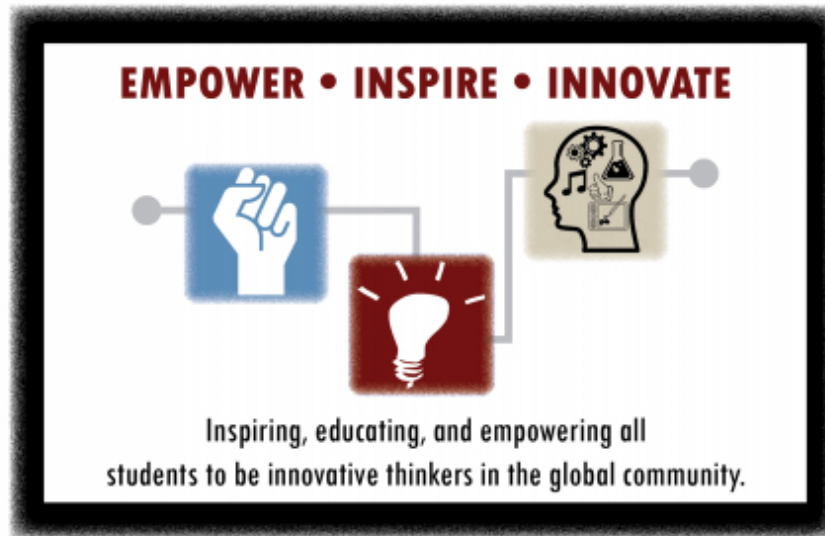


Castleberry Independent School District

A.V. Cato Elementary School

2021-2022 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy	16
Goal 2: Implement Research-Proven Early Literacy Strategies to Foster Student Success	30
Goal 3: Facilitate Engagement through Effective Communication	34
Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations	37
Goal 5: Increase Participation in Parent and Family Engagement Activities	41
Goal 6: Increase Performance in Early Childhood: HB3 Goals	44
Campus Funding Summary	46
Addendums	50

Comprehensive Needs Assessment

Demographics

Demographics Summary

A.V. Cato Elementary is an elementary campus serving grades Pre-Kindergarten through 5th grade. Current enrollment is 562 students with 86.8% Economically Disadvantaged. Demographically, the campus is made up of 76% Hispanic, 14% White, 6% African American, 3% American Indian and 1% other. A.V. Cato is a Title I Schoolwide program campus.

There will be thirteen teachers new to A.V. Cato for the 2021-2022 school year.

For 2020-2021, A. V. Cato is Not Rated: Declared State of Disaster. In addition, Distinction Designations were not awarded in 2020-2021.

Although the campus was not rated based on the A-F State Accountability System, the following Domain 3 accountability data (August 2021) was provided.

In Domain 3:

0 out of 16 subpopulation met target in Academic Achievement

The English Language Proficiency target was met by our English Language Learners.

0 out of 8 subpopulations met the target in Student Success.

Demographics Strengths

- PLC/RTI committees engage in discussions about curriculum design and effective instructional strategies.
- Data-Walk and TTESS Walk-throughs were focused on campus-wide instructional strategies for student success.
- PLC/RTI committees use student learning data to identify students in need of tiered instructional support.
- Monitoring the quality of lesson plans
- Reviewing High Yield strategies through PLCs
- Improving RTI Process
- A focus on Campus Culture
- Weekly instructional meetings with struggling staff
- Open enrollment for PreKindergarten

- New Bilingual Interventionist position added
- New Gifted and Talented position added
- Hispanic Heritage Celebrations

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 0 out of 16 sub-populations met the target for Academic Achievement in Domain 3. **Root Cause:** Due to the unstable and ever-changing learning environments last school year, our targets met went from 5 out of 16 to 0 out of 16. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Problem Statement 2 (Prioritized): 0 out of 8 sub-populations met the target for Student Success in Domain 3. **Root Cause:** Due to the unstable and ever-changing learning environments last school year, our targets met went from 3 out of 8 to 0 out of 8. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Student Learning

Student Learning Summary

For 2020-2021, A. V. Cato is Not Rated: Declared State of Disaster. In addition, Distinction Designations were not awarded in 2020-2021.

Although the campus was not rated based on the A-F State Accountability System, the following accountability data summary (August 2021) was provided based on 2020-2021 student testing results.

