire to work in Waco ISD. Increase in teacher retention.				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Title 1 School Improvement - 1000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** The campus is not sufficiently meeting the needs of our culturally diverse student population. **Root Cause 1:** Insufficient training and implementation in culturally responsive practices.

**Problem Statement 2:** The campus is not sufficiently meeting the needs of our low - socioeconomic student population. **Root Cause 2:** Sufficient training and resources have not been applied toward closing the achievement gap in terms of reading and math.

### School Processes & Programs

**Problem Statement 1:** Curriculum, instructional practices, and technology integration do not adequately prepare students with 21st century skills and thought processes. **Root Cause 1:** Administrator, teacher, and instructional staff are developing in their understanding of how to provide students with adequately rich learning experiences which reflect the skills needed for their future endeavors.

### Perceptions

**Problem Statement 1:** Adequate programs do not exist which promote the social-emotional success and leadership development of all students. **Root Cause 1:** To this point, expectations for social-emotional success and student leadership have not been clearly defined and responsibilities have not been assigned to school staff. Additionally, research, planning and funding have not been applied to this need.

# Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$3,500.00
3	1	6			\$86,000.00
3	2	4			\$3,500.00
3	2	6			\$85,500.00
3	3	4			\$1,500.00
3	3	6			\$79,280.00
<b>Sub-Total</b>					\$259,280.00
<b>Budgeted Fund Source Amount</b>					\$259,280.00
<b>+/- Difference</b>					<b>\$0</b>
Title 1 School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$300.00
1	1	2			\$300.00
1	1	3			\$300.00
1	1	4			\$300.00
1	1	5			\$300.00
1	1	6			\$300.00
1	1	7			\$300.00
1	2	1			\$500.00
2	2	1			\$5,000.00
2	2	2			\$2,000.00
3	1	2			\$1,000.00
3	1	4			\$3,000.00
3	1	5			\$1,500.00

3	1	6			\$50,000.00
3	2	2			\$1,500.00
3	2	4			\$3,000.00
3	2	5			\$1,500.00
3	2	6			\$53,000.00
3	3	1			\$7,000.00
3	3	6			\$54,000.00
4	1	1			\$482.00
4	1	3			\$1,000.00
<b>Sub-Total</b>					\$186,582.00
<b>Budgeted Fund Source Amount</b>					\$186,582.00
<b>+/- Difference</b>					\$0
<b>Title I Parent Involvement</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$100.00
<b>Sub-Total</b>					\$100.00
<b>Budgeted Fund Source Amount</b>					\$2,696.00
<b>+/- Difference</b>					\$2,596.00
<b>Grand Total</b>					\$445,962.00