

Waco Independent School District

Alta Vista Elementary School

2023-2024 Improvement Plan



Mission Statement

Together we will learn.

Together we will grow.

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

Together we will create a better world.

Voyagers Go!

Vision

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

Value Statement

1. All students want to be successful.
2. All staff want to be successful.
3. Improvement is a continuous cycle of learning, doing and reflecting.

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

5. High expectations yield high results.

Table of Contents

- Comprehensive Needs Assessment 5
 - Demographics 5
 - Student Learning 5
 - School Processes & Programs 8
 - Perceptions 10
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 15
 - Goal 1: By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 80% of students will make one year's worth of progress on district or state assessments. 16
 - Goal 2: By 2024, our campus yearly attendance rate will be 97% 20
- State Compensatory 24
 - Budget for Alta Vista Elementary School 25
 - Personnel for Alta Vista Elementary School 25
- Title I Personnel 25
- Campus Funding Summary 26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Alta Vista Elementary was re-established as a neighborhood school, created during the consolidation and rezoning of 2012. Enrollment spiked this school year with 530-550 students through the school year; the school has averaged 505 students for the past few school years, with an average of 519 in the 2015 school year, 551 reported in the spring of 2016, 504 reported in the spring of 2017, 481 in 2018, 501 in 2019, 500 in 2020, 481 in 2021, and 500 in 2022. Alta Vista is one of few Waco elementary schools whose enrollment continues to increase. The campus serves students in Pre-Kindergarten (3 years) to 5th grade. 65% of students are Hispanic, 21% are African America, 9% are White, less than 1% are Asian, and 5% report two or more races. This demographic information is representative of the general trend at Alta Vista for the past several years. Alta Vista serves various special populations of students. 26.6% of students are Limited English Proficiency (LEP). 87.4% of students are economically disadvantaged and 3.8% of students are considered homeless. 11.7% (62 students) are identified as gifted/talented while 14% receive Special Education services. The average attendance rate for the school year is up slightly. It was 95.91% in 2019-2020, 92.23% in 2020-21, and 92.41% in 2021-22; COVID absences continued to be a barrier to higher attendance rates.

Demographics Strengths

Diversity continues to be a strength for Alta Vista Elementary. Students from various backgrounds contribute to a culturally-rich environment. The campus was well represented at the 2023 district UIL meet and placed 3rd in the district. Communities in Schools organized Boys to Men (Gr 3-5), Girl CODE (Gr 3-5) and a student leadership organization for students in grades 3-5. Students in need of additional instruction in grades PK-5 were invited to attend tutoring twice a week starting in February; transportation was offered. The campus continues to serve 3-years olds in its Pre-Kindergarten program. Alta Vista, as part of Transformation Waco, is able to provide extensive wrap-around services. Our Community Support Specialist is able to connect families with behavior and mental support professionals, increase students' access to glasses, and provide other levels of support as needed for families. Through ongoing screening, the campus has almost tripled the number of students that are receiving GT services (from 23 to 62)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

Student Learning

Student Learning Summary

Alta Vista utilizes data from district and state assessments to identify students in need of intervention. Title, state compensatory, and ESSER funds are used to fund 3 full-time teachers who focus on intervention on reading and math instruction. In addition, these funds are support 2 instructional specialists, 3 behavior aides, a behavior teacher, 2 master teachers, and 2 additional literacy aides. The campus utilizes ongoing common math assessments and reading running records to make adjustments to intervention groups and lessons in order to meet students' learning needs.

COVID-19 and the challenges from 2020-2021 created many hurdles for learning. Teachers are still working to close gaps created by COVID. In addition, the teacher turnover has increased since the pandemic and the campus has added many new teachers over the past two years. Student performance in new teachers' classrooms is consistently lower than performance in veteran teachers' classrooms.