Math STAAR Performance 2021:

52% of students Approached Standards

23% of student Met Standards

10% of students Masters Standards

Reading STAAR Performance 2021:

52% of students Approached Standards

24% of students Met Standards

11% of students Mastered Standards

Science STAAR Performance 2021:

47% of students Approached Standards

18% of students Met Standards

3% of students Mastered Standards

Writing STAAR Performance 2021:

34% of students Approached Standards

19% of students Met Standards

4.% of students Mastered Standards

Domain 1 Student Achievement:

The school received a 53 out of 100

9% of students Mastered Standards

22% of students Met Standards

49% of students Approached Standards

Domain 3 Closing the Gaps:

Academic Performance: 0 out of 16 targets met

English Language Proficiency: target met

Student Achievement: 0 out of 8 targets met

Student Learning Strengths

Strengths

-Heggerty Phonemic Awareness program implemented with fidelity in grades PK-2 in both English and Spanish

-Early literacy and early numeracy progress monitoring meeting with each teacher

-Detailed action plans for each student based on their needs

-Boot camps for students using The Writing Academy

-Bilingual reading interventionist position added

-Gifted and Talented teacher position added

-Additional section of Prekindergarten opened to accommodate Prekindergarten for all

-HB4545 Tutors

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Reading performance is 24% at meets and 11% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is that students are not reading on grade level by the third grade.

Problem Statement 2 (Prioritized): STAAR Math performance is 23% at meets and 10% at masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 3 (Prioritized): STAAR 4th Grade Writing performance is 19% meets and 4% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is the lack of a structured writing and grammar program in grades K-3.

Problem Statement 4 (Prioritized): STAAR 5th Grade Science performance is 18% meets, and 3% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Science requires hands-on experiments and experiences to gain a deeper understanding and the remote learning setting did not allow for those.

School Processes & Programs

School Processes & Programs Summary

AV Cato is a Title I campus with various programs:

- Istation 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.
- Imagine Math is our online platform that supports math in grades 2-5.
- Happy Numbers is our online platform that supports early numeracy PK-1st grade.
- Watch Dogs is in its fourth year of a partnership with AVC and focuses on providing positive male role-models for our students.
- PLCs occur four days per week for disaggregating data to plan targeted instruction.
- Rhithm is an online platform being used for our social-emotional daily check-ins.
- Parent University will be facilitated by A.V. Cato staff and offered at our campus.
- PBIS is in its 4th year and Restorative Practices since 2020 to support positive behavior and relationships.
- MTSS/RTI is implemented and progressed monitored in PLCs.
- PACE Saturday and Summer programs are offered.
- After-school clubs are provided by teacher volunteers to enhance our students' learning opportunities. Crocheting, Gardening, Student Council, UIL, Girls Who Code, Audio Visual, Dance, 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 after-school clubs that are teaching real world skill sets.
- PLCs allow for the flexibility to dig into the data and provide support as an MTSS/RTI 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. 60% of our students in K-2 were at meets or masters for early literacy.
- PACE Saturday and Summer school had high attendance rates. Over 260 students attended A.V. Cato's summer program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has been significant learning loss due to COVID-19. **Root Cause:** Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.

Problem Statement 2 (Prioritized): 0 out of 16 sub-populations met the Academic Achievement targets in Domain 3. **Root Cause:** Quality tier one instruction was interrupted due to COVID 19 protocols/quarantines, remote learning, Hyflex instruction/learning, poor attendance and lack of engagement.

Perceptions

Perceptions Summary

Teacher Climate Survey 2020-2021

98% of our teachers feel meeting students' needs is a top priority for CISD.

98% 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 see the priority as our students
- Positive staff morale based on survey results
- Transforming school culture and climate
- Continuation of Restorative Practices
- Virtual Family Engagement Events yielded high attendance: Literacy Night, Bake Along, Painting
- Open House had high attendance for back to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement events were canceled or had to be changed to virtual events. **Root Cause:** Family engagement events such as Literacy Night, Science Night, Book Fair, grade level music and art programs, PTO, and Watch Dogs had to be canceled or changed to virtual due to COVID 19 safety protocols.

Problem Statement 2 (Prioritized): Clubs and extra curricular activities were not offered. **Root Cause:** Due to COVID 19 safety protocols, clubs and extra curricular activities had to be canceled.

Priority Problem Statements

Problem Statement 1: STAAR 5th Grade Science performance is 18% meets, and 3% masters.

Root Cause 1: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Science requires hands-on experiments and experiences to gain a deeper understanding and the remote learning setting did not allow for those.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 0 out of 8 sub-populations met the target for Student Success in Domain 3.

