

Schertz-Cibolo Universal City Independent School District

Maxine And Lutrell Watts Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The mission of Watts is to create a nurturing environment where high expectations lead to high achievement.

Vision

Watts- Where all students connect, learn, grow and succeed!

All means all!

Values & Belief Statements

We believe...

Education is a partnership between students, parents, staff, and community members.

All students have the capacity to learn and are more successful when provided a wide range of tools, methods and opportunities to learn and collaborate.

Acceptance, safety, inclusiveness and mutual respect are critical and directly impact the ability to support and educate students.

Student success requires a balance of academic and social-emotional needs being met.

Educating is a pathway to equip students with the skills to be prepared for each stage of life.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: We will guarantee that all students perform at or above grade level.	14
Goal 2: We will ensure that an effective school instructional framework is a focus specifically with maintaining effective instruction, high-quality instructional materials, and assessment.	19
Goal 3: All Graduates will be College and/or Career and/or Military Ready	22
Goal 4: Develop campus instructional leaders with clear roles and responsibilities.	26
Goal 5: Highly Satisfied Scholars, Parents & Community	28
Goal 6: We will ensure that all families, businesses, and community partners are fully engaged in the mission and vision of our district.	31
Goal 7: We will foster positive morale with support systems for scholars and staff.	34
Goal 8: We will provide timely, consistent, and transparent communication.	37
Goal 9: We will continually build a culture that promotes trusting relationships and mutual respect.	38
State Compensatory	41
Personnel for Maxine And Lutrell Watts Elementary	42
Addendums	42

Comprehensive Needs Assessment

Revised/Approved: May 26, 2023

Demographics

Demographics Summary

Maxine & Lutrell Watts Elementary School is a Pre-K through 4th grade campus located Cibolo, Texas. The school has approximately 610 students with a diverse population. The makeup includes 39% economically disadvantaged and 23% at risk. Teacher retention average is high at 89% with 80% of the teachers having 11 or more years experience and nearly 20% with more than 20 years. Employee, parent and student satisfaction is well above the district average. It is located in an established neighborhood and was originally built in 1999 in a community with a growing number of military connected students, currently at 15%. Our school mascot is the Wildcat, and our school colors are red and blue.

Student Groups

Economically Disadvantaged - 39%
At Risk - 23%
English Learners - 2%
Free Lunch Participation - 32%
Reduced Lunch Participation - 7%
Military Connected - 29%
Special Education - 14%
Section 504 - 11%
Gifted & Talented - 2%

Demographics Strengths

Our staff is committed to helping students reach their fullest potential and meeting their social-emotional needs. They have a growth mindset and are continuously learning and improving in an effort to positively impact students.

CAMPUS FACTS

STUDENT ENROLLMENT: 600

STUDENT ETHNICITY/RACE:

Asian - 1%
African American - 8%
Hispanic - 40%
White - 44%
Multi-Ethnicity - 7%

STAFF DATA:

Teachers - 42
Paraprofessionals- 11
Non-teaching Professionals - 7

All teachers are highly qualified and have state certification.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Watts attendance rate decreases every 6 weeks. **Root Cause:** Watts does not have a systematic plan in place to address student attendance.

Student Learning

Student Learning Summary

Watts Elementary met standard in 2017-2018 school year. In the new A-F Accountability system implemented by the state during the 2019-2020 school year, Watts scored an 80 (B) in the area of Overall Student Achievement Domain (Elementary schools earn a B (80-89) for recognized achievement when at least 53% of students meet grade level on STAAR). We scored a 72 (C) in the School Progress Domain (Elementary schools earn a C (70-79) for acceptable progress when at least 69% of students have made a year's worth of academic gains OR the district's achievement is about average compared to similar districts). Our campus scored a 75 (C) in the Closing the Gaps Domain (Elementary schools earn a C (70-79) for acceptable work at closing performance gaps when 48% or more of student groups have met state goals). Watts Elementary scored a C (79) overall (Schools earn a C (70-79) for acceptable performance when they serve many students well, but there are still many other students who need more support to succeed academically). This rating has remained the same over the past two years due to COVID-19 and the suspension of testing in the 2019-2020 school year.

STAAR Results

3rd grade Math

- 2018 - 82% Approaches/ 55% Meets/ 31% Masters
- 2019 - 84% Approaches/ 51% Meets/ 26% Masters
- 2020 - Due to COVID school closures, the STAAR assessment nor EOY MAP Growth screeners were administered.
- 2021 -

4th grade Math

- 2018 - 86% Approaches/ 54% Meets/ 33% Masters
- 2019 - 82% Approaches/ 55% Meets/ 33% Masters
- 2020 - Due to COVID school closures, the STAAR assessment nor EOY MAP Growth screeners were administered.