Alta Vista Elementary met state accountability standards in 2018 and 2019, and 2022. 2020 state accountability measurements were cancelled due to school closures related to COVID-19. Students took STAAR in 2021 but state accountability measurements were suspended for 2021 due to COVID-19. In 2022, 48% of students passed the STAAR test overall. 53% of students passed reading, 49% of students passed math, and 27% of students passed science (gr 5 only). Trends among sub-populations were very similar, except for Special Education students who struggled to pass on all tests. Despite low passing rates, 77% of students met their growth goal on STAAR. Overall, Alta Vista Elementary received a rating of C from TEA with a total scaled score of 79.

In 2023, TEA changed the testing format, question types, and accountability requirements. As of October 2023, school ratings are pending. The percentage of students that met Approaches, Meets, and Masters declined in math. In reading, the percentage of students that met Approaches increased but decreased for Meets and Masters. In science, the percentage for students at Approaches, Meets, and Masters increased.

The table below show the overall campus scores for STAAR since 2019.

STAAR	2019			2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Math	65%	25%	14%	45%	14%	6%	49%	16%	4%	37%	12%	3%
Reading	63%	32%	12%	46%	14%	9%	53%	25%	13%	58%	23%	7%
Science	60%	28%	14%	33%	14%	5%	27%	6%	2%	47%	11%	4%

The following graph shows the percentage of students reading on grade level at Middle of Year (MOY) and End of Year (EOY) from 2019 to 2023. Most grades had a higher percentage of students reading on grade level in 2023 compared to 2021 and 2022.

Grade Level	MOY BAS 2019	MOY BAS 2020	MOY BAS 2021	EOY BAS 2021	MOY BAS 2022	EOY BAS 2022	MOY BAS 2023	EOY BAS 2023
Kinder	45%	70%		31%	52%	No Data	28%	38%
1st	45%	36%	21%	28%	34%	30%	13%	30%
2nd	46%	36%	21%	42%	16%	30%	43%	35%

Grade Level	MOY BAS 2019	MOY BAS 2020	MOY BAS 2021	EOY BAS 2021	MOY BAS 2022	EOY BAS 2022	MOY BAS 2023	EOY BAS 2023
3rd	43%	70%	53%	60%	68%	29%	31%	29%
4th	29%	40%	46%	31%	35%	34%	15%	33%
5th	49%	42%	34%	38%	61%	54%	28%	54%

Alta Vista Elementary uses NWEA Map Assessments for grades Kindergarten through 5th grad. Most grade levels showed an increase in the Mean RIT score from 2022 to 2023 across subjects.

	Campus Mean RIT (Spring 2022)	Campus Mean RIT (Spring 2023)
Kindergarten Math	152.4	154
Kindergarten Reading	145.2	148.6
1st Grade Math	168.7	171.6
1st Grade Reading	163.6	162.8
2nd Grade Math	181.0	184.5
2nd Grade Reading	172.9	174.7
3rd Grade Math	189.1	193.8
3rd Grade Reading	185.1	191.7
4th Grade Math	204.8	202.6
4th Grade Reading	202.9	198.1
5th Grade Math	212.3	207.6
5th Grade Reading	204.2	204.7

The graph below shows the percentage of students meeting their growth goal from the fall to the spring NWEA MAP Assessment during the 2021-2022 compared to the 2022-2023 school year. The percentage of students meeting their growth goal in reading increased in every grade level except first grade. In first grade, we had 3 teachers new to the school and we introduced the one-way dual language program to our first graders who had previously received instruction under a bilingual-early exit program. The percentage of students meeting their growth goal in math increased in every grade level except fifth grade where we had a teacher leave mid-year. She was replaced by a novice teacher in January.