Root Cause 2: Due to the unstable and ever-changing learning environments last school year, our targets met went from 3 out of 8 to 0 out of 8. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 0 out of 16 sub-populations met the target for Academic Achievement in Domain 3.

Root Cause 3: Due to the unstable and ever-changing learning environments last school year, our targets met went from 5 out of 16 to 0 out of 16. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 0 out of 16 sub-populations met the Academic Achievement targets in Domain 3.

Root Cause 4: Quality tier one instruction was interrupted due to COVID 19 protocols/quarantines, remote learning, Hyflex instruction/learning, poor attendance and lack of engagement.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: STAAR 4th Grade Writing performance is 19% meets and 4% masters.

Root Cause 5: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is the lack of a structured writing and grammar program in grades K-3.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: STAAR Reading performance is 24% at meets and 11% masters.

Root Cause 6: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is that students are not reading on grade level by the third grade.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: STAAR Math performance is 23% at meets and 10% at masters.

Root Cause 7: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student

knowledge of content.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There has been significant learning loss due to COVID-19.

Root Cause 8: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Family engagement events were canceled or had to be changed to virtual events.

Root Cause 9: Family engagement events such as Literacy Night, Science Night, Book Fair, grade level music and art programs, PTO, and Watch Dogs had to be canceled or changed to virtual due to COVID 19 safety protocols.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Clubs and extra curricular activities were not offered.

Root Cause 10: Due to COVID 19 safety protocols, clubs and extra curricular activities had to be canceled.

Problem Statement 10 Areas: Perceptions

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.
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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: In Domain 1, the STAAR performance measure will increase from 71 to 73 on the 2022 A-F Accountability Ratings. (70% Approaches, 42% Meets, 23% Masters)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Teaching, Learning, and Innovation Team will work with campuses during PLC's to support instructional practices targeted to improve student learning.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR test</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principal, Campus Academic Leader</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Closely monitor data through formative assessments, benchmarks, & unit assessments through PLC and RTI once data is scanned into Eduphoria.</p> <p>Strategy's Expected Result/Impact: There will be growth on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Pre-Kindergarten - 5th grade students will actively participate in I-station in order to support reading growth.</p> <p>Strategy's Expected Result/Impact: Students will improve their reading skills with the goal of being in Tier 1.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: AVC will hire tutors to support RTI groups and work along side teachers. Data will be disaggregated during PLCs to establish groups for tutors in target areas to support students and teachers. K-3 will be supported by Title Funds, and 4-5 will be supported with HB4545 funding.</p> <p>Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks and STAAR are the expected result.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 211 - Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: AVC will host a Science Night for all students and parents in conjunction with The Perot Museum (determinate on COVID protocols).</p> <p>Strategy's Expected Result/Impact: There will be increased parental understanding of content knowledge and ways to help their children academically, and students will have additional exposure and activities for science.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Problem Statements: Student Learning 4 - Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize online platforms to build skills and differentiate interventions using the following platforms: Happy Numbers, Imagine Math, I-Station, and StemScopes.</p> <p>Strategy's Expected Result/Impact: There will be an increase in targeted and individualized interventions and extensions based on individual student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The Writing Academy will provide their Raising the B.A.R.R. student camps for grades 3-5 in September. Raising the B.A.R.R. teaches the students strategies to gather textual evidence, make text connections, and develop inferences based on the passage. With their wealth of knowledge, students will apply that information to a written response.</p> <p>Strategy's Expected Result/Impact: The expected result is increased reading scores for all students when using their new strategy for the newly added constructed responses on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will use Pear Deck to increase active learning, improve instruction, and increase engagement.</p> <p>Strategy's Expected Result/Impact: The expected result is increased STAAR scores.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology resources to improve instruction and engagement. - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 0 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause: Due to the unstable and ever-changing learning environments last school year, our targets met went from 5 out of 16 to 0 out of 16. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.</p>
<p>Problem Statement 2: 0 out of 8 sub-populations met the target for Student Success in Domain 3. Root Cause: Due to the unstable and ever-changing learning environments last school year, our targets met went from 3 out of 8 to 0 out of 8. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.</p>
Student Learning
<p>Problem Statement 1: STAAR Reading performance is 24% at meets and 11% masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is that students are not reading on grade level by the third grade.</p>
<p>Problem Statement 2: STAAR Math performance is 23% at meets and 10% at masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.</p>
<p>Problem Statement 3: STAAR 4th Grade Writing performance is 19% meets and 4% masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is the lack of a structured writing and grammar program in grades K-3.</p>

Student Learning

Problem Statement 4: STAAR 5th Grade Science performance is 18% meets, and 3% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Science requires hands-on experiments and experiences to gain a deeper understanding and the remote learning setting did not allow for those.