4th grade Writing

- 2018 - 76% Approaches/ 48% Meets/ 16% Masters
- 2019 - 76% Approaches/ 43% Meets/ 10% Masters
- 2020 - Due to COVID school closures, the STAAR assessment nor EOY MAP Growth screeners were administered.

3rd grade Reading

- 2018 - 83% Approaches/ 55% Meets/ 31% Masters
- 2019 - 78% Approaches/ 50% Meets/ 32% Masters
- 2020 - Due to COVID school closures, the STAAR assessment nor EOY MAP Growth screeners were administered.
- 2021 -

4th grade Reading

- 2018 - 77% Approaches/ 56% Meets/ 31% Masters
- 2019 - 82% Approaches/ 52% Meets/ 20% Masters
- 2020 - Due to COVID school closures, the STAAR assessment nor EOY MAP Growth screeners were administered.
- 2021 -

Student Learning Strengths

Over the past three years, STAAR data shows that, on average, 50% of our students are performing at the proficient level (i.e. Meets) in the combined areas of 3rd and 4th grade Reading and Math and 4th Writing.

The continuous improvement in campus multi-tiered systems of support allows for early intervention for students who struggle academically, behaviorally, and/or social emotionally.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students are not making a year's worth of growth each year. **Root Cause:** Watts does not have a systematic way of using data to inform instructional practices and/or to monitor progress throughout the year.

School Processes & Programs

School Processes & Programs Summary

SCUC ISD began its journey toward becoming a Professional Learning Community (PLC) in the summer 2013. The commitment to this goal has continued over the course of the past several years through ongoing professional development opportunities.

The three big ideas of a PLC are to 1) focus on learning, 2) build a collaborative culture, and 3) focus on results. Additionally, PLCs answer the following critical questions in their collaborative commitment to ensuring high levels of learning for all students:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?*
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?*
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?*
- 4) What will we do if they already know it?*

Ultimately, answering these questions consistently during the collaborative planning process leads to a greater depth of understanding for teachers, and more importantly, students. Ensuring that the Instructional Core (i.e. how teachers facilitate learning and how students engage with the required content) is strong leads to higher levels of learning for all.

Master Schedule - Watts Elementary provides full day instruction for Pre-Kindergarten through 4th grade students. During the day, Pre-Kindergarten through 1st grade students

Multi-Tiered Systems of Supports (Academic, Behavior, Social Emotional)-

Special Education -

Dyslexia -

Gifted & Talented -

ESL -

Specials -

Communities in Schools -

PALS - Clemens and Steele High School provides PALS (Peer Assistance and Leadership Students) who work in classrooms throughout the building, connecting with students who benefit from the social-emotional and/or academic support they are equipped to provide through

this course.

School Processes & Programs Strengths

As a result of the District Curriculum Audit completed in 2016, a significant amount of work has been completed by grade level teachers across the district with the leadership and guidance of the Student and Academic Services department. Teachers and district content coordinators have worked over the past year or more to develop Focused Planning Guides (FPGs) and district common unit assessments (summative assessments). These two components help collaborative teams answer the first two questions that are critical to the work of a Professional Learning Community, and have helped teachers to become more focused on ensuring that all students are working towards proficiency or better in their grade level content.

Prior to the 2020-2021 school year, in addition to having clearly defined standards in the district curriculum and a focus on strengthening our PLC practices, students at Watts Elementary have the opportunity to participate in 3rd and 4th grade SCUCISD Academic Bowl, Robotics, Meet in the Middle, Student Leaders, and We Serve Too. Many of these additional opportunities have been limited and/or prohibited.

Our campus utilizes Class Dojo as a school-to-home connection tool to increase communication between parents, teachers and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Historical structures of the campus have not changed. **Root Cause:** Campus leadership and ILT implementing expectations for campus structures.

Problem Statement 2 (Prioritized): Teaching to cover material versus teaching to ensure mastery of learning objectives leads to planning for learning that is "an inch deep and a mile wide." **Root Cause:** Teachers have not consistently followed a Teaching-Assessing Cycle (i.e. formative assessments) to drive instructional practices and/or to monitor progress towards mastery of Critical Content.

Perceptions

Perceptions Summary

Watts Elementary conducts student, parent and employee surveys each year. Overall parent satisfaction is above the district average at 87%, with 90% of parents noting that their child's learning is a high priority and their family is treated with respect. Overall student satisfaction is at 83%, with more than 90% of students noting that their learning is important at their school.