Grade Level	READING 2022 % Met Growth Goal	READING 2023 % Met Growth Goal	MATH 2022 % Met Growth Goal	MATH 2023 % Met Growth Goal
Kindergarten	29%	37%	34%	51%
1st Grade	43%	37%	46%	53%

Grade Level	READING 2022 % Met Growth Goal	READING 2023 % Met Growth Goal	MATH 2022 % Met Growth Goal	MATH 2023 % Met Growth Goal
2nd Grade	23%	29%	42%	45%
3rd Grade	40%	65%	34%	55%
4th Grade	46%	60%	49%	52%
5th Grade	39%	44%	54%	29%
SCHOOL AVERAGE	42%	45%	42%	47%

50% of students receive Tier 2 or Tier 3 reading support, 44% receive Tier 2 or 3 support in math, and 7% receive behavior support. These percentages have increased from the previous school year to 2022-2023.

Student Learning Strengths

Student achievement was inconsistent across tests. For example, student achievement declined on STAAR for math but improved on MAP. Likewise, student achievement increased on STAAR Reading but decreased slightly on MAP. Overall, most subjects and grades showed growth over last year.

The number of students that met their growth goal on TELPAS increased from 2022 to 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are performing below grade level in math and reading. **Root Cause:** Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

School Processes & Programs

School Processes & Programs Summary

Alta Vista Elementary's master schedule is designed to allow for at least 75 minutes of reading instruction, 60 minutes of math instruction, 30 minutes of science or social studies instruction, 50 minutes of intervention time, 25 minutes for recess, and 50 minutes of common planning time for teachers daily. On most Fridays, teachers have 100 minutes of planning time. Teachers plan reading and math using guided reading/math structures. In addition to full days of planning for reading and math with Region 12 each six weeks, the district scheduled protected planning days for teachers throughout the school year. Students participated in enrichment activities each Friday for 50 minutes with a focus on problem solving and SEL skills.

Paraprofessionals assist in morning and lunch duty, while all staff assist in dismissal duty. Teachers and some aides tutor students on Monday and Tuesday after school during the spring. Besides after school tutoring, Alta Vista Elementary provides students with multiple opportunities for enrichment including: Choir, Boys to Men, Girl CODE, and UIL.

Starting in 2019, Alta Vista Elementary utilizes the pacing guide provided by TEKS Resource System (TRS) for math, science, social studies, and grades 3-5 reading. This year, teachers in grades K-2 utilized the HMH reading curriculum pacing guide. Teachers plan instruction using a variety of different resources including the district curriculum adoptions (Envision, HMH, STEMScopes). Online tools and programs that are utilized include Iready, MyOn, Epic, Freckle, SeeSaw, and Google Classroom. Intervention resources include Leveled Literacy Interventions (LLI from Fountas & Pinnell) and Iready digital resources. The campus introduced a new phonemic awareness program mid-year to support foundational reading skills in 2nd grade.

Alta Vista Elementary has invested significant funding in order to provide an Ipad to every student in grades PK-1 and a laptop to every student in grades 2-5. In addition, teachers have a laptop, document camera, and mounted projector with sound.

Alta Vista Elementary employs 4 teachers each in grade pre-kindergarten through 4th grade, 3 teachers in 5th grade, 3 specials teachers, a Special Education teacher, an Intervention Teacher, and 3 Specials Teachers. Each pre-kindergarten, kindergarten, and 1st grade class are funded to have a full-time aide; staffing shortages meant that the campus went most of the year missing one first grade aide and half the year without a PE aide. Second grade classrooms share an aide with another classroom. The campus also employs a RESET Teacher and 3 behavior aides. Communities in Schools and BEAR Project have staff serving at Alta Vista to meet various student and family needs in addition to our Family Engagement Specialist. All paraprofessional staff have at least 60 hours of college credit (equivalent to an Associate's degree) or a paraprofessional certification.