School Processes & Programs

Problem Statement 1: There has been significant learning loss due to COVID-19. **Root Cause:** Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.





Problem Statement 2: 0 out of 16 sub-populations met the Academic Achievement targets in Domain 3. **Root Cause:** Quality tier one instruction was interrupted due to COVID 19 protocols/quarantines, remote learning, Hyflex instruction/learning, poor attendance and lack of engagement.

Perceptions

Problem Statement 1: Family engagement events were canceled or had to be changed to virtual events. **Root Cause:** Family engagement events such as Literacy Night, Science Night, Book Fair, grade level music and art programs, PTO, and Watch Dogs had to be canceled or changed to virtual due to COVID 19 safety protocols.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy





Performance Objective 2: In Domain 1, the college, career, and military readiness measure will increase from 90 to 94 on the 2022 A-F Accountability Report Card. (Raw Score:74)

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: The expected outcome is increased awareness of colleges/military and the opportunity that is available to all.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will hold a career day to introduce careers and discuss the academic training needed to reach their goals.</p> <p>Strategy's Expected Result/Impact: There will be an increased awareness of the steps required on the path to college, career, and military readiness.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 3: In Domain 1, the 5 year graduation rate will increase from 94% to 96.3% on the 2022 A-F Accountability Ratings.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
<p>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: Attendance Clerk, Assistant Principal, and Principal Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will provide a fun and inviting environment at arrival daily for our students. They are 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: Teachers, Paraprofessionals, Counselor, Assistant Principal, Campus Academic Leader, and the Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Assistant Principal will streamline the attendance monitoring system to ensure TPMs are in place for students with high absences. Strategy's Expected Result/Impact: There will be improvement in the daily average attendance rate. Staff Responsible for Monitoring: Assistant Principal, Principal, and Attendance Clerk Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement after school student clubs to promote regular attendance. The 2022 student clubs that are currently being offered: Crocheting Club, Dance Club, Food & Nutrition Club (meal planning, shopping, cooking, etc), Gardening Club, UIL, Student Council, Audio & Visual Club, Show Choir, Girls Who Code, and STREAM. Strategy's Expected Result/Impact: There will be an increase in participation of extracurricular activities and daily attendance. Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Perceptions 2 Funding Sources: - 461 - Campus Activity Fund, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Clubs and extra curricular activities were not offered. Root Cause: Due to COVID 19 safety protocols, clubs and extra curricular activities had to be canceled.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 4: In Domain 2, students making a year's worth of academic growth in reading and math will increase from 70% to 73% or the relative performance will increase from 78 to 81.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten teachers, first grade teachers, librarian, STAT teacher, ELA resource teacher, and the assistant principal will participate in The Reading Academy.</p> <p>Strategy's Expected Result/Impact: Improved high-quality reading and writing instruction based on the science of reading.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Campus Academic Leader, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Closely monitor formative assessments, benchmarks & unit assessment data during PLC and MTSS/RTI to develop action plans that close performance gaps.</p> <p>Strategy's Expected Result/Impact: There will be growth on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: AVC will hire tutors to support RTI groups based on data disaggregated during RTI meetings and PLCs. K-3 will be funded using Title funds, and 4-5 will be funded using HB4545 funding.</p> <p>Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks and STAAR are the expected result.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teaching Learning & Innovation Team will work with teachers during PLCs to analyze Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.</p> <p>Strategy's Expected Result/Impact: Increased student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR scores</p> <p>Staff Responsible for Monitoring: TLI staff, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize Imagine Math and I-station to help build skills and differentiate interventions for individual students.</p> <p>Strategy's Expected Result/Impact: There will be an increase of targeted and individualized interventions.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Principal, and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: A.V. Cato's data walk form is being updated to include our campus lookfors to include specific feedback to teachers for creating a culture of continuous improvement. Our current look fors: Use of Strategies (SMART, Raising the BARR, UPSCheck, and Rubies), increased focus on academic vocabulary, and increased use of manipulatives during math lessons.</p> <p>Strategy's Expected Result/Impact: Provide feedback to teachers for continuous improvement in teaching and learning</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Assistant Principal, Campus Academic Leader, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: AVC will implement the district developed K-5 numeracy plan.</p> <p>Strategy's Expected Result/Impact: Increased achievement on AMC, math unit assessments, benchmarks and STAAR</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Teaching Learning and Innovation Team, Assistant Principal, Campus Academic Leader, and Principal
Title I Schoolwide Elements: 2.4, 2.6
Problem Statements: Student Learning 2 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: 0 out of 16 sub-populations met the target for Academic Achievement in Domain 3. **Root Cause:** Due to the unstable and ever-changing learning environments last school year, our targets met went from 5 out of 16 to 0 out of 16. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Problem Statement 2: 0 out of 8 sub-populations met the target for Student Success in Domain 3. **Root Cause:** Due to the unstable and ever-changing learning environments last school year, our targets met went from 3 out of 8 to 0 out of 8. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Student Learning