Watts Elementary adopted the use of Class Dojo system-wide four years ago as a way to address feedback from parents and teachers that students who routinely made good choices rarely received positive recognition. According to its website, "ClassDojo is a communication app for the classroom. It connects teachers, parents, and students who use it to share photos, videos, and messages through the school day." The goal of implementing this communication system across the campus was to increase the positive communication between parents and teachers. Class Dojo allows for Watts to better connect with our families and to invite them in to what happens daily through the use of pictures of students working, playing, growing and developing academically, socially and behaviorally.

Perceptions Strengths

According to annual parent survey data, the following statements are indicators of strengths within our campus:

- Using Class Dojo campuswide allows for quick, efficient communication between teachers and parents.
- Students daily enter a welcoming learning environment and are met by teachers who value each child and develop strong relationships with their students.
- Learning is important at Watts Elementary and meeting the needs of all students is important.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers are not communicating in an equitable manner as it relates to behavior and/or academic progress and general praise for all students.

Root Cause: Teachers are looking through the lens of a deficit model versus a strengths model.

Problem Statement 2 (Prioritized): Students lack empathy at times and do not regularly treat others as they want to be treated. **Root Cause:** Students need more opportunities to learn how to better regulate their emotions and understand their impact on others and to develop more appropriate coping strategies when faced with problems.

Priority Problem Statements

Problem Statement 2: All students are not making a year's worth of growth each year.

Root Cause 2: Watts does not have a systematic way of using data to inform instructional practices and/or to monitor progress throughout the year.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Teachers are not communicating in an equitable manner as it relates to behavior and/or academic progress and general praise for all students.

Root Cause 4: Teachers are looking through the lens of a deficit model versus a strengths model.

Problem Statement 4 Areas: Perceptions

Problem Statement 1: Teaching to cover material versus teaching to ensure mastery of learning objectives leads to planning for learning that is "an inch deep and a mile wide."

Root Cause 1: Teachers have not consistently followed a Teaching-Assessing Cycle (i.e. formative assessments) to drive instructional practices and/or to monitor progress towards mastery of Critical Content.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: Students lack empathy at times and do not regularly treat others as they want to be treated.

Root Cause 3: Students need more opportunities to learn how to better regulate their emotions and understand their impact on others and to develop more appropriate coping strategies when faced with problems.

Problem Statement 3 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)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: We will guarantee that all students perform at or above grade level.

Performance Objective 1: 4.1 Daily lesson-level, unit, and interim assessments are administered to determine if scholars learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional material. Time for reteach is built into the scope and sequence. Assessments are (backward design) incorporated into our campus calendar.

High Priority

Evaluation Data Sources: Lesson plan submission, MAPS data, Progress monitoring, Walkthroughs, and Campus assessment calendar.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use MAP Growth assessment data to target specific scholars needs and strengths. Strategy's Expected Result/Impact: 1. Increase performance on all STAAR assessment areas 2. Improved TEA accountability rating 3. Increased number of scholars performing on grade level 4. Improved quality of small group instruction and intervention plans Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize PLC meetings to analyze student performance data, create plans for scholar intervention, and collaborate to improve all scholars' learning experiences. Strategy's Expected Result/Impact: 1. Increase performance on all STAAR assessment areas	Formative		
	Oct	Jan	May

2. Improved TEA accountability rating
3. Increased number of scholars performing on grade level
4. Improved quality of small group instruction and intervention plans

Staff Responsible for Monitoring: Administrators and Teachers

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction



No Progress



Accomplished



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Goal 1: We will guarantee that all students perform at or above grade level.

Performance Objective 2: Improve 3rd and 4th Grade STAAR Reading and Math performance

High Priority

Evaluation Data Sources: Formative assessments, Maps testing, and 3rd and 4th-grade STAAR assessment data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on balanced literacy framework, small group instruction, and resources from TRS and Lesson Frames. Strategy's Expected Result/Impact: 1. Increase performance on all STAAR assessment areas 2. Improved TEA accountability rating 3. Increased number of scholars performing on grade level 4. Improved quality of small group instruction and intervention plans Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Accelerated Learning Plans via WIN time, flexible grouping, Guided reading, AVMR, and pullouts to improve scholar learning and performance, as well as to meet the minuted of HB4545 for 4th-grade students who did not pass STAAR last year. Strategy's Expected Result/Impact: 1. Increase scholar performance in MAP, Formative Assessments, Progress monitoring, and STAAR assessment areas 2. Improved TEA accountability rating 3. Increased number of students performing on grade level 4. Improved quality of small group instruction and intervention plans Staff Responsible for Monitoring: Administrators and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize PLC meetings to analyze scholar performance data, create plans for scholar interventions, and collaborate to improve all scholar learning experiences. Strategy's Expected Result/Impact: 1. Increase performance in all STAAR assessment areas 2. Improve TEA accountability rating 3. Increase the number of scholars performing on grade level (focus on Domains 2 and 3) 4. Improve the quality of small group instruction and intervention plans Staff Responsible for Monitoring: Administrators and Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 1: We will guarantee that all students perform at or above grade level.