Transformation Waco started a new teacher development pipeline for the 2019-2020 school year. All 6 of the new teachers hired at Alta Vista Elementary participate in this program. All new teachers are paired with a mentor and meet monthly, and the 6 teachers in the new development program participate in additional training during the summer and monthly. Professional development is provided to all teachers in various formats including: district and campus presentation, contracted training, Region 12 coaching in math, science, and ELAR, Professional Learning Communities, and action coaching from the campus instructional leadership team. The instructional leadership team was trained around Data Driven Instruction and Action Coaching. The campus utilizes the Transformation Waco Observation tool to drive action coaching conversations. In September, one of the new first grade teachers resigned; her position was not filled until November with a first year teacher. In January, two fifth grade teachers resigned and were replaced with first year teachers.

This year, PLC time was used to engage teachers in the lesson planning, data review, and studying student work samples. In addition, a Behavior PLC was held 5 times during the year to discuss behavior supports for each grade level.

Alta Vista's attendance has improved over last year. The campus continued its daily attendance tracking calendar outside each classroom and provided monthly incentives for classrooms that met their attendance goals. The campus attendance rate has increased from 92.4% for 2021-22 to 93.93 for 2022-2023.

Alta Vista Elementary had previously experienced low turnover for more than 5 years. However, with a pending consolidation in three years, more teachers than usual have looked for employment opportunities outside of Alta Vista. The campus finished the 2022-2023 school year with 7 teachers new to Alta Vista Elementary. The campus will start the 2023-24 school year with 2 novice teachers and 5 veteran teachers new to Alta Vista.

School Processes & Programs Strengths

Alta Vista Elementary has a strong PLC process. Teachers reported that the implementation of DDI processes like the "Know & Show" document and rigorous road map planning helped to strengthen their understanding of the standards and plan more well-aligned formative assessment tasks. Action coaching has allowed teachers to receive personalized professional development based on demonstrated needs.

Power Hour has allowed for students in all grades except PK to engage in problem-solving and SEL lessons every Friday. The Power Hour schedule also gave teachers an additional 50 minutes of planning each week.

Students in every grade track their own data. They met with their parents and teacher in the fall to set goals, and students led the winter and spring conferences to update parents on their progress. In January, classes implemented class and student data trackers to focus on various classroom goals like performance on Iready or mastering sight words. Classes earned rewards when their class met their goal. Teachers reported that the class data trackers were highly motivating to students.

A consistent focus on attendance through weekly newsletters, Parent Square app messages, attendance trackers, and incentives has slowly increased attendance over the school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Alta Vista attendance has been under 95% for the past 4 years. **Root Cause:** Chronically absent students and families do not feel well-connected to the school community.

Perceptions

Perceptions Summary

Based on the surveys conducted throughout the year, parents feel comfortable in their communication with the school and the services the school provides and they feel that the school is a safe environment for their students. The campus hosted a Spooky Math Night in the fall and Young Author's Book Launch in the spring to engage with families on different ways that they could support student achievement at home. Students also participated in beginning, middle, and end of year student-led conferences with their parents and teachers to discuss academic growth.

The campus communicated to families in multiple ways including a weekly paper newsletter, ParentSquare app, and frequent posts on Facebook and the campus website. Teachers communicated frequently by phone, text, and ParentSquare.

Transformation Waco introduced a new family messaging app this year called ParentSquare. This app allows for 2-way messaging and posts to families. Over 375 parents are connected to the app. In 2022-2023, more than 650 pictures, 830 posts, and 12,000 messages were shared with families through this tool.

Parents were surveyed by Transformation Waco in Fall 2022 with a 61% response rate from Alta Vista families. 96% of families reported feeling satisfied with Alta Vista Elementary.

Waco ISD did not conduct student or staff safety surveys this year nor did they engage campuses in the Tiered Fidelity Inventory (TFI) that was used in previous years to rate behavior intervention programs. The rate of major behavior incidents is down from last year. ISS rates were 76 in 2018-19, 32 in 2019-20, 29 in 2020-21, 40 in 2021-22, and 25 in 2022-23 (for the same time period). For the 4th year in a row, less than 3 students were assigned to Out of School Suspension or DAEP. Only 7% of students receive Tier 2 or Tier 3 behavior support. Hispanic students had more total behavior incidents than any other sub-population(including minor incidents) which aligns with our demographic data. Behavior incidents were highest for kindergarten and fifth grade. While ISS rates have decreased, students with chronic behavior challenges are frequently receiving incident reports.