Problem Statement 1: STAAR Reading performance is 24% at meets and 11% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is that students are not reading on grade level by the third grade.

Problem Statement 2: STAAR Math performance is 23% at meets and 10% at masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 3: STAAR 4th Grade Writing performance is 19% meets and 4% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is the lack of a structured writing and grammar program in grades K-3.

Problem Statement 4: STAAR 5th Grade Science performance is 18% meets, and 3% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Science requires hands-on experiments and experiences to gain a deeper understanding and the remote learning setting did not allow for those.

School Processes & Programs





Problem Statement 1: There has been significant learning loss due to COVID-19. **Root Cause:** Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.

Problem Statement 2: 0 out of 16 sub-populations met the Academic Achievement targets in Domain 3. **Root Cause:** Quality tier one instruction was interrupted due to COVID 19 protocols/quarantines, remote learning, Hyflex instruction/learning, poor attendance and lack of engagement.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 5: In Domain 3, all students and 6 out of 16 sub populations will meet the Academic Achievement targets on the 2022 A-F Accountability Ratings.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Closely monitor sub population data through benchmarks & unit assessments during PLC, RTI, and Progress Monitoring to develop action plans that address needs.</p> <p>Strategy's Expected Result/Impact: There will be growth in sub populations on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze unit and benchmark data to identify specific misconceptions or reteach opportunities for essential standards.</p> <p>Strategy's Expected Result/Impact: There will be growth in sub populations on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: 0 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause: Due to the unstable and ever-changing learning environments last school year, our targets met went from 5 out of 16 to 0 out of 16. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.</p>

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 6: In Domain 3, all students and 13 out of 14 sub populations will meet the academic growth targets.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: During PLC and RTI, closely monitor data through formative assessments, benchmarks, & unit assessments to develop action plans that will support students in meeting growth targets.</p> <p>Strategy's Expected Result/Impact: There will be growth on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will hire tutors to support RTI groups based on data disaggregated during RTI meetings and PLCs.</p> <p>Strategy's Expected Result/Impact: Increased growth on unit assessments, benchmarks and STAAR cohort data are the expected result.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There has been significant learning loss due to COVID-19. Root Cause: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.</p>

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 7: In Domain 3, A.V. Cato will meet the English Proficiency Target for TELPAS.

Evaluation Data Sources: TELPAS results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching Learning & Innovation team will support the use of Flocabulary to develop students with stronger academic vocabularies.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR assessments is expected.</p> <p>Staff Responsible for Monitoring: TLI staff, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The bilingual coordinator will provide Sheltered Instruction Observation Protocol (SIOP) training and ELPS strategies regularly.</p> <p>Strategy's Expected Result/Impact: There will be an increase of targeted and individualized interventions.</p> <p>Staff Responsible for Monitoring: Bilingual Coordinator, Bilingual Coach, ESL Coach, Teachers, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide students online practice for listening and speaking using a headphone with microphone.</p> <p>Strategy's Expected Result/Impact: There will be increased student performance on the listening and speaking sections of TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There has been significant learning loss due to COVID-19. Root Cause: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.</p>

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 8: In Domain 3, all students and 4 out of 8 sub populations will meet the closing the gap for student success target on the 2022 A-F Accountability Report Card.