Performance Objective 3: PreK-2 Scholars will demonstrate average or above average growth in all subject areas.

High Priority

Evaluation Data Sources: Formative-based assessments, Progress monitoring, TX-KEA, AVMR, and MAPs

Strategy 1 Details	Formative Reviews		
Strategy 1: 75% of K-2 scholars will demonstrate average or above average growth, as measured by MAP (Reading/Math/Fluency), AVMR, and TX-KEA (for Kinder). Strategy's Expected Result/Impact: 1. Increase the number of scholars in K-2 working on grade level 2. Improve the quality of small group instruction and intervention plans Staff Responsible for Monitoring: Administrators and Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Use MAP growth assessment data to target specific scholar needs and strengths. Strategy's Expected Result/Impact: 1. Increase the number of scholars in PreK-2 reading on grade level 2. Increase the number of scholars in PreK-2 performing math on grade level 3. Improve the quality of small group instruction and intervention plans Staff Responsible for Monitoring: Administrators and Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement instructional strategies and guidelines learned through SCUCISD Professional Development and Professional Learning Communities. Strategy's Expected Result/Impact: 1. Increase the number of students in PreK-2 reading on level and math performance on grade level. 2. Improved quality of small group instruction and intervention plans. 3. Implement instructional strategies within lesson frames. Staff Responsible for Monitoring: Administrators, SCUC Coordinators, and Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize PLC meetings to analyze scholar performance data, create plans for scholar interventions, and collaborate to improve all scholar learning experiences. Strategy's Expected Result/Impact: 1. Increased performance in PreK-2 on Formative Assessments 2. Improved scores and scholar growth in MAPS 3. Increased number of scholars performing on grade level 4. Improved quality of small group instruction and intervention plans Staff Responsible for Monitoring: Administrators and Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: We will ensure that an effective school instructional framework is a focus specifically with maintaining effective instruction, high-quality instructional materials, and assessment.





Performance Objective 1: 4.1 Teachers provide access to interim assessments aligned to the standards and the expected level of rigor.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Progress Monitoring, MAPS, AMVR, TX-KEA, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of scholars with disabilities and English learners, and other scholar groups with diverse needs. Strategy's Expected Result/Impact: 1. Increased scholar performance on Formative assessments, MAPS, Progress monitor materials, and STAAR. 2. ALL scholars will have one year of growth from August 2022 to May 2023. 3. Increased the quality of Tier 1 instruction. 4. Increase the quality of small group instruction and intervention. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Daily lesson-level, unit and interim assessments are administered to determine if scholars learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p> <p>Strategy's Expected Result/Impact: 1. Increased level of academic achievement for all scholars. 2. Increased focus on effective small group instruction and intervention. 3. Increased scholar mastery of Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: We will ensure that an effective school instructional framework is a focus specifically with maintaining effective instruction, high-quality instructional materials, and assessment.





Performance Objective 2: 5.2 Teachers use a corrective instruction action planning process, individually and in PLCs to analyze scholar work, identify trends in scholar misconceptions, determine the root cause of why scholars may not have learned the concept, and create plans for instructional adjustments.

High Priority

HB3 Goal

Evaluation Data Sources: Common formative assessments, MAPs data, Progress monitoring tools, AVMR, TX-KEA, Balanced Literacy Framework lessons, Lesson framework, Intervention data, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus administrators and teachers review disaggregated data to track and monitor the progress of all scholars. Strategy's Expected Result/Impact: 1. Improved quality of small group instruction and intervention plans. 2. Increased number of scholars performing on grade level. 3. Improved lesson design focused on scholar academic needs/ deficits. Staff Responsible for Monitoring: Administrators and teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May

 No Progress
 Accomplished
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 Discontinue

Goal 3: All Graduates will be College and/or Career and/or Military Ready





Performance Objective 1: By EOY 2022-2023, scholars will meet expected growth projections on NWEA Maps Growth assessment in all grade levels as defined by Watts HB3 Literacy