Adopt-A-School partners include various religious organizations and Community Bank & Trust. STARS Book Clubs continued meetings with students in grades 2-5 on campus this year. Partners provided meals and snacks for staff multiple times during the school year.

Only 50% of teachers felt a sense of belonging this year, which was down 8 points over last year; this is attributed to many more new staff on campus this year. Teachers also reported a decrease in school climate by 6 percentage points from last year to 53%. 57% of teachers felt satisfied with their job and 89% felt that they did meaningful work.

Belonging among non-teacher staff increased 4 points to 66%. Staff reported a favorable school climate at 73% (no change over last year). 71% of non-teacher staff felt satisfied with their job and 91% felt that they did meaningful work.

Perceptions Strengths

Families and students are supportive of Alta Vista Elementary and the work that the school does with a very high degree of parents satisfaction. Parents and staff utilize ParentSquare as the most common form of communication and this has streamlined expectations and communication with families.

A 38% decrease in ISS incidents over the past year reveals a strong system of positive behavior interventions (PBIS).

For the past several years, Alta Vista has worked to reduce the disproportionality of African American students receiving discipline consequences. These measures have shown effective this year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students with chronic behavior problems are disrupting the class frequently. **Root Cause:** The campus needs to reevaluate and modify its systems of supports for students with Tier 2 and 3 behavior challenges.

Problem Statement 2 (Prioritized): Belonging and school climate among staff have decreased this year. **Root Cause:** With higher than usual staff turnover, staff are feeling less connected to each other.

Priority Problem Statements

Problem Statement 1: Students are performing below grade level in math and reading.

Root Cause 1: Teachers need more support analyzing reading and math data and using that information to make instructional decisions including differentiation for students.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Alta Vista attendance has been under 95% for the past 4 years.

Root Cause 2: Chronically absent students and families do not feel well-connected to the school community.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students with chronic behavior problems are disrupting the class frequently.

Root Cause 3: The campus needs to reevaluate and modify its systems of supports for students with Tier 2 and 3 behavior challenges.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Belonging and school climate among staff have decreased this year.

Root Cause 4: With higher than usual staff turnover, staff are feeling less connected to each other.

Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 80% of students will make one year's worth of progress on district or state assessments.

Performance Objective 1: Provide high quality instruction that meets the individual needs of students and provides equitable access to learning





High Priority

HB3 Goal

Evaluation Data Sources: Improved STAAR, MAP and BAS scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide multi-tiered levels of support through small group instruction with supplemental instruction teachers and aides, classroom aides, hands-on materials and manipulatives, TEK-aligned resources and workbooks, and after-school tutoring (with transportation) to address the various needs of at-risk students, special education students, students in need of acceleration, and English Language learners.</p> <p>Strategy's Expected Result/Impact: Improved STAAR, MAP, BAS scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutors - American Rescue Plan (ARP/ESSER III) - \$11,054, Transportation - American Rescue Plan (ARP/ESSER III) - \$5,825, SIT Teachers - State Compensatory Education - \$139,011, Instructional Aides - State Compensatory Education - \$55,935, SIT Teachers - American Rescue Plan (ARP/ESSER III) - \$67,109, Books - Title 1 - \$30,000</p>	Formative		
	Jan	May	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to focus reading instruction on developing foundational reading and writing skills in grades K-2. Implementations will include continual coaching and support from the instructional leadership team in the use of high quality instructional materials for reading and writing and the development of grade level writing rubrics. Students will track their reading fluency and writing progress.</p> <p>Strategy's Expected Result/Impact: Improved STAAR, MAP, BAS, and TELPAS scores</p> <p>Staff Responsible for Monitoring: Instructional specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Specialist - State Compensatory Education - \$77,592, Instructional Specialist - Title 1 - \$81,463</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase supplemental resources for STAAR practice in order to meet the needs of at-risk students; provide after-school tutoring for these students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Instructional specialist</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional materials - Title 1 - \$15,703</p>	Formative		
	Jan	May	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Purchase technology (hardware and software) and access to computer-based programs in order to supplement instruction, improve students' access to real-world learning experiences and provide them with various platforms to demonstrate their learning.</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Instructional specialist</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Organize study trips to provide supplemental instruction and connect real-world experiences to classroom instruction to meet the needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Master Teacher of Digital Innovation</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Engage Master Teachers to deliver differentiated and problem-based learning experiences with a focus on problem solving and reading comprehension; master teachers will also support and coach teachers in similar whole-class efforts.</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Teachers - American Rescue Plan (ARP/ESSER III) - \$152,330</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By 2024, 80% of students will make one year's worth of progress on reading fluency assessments and 80% of students will make one year's worth of progress on district or state assessments.