Strategy 1 Details	Reviews			
<p>Strategy 1: Closely monitor subpopulation data through formative assessments, benchmarks, & unit assessments through PLC and RTI once data is scanned into Eduphoria.</p> <p>Strategy's Expected Result/Impact: There will be growth on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will hire tutors to support our RTI groups and work along side teachers. In addition, we will disaggregate data through RTI/PLCs to move our groups and to utilize our tutors in areas to support our students and teachers.</p> <p>Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks and STAAR are the expected result.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teaching Learning & Innovation team and the Campus Academic Leader will work with teachers during PLCs on how to use STAAR, unit, and benchmark data to drive instruction and tiered intervention.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR assessments is expected.</p> <p>Staff Responsible for Monitoring: TLI staff, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize Happy Numbers, Imagine Math and I-station to help build skills and differentiate interventions for individual students.</p> <p>Strategy's Expected Result/Impact: There will be an increase of targeted and individualized interventions.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 2: 0 out of 8 sub-populations met the target for Student Success in Domain 3. Root Cause: Due to the unstable and ever-changing learning environments last school year, our targets met went from 3 out of 8 to 0 out of 8. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.</p>
School Processes & Programs
<p>Problem Statement 1: There has been significant learning loss due to COVID-19. Root Cause: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.</p>

Goal 2: Implement Research-Proven Early Literacy Strategies to Foster Student Success

Performance Objective 1: 100% of Kinder-1st grade teachers, Reading Interventionists, K-2 Special Ed teachers, librarians, and campus administrators will successfully complete the Texas Reading Academies by June 2022.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement HB 3 Reading Academies to increase teacher's knowledge and understanding of early literacy instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student literacy achievement, increase in teacher knowledge of the Science of Reading, increase in students performing at or above grade level at the end of each school year.</p> <p>Staff Responsible for Monitoring: Principal, Campus Academic Leader</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with support in implementing new learning from the Reading Academies through collaboration opportunities with colleagues.</p> <p>Strategy's Expected Result/Impact: Teachers will implement learning from the Texas Reading Academies and will be indicated in a newly aligned administrator walkthrough lookfors based on early literacy and the science of reading best practices.</p> <p>Staff Responsible for Monitoring: Principal, Campus Academic Leader, and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase Kindergarten readiness by implementing the Little Lions Storytime. Families bring their PreKindergarten children to the campus library.</p> <p>Strategy's Expected Result/Impact: Increase in parent understanding of the importance of reading with their child, increase in student early literacy skills</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: STAAR Reading performance is 24% at meets and 11% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is that students are not reading on grade level by the third grade.

Problem Statement 3: STAAR 4th Grade Writing performance is 19% meets and 4% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is the lack of a structured writing and grammar program in grades K-3.

School Processes & Programs

Problem Statement 2: 0 out of 16 sub-populations met the Academic Achievement targets in Domain 3. **Root Cause:** Quality tier one instruction was interrupted due to COVID 19 protocols/quarantines, remote learning, Hyflex instruction/learning, poor attendance and lack of engagement.

Perceptions





Problem Statement 1: Family engagement events were canceled or had to be changed to virtual events. **Root Cause:** Family engagement events such as Literacy Night, Science Night, Book Fair, grade level music and art programs, PTO, and Watch Dogs had to be canceled or changed to virtual due to COVID 19 safety protocols.

Goal 2: Implement Research-Proven Early Literacy Strategies to Foster Student Success

Performance Objective 2: The percentage of K-2 grade students that meets or masters grade-level expectations on CLI Engage assessments (TX KEA, TPRI, Tejas Lee) will increase by June 2022: Kindergarten - 70%, First Grade - 65%, Second Grade - 65%

HB3 Goal

Evaluation Data Sources: TX KEA, TPRI, Tejas Lee

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in K-2 grade will provide Heggerty Phonemic Awareness daily routines and practice. 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 Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: CALs, Early Literacy Coordinator Title I Schoolwide Elements: 2.4 Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 Schoolwide Elements: 2.4 Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 0 out of 16 sub-populations met the target for Academic Achievement in Domain 3. **Root Cause:** Due to the unstable and ever-changing learning environments last school year, our targets met went from 5 out of 16 to 0 out of 16. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Problem Statement 2: 0 out of 8 sub-populations met the target for Student Success in Domain 3. **Root Cause:** Due to the unstable and ever-changing learning environments last school year, our targets met went from 3 out of 8 to 0 out of 8. Approximately half of our campus was remote during the fall semester. Quarantines caused many students to toggle between in-person and remote learning.

Student Learning

Problem Statement 1: STAAR Reading performance is 24% at meets and 11% masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Another root cause is that students are not reading on grade level by the third grade.

School Processes & Programs





Problem Statement 1: There has been significant learning loss due to COVID-19. **Root Cause:** Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.

Problem Statement 2: 0 out of 16 sub-populations met the Academic Achievement targets in Domain 3. **Root Cause:** Quality tier one instruction was interrupted due to COVID 19 protocols/quarantines, remote learning, Hyflex instruction/learning, poor attendance and lack of engagement.