Performance Objective 2: Provide opportunities for staff to collaborate, reflect on their teaching, and receive feedback

Evaluation Data Sources: TTESS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Observe each teacher based on their needed level of support using Transformation Waco's observation tool and deliver coaching and personalized professional development based on teacher needs. Teachers will attend and campus, district, region, and other professional development based on their specific needs and campus goals.</p> <p>Strategy's Expected Result/Impact: Improvement in TTESS scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 12 Services - Title 1 - \$17,000, Travel - Title 1 - \$8,960</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Mentor new teachers through Transformation Waco's new teacher development program with AUSL.</p> <p>Strategy's Expected Result/Impact: Teacher retention; improved TTESS scores</p> <p>Staff Responsible for Monitoring: New Teacher Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The instructional leadership team will meet at least twice a month to review student data drivers, discuss coaching impact, and plan future professional development. The instructional leadership team will engage in executive coaching through AUSL.</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a campus schedule that provides for grade level planning time and the ability for instructional aides to attend professional learning community meetings.</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Instructional specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: By 2024, our campus yearly attendance rate will be 97%





Performance Objective 1: Foster a positive, safe and supportive learning environment that engages students and families

High Priority

Evaluation Data Sources: Attendance rates, family engagement participation rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer a variety of family engagement events during the school day and in the evenings and take-home resources in order to provide families with strategies to support reading, math, and science achievement and SEL strategies; employ a Community School Specialist to engage families in these activities.</p> <p>Strategy's Expected Result/Impact: Increased participation in family engagement events; improved STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Community School Specialist</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Community School Specialist - Title 1 - \$68,654, Instructional materials - Title I Parent Involvement - \$2,240, Extra Duty Pay - American Rescue Plan (ARP/ESSER III) - \$3,188</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide school communication in a variety of forms on a routine basis, including a weekly campus newsletter and reminders on ParentSquare and Facebook.</p> <p>Strategy's Expected Result/Impact: Increased participation in family engagement events</p> <p>Staff Responsible for Monitoring: Community Support Specialist</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with Communities in Schools, local community groups, businesses, and organizations to provide mentoring and student and family engagement opportunities.</p> <p>Strategy's Expected Result/Impact: Increased participation in family engagement events; increased STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Communities in Schools Liaison; Community Support Specialist</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop attendance intervention plans for families with chronic absences; plan will include incentives for improvement and regular communication about their student's absence rate.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate</p> <p>Staff Responsible for Monitoring: Community Support Specialist</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide physically and emotionally safe learning environments for students through the implementation of clear behavior expectations, social-emotional lessons, morning meetings, positive behavior intervention supports, and Tier 2 and 3 behavior intervention supports; celebrate student achievements and progress each six weeks. Staff will engage in professional development throughout the year that's focused on de-escalation of frequent behaviors.</p> <p>Strategy's Expected Result/Impact: Decreased ISS rates; improved school climate surveys</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, RESET Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: RESET Teacher - State Compensatory Education - \$60,125, Behavior Aides - State Compensatory Education - \$93,045</p>	Formative		
	Jan	May	May