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 1: Establish a clear brand identity for the campus by increasing participation in all campus-level electronic communications from the previous school year.

Evaluation Data Sources: PTO-Facebook, AVC-Facebook, Twitter, Library Instagram, Remind, School Messenger, District Website, and Principal Newsletter, digital marquee

Strategy 1 Details	Reviews			
<p>Strategy 1: All social media platforms will be utilized by PTO and the AVC campus to communicate information to all stakeholders.</p> <p>Strategy's Expected Result/Impact: There will be increased community awareness of campus focus areas and campus events.</p> <p>Staff Responsible for Monitoring: PTO-President, Administrators, Counselor, Secretary, Librarian and teachers</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Family engagement events were canceled or had to be changed to virtual events. Root Cause: Family engagement events such as Literacy Night, Science Night, Book Fair, grade level music and art programs, PTO, and Watch Dogs had to be canceled or changed to virtual due to COVID 19 safety protocols.</p> <p>Problem Statement 2: Clubs and extra curricular activities were not offered. Root Cause: Due to COVID 19 safety protocols, clubs and extra curricular activities had to be canceled.</p>

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 2: School Climate Surveys will indicate positive connections between the campus and the community.

Evaluation Data Sources: Administrator, Teacher, Student, and Parent School Climate Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrative team will create a survey for teachers, students, and parents to assess school climate once a school year.</p> <p>Strategy's Expected Result/Impact: The data will be used to make changes demonstrating to stakeholders the value of their input.</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, and Principal</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be actively involved in leadership teams.</p> <p>Strategy's Expected Result/Impact: There will be an increased morale and sense of involvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Family engagement events were canceled or had to be changed to virtual events. Root Cause: Family engagement events such as Literacy Night, Science Night, Book Fair, grade level music and art programs, PTO, and Watch Dogs had to be canceled or changed to virtual due to COVID 19 safety protocols.</p> <p>Problem Statement 2: Clubs and extra curricular activities were not offered. Root Cause: Due to COVID 19 safety protocols, clubs and extra curricular activities had to be canceled.</p>

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 3: Employee surveys will indicate campus communications are rated satisfactory.





Evaluation Data Sources: Employee Communication Surveys, Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will send out a weekly campus newsletter to teachers and staff about upcoming events and important information to ensure effective communication.</p> <p>Strategy's Expected Result/Impact: There will be an increase in effective communication.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, and Campus Secretary</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will survey teachers once a semester during PLC's for feedback on campus communication.</p> <p>Strategy's Expected Result/Impact: Increased effective communication is expected.</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 1: Monitor arrival and dismissal procedures at all times through visibility of staff and following procedures to ensure student are in a safe and secure system.





Evaluation Data Sources: Incident reports, actively monitoring after school duty.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators are actively working with teachers to improve the dismissal process, shorten the dismissal time, and ensure students safely leave the campus.</p> <p>Strategy's Expected Result/Impact: A safe and orderly dismissal process which reduces the dismissal time is the expected result.</p> <p>Staff Responsible for Monitoring: Teachers, Paraprofessionals, Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 2: Continue to be fiscally responsible and maintain a healthy budget and fund balance while sustaining current equipment and planning for future needs over the next five years.

Evaluation Data Sources: Successful financial audits. money collection procedures are followed, and equipment is monitored.





Strategy 1 Details	Reviews			
<p>Strategy 1: Follow the district procedures to collect money, purchase, and balance accounts to ensure a healthy budget to prepare for unexpected costs.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Campus Secretary and Director of Maintenance</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with instructional materials and resources to implement engaging lessons throughout the year</p> <p>Strategy's Expected Result/Impact: Teachers will have needed materials to implement engaging lessons by using the district procedures to purchase items.</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, and Campus Secretary</p> <p>Funding Sources: - 263 - Title III, LEP, - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 3: 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			
<p>Strategy 1: AVC will complete and refine drills as required by law to increase the efficiency.</p> <p>Strategy's Expected Result/Impact: There will be increased effectiveness and shortened response time during drills to ensure safety and efficiency during a real emergency.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Paraprofessionals, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Safety committee will meet four times a year to discuss safety issues and complete school checklists.</p> <p>Strategy's Expected Result/Impact: Effective and efficient safety procedures for the school is the expected outcome.</p> <p>Staff Responsible for Monitoring: Safety Committee, Campus Academic Principal, Assistant Principal, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: AVC will refine campus wide behavior expectations through the use of PBIS and Restorative Practices.</p> <p>Strategy's Expected Result/Impact: There will be improved student behavior with fewer office referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 211 - Title I, Part A, - 461 - Campus Activity Fund, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will meet regularly with the Assistant Principal to address behaviors and refine classroom management/discipline management practices.</p> <p>Strategy's Expected Result/Impact: There will be improved student behavior with fewer office referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement the Rhithm App to support social and emotional health.</p> <p>Strategy's Expected Result/Impact: decrease in negative behaviors, increase in student readiness to begin the instructional day, increase in student self monitoring of their emotions</p> <p>Staff Responsible for Monitoring: Counselor, Social Worker, Teachers, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There has been significant learning loss due to COVID-19. Root Cause: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and the need for programs to support parents such as the pre-preK program Student's First Teacher and Parent University.</p>





Goal 5: Increase Participation in Parent and Family Engagement Activities

Performance Objective 1: Increase Parent and Family Engagement Participation

Evaluation Data Sources: Attendance sign-in sheets and surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: AVC Counselor will host "Coffee and Conversations" to discuss relevant topics and topics that our parents request.</p> <p>Strategy's Expected Result/Impact: Increased parental awareness and involvement is expected.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will increase male role model involvement during the school day by having a Watch D.O.G.S. program. The counselor will oversee and recruit male volunteers.</p> <p>Strategy's Expected Result/Impact: Increased paternal involvement is expected.</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: AVC will host a "Play It Safe" family preview night to educate parents on the program.</p> <p>Strategy's Expected Result/Impact: Increased parental awareness and involvement is expected.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: AVC will partner with our PTO to provide "Donuts with Santa."</p> <p>Strategy's Expected Result/Impact: Increased family engagement is expected.</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, and AVC PTO.</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: AVC will host "Pastries with Parents" in February.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement is expected.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: AVC will have six music performances, one for each grade level, during the school year.</p> <p>AVC PTO will partner with us to provide snacks.</p> <p>Strategy's Expected Result/Impact: Increased family engagement is the expected result.</p> <p>Staff Responsible for Monitoring: Music Teacher, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: AVC will host a Literacy Night in December and a Science Night in March for students and parents.</p> <p>Strategy's Expected Result/Impact: There will be an increase of parental understanding of content knowledge and ways to help their children academically.</p> <p>Increased parental involvement is expected.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: AVC will host virtual family engagement events to increase family engagement and parents' knowledge of how to support student's learning. Family engagement events may include prizes and/or food to increase participation.</p> <p>Strategy's Expected Result/Impact: There will be an increase of parental understanding of content knowledge and ways to help their children academically.</p> <p>Increased parental involvement is expected.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Social Worker Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 3.2 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 215 - Title I, Part D, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: A.V. Cato will host and facilitate Parent University.</p> <p>Strategy's Expected Result/Impact: Parents will learn to raise resilient children, how to partner with the school for student success, and build a community with other parents.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Academic Leader</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 215 - Title I, Part D, - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Family engagement events were canceled or had to be changed to virtual events. Root Cause: Family engagement events such as Literacy Night, Science Night, Book Fair, grade level music and art programs, PTO, and Watch Dogs had to be canceled or changed to virtual due to COVID 19 safety protocols.</p>

Goal 6: Increase Performance in Early Childhood: HB3 Goals

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase to 41% by June 2024.

HB3 Goal

Evaluation Data Sources: Unit Assessment Data, Benchmark Data, STAAR Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percent of PreK students that score on grade level or above in Reading on the CIRCLE Progress Monitoring assessment to 83% by June 2024.</p> <p>Strategy's Expected Result/Impact: Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA to 78% by June 2024.</p> <p>Strategy's Expected Result/Impact: Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the percent of students that score on grade level or above in Reading on the TPRI/Tejas Lee to 75% in 1st and 2nd Grade by June 2024.</p> <p>Strategy's Expected Result/Impact: Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Increase Performance in Early Childhood: HB3 Goals

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 48% by June 2024.

HB3 Goal

Evaluation Data Sources: Unit Assessment Data, Benchmark Data and STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percent of PreK students that score on grade level or above in math on the CIRCLE Progress Monitoring assessment to 96% by June 2024.</p> <p>Strategy's Expected Result/Impact: Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the percent of Kindergarten students that score on level or above in math to 92% by June 2024.</p> <p>Strategy's Expected Result/Impact: Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the percent of students that score on level or above in math to 89% for 1st Grade and to 71% for 2nd Grade by June 2024.</p> <p>Strategy's Expected Result/Impact: Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				