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide opportunities for students to engage in problem-based learning experiences across all content areas, opportunities to build leadership schools, and as well as social-emotional lessons during or after school.</p> <p>Strategy's Expected Result/Impact: Improve STAAR and MAP scores; improved behavior data</p> <p>Staff Responsible for Monitoring: Assistant principal, Communities in Schools Liaison</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue to display classroom and school attendance tracker data and provide incentives for meeting attendance goals; review attendance, behavior, and climate data each month during campus leadership team meetings.</p> <p>Strategy's Expected Result/Impact: Improved attendance rate, ISS rate, and climate survey results</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By 2024, our campus yearly attendance rate will be 97%

Performance Objective 2: Increase the sense of belonging and campus climate among all staff

High Priority

Evaluation Data Sources: Staff survey data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Plan optional monthly staff engagement activities. Strategy's Expected Result/Impact: Improve campus staff survey results (belonging and climate) Staff Responsible for Monitoring: Principal, Instructional specialist</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Include connection building activities in regular staff and team meetings as well as on campus bulletin boards. Strategy's Expected Result/Impact: Improve campus staff survey results (belonging and climate) Staff Responsible for Monitoring: Principal, Instructional specialist</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement system for staff recognizing each other on campus and sharing those with the school. Strategy's Expected Result/Impact: Improve campus staff survey results (belonging and climate) Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Alta Vista Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

--

Personnel for Alta Vista Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cora Denton	Aide RESET	1
Erica Senicero	Aide RESET	1
Kaylee Arthur	RESET teacher	1
Kymberli Hibbard	Aide Primary Literacy	1
Michelle Callan	SIT	1
Nancy Davis	SIT	1
Quandriene Boggess	IS ELAR	1
Quinton Trice	aide behavior	1
Yomayra Ponce	Aide instructional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Williams	Instructional Specialist PCN 7277	Title I	1
Marshall (Tre) Baldwin	Specialist Family Support PCN 7437	Family Support Specialist Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SIT Teachers		\$139,011.00
1	1	1	Instructional Aides		\$55,935.00
1	1	2	Instructional Specialist		\$77,592.00
2	1	5	Behavior Aides		\$93,045.00
2	1	5	RESET Teacher		\$60,125.00
Sub-Total					\$425,708.00
Budgeted Fund Source Amount					\$417,737.00
+/- Difference					-\$7,971.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books		\$30,000.00
1	1	2	Instructional Specialist		\$81,463.00
1	1	3	Instructional materials		\$15,703.00
1	2	1	Region 12 Services		\$17,000.00
1	2	1	Travel		\$8,960.00
2	1	1	Community School Specialist		\$68,654.00
Sub-Total					\$221,780.00
Budgeted Fund Source Amount					\$221,780.00
+/- Difference					\$0.00
Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional materials		\$2,240.00
Sub-Total					\$2,240.00
Budgeted Fund Source Amount					\$2,240.00
+/- Difference					\$0.00

American Rescue Plan (ARP/ESSER III)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Transportation		\$5,825.00
1	1	1	Tutors		\$11,054.00
1	1	1	SIT Teachers		\$67,109.00
1	1	6	Teachers		\$152,330.00
2	1	1	Extra Duty Pay		\$3,188.00
Sub-Total					\$239,506.00
Budgeted Fund Source Amount					\$239,506.00
+/- Difference					\$0.00
Grand Total Budgeted					\$881,263.00
Grand Total Spent					\$889,234.00
+/- Difference					-\$7,971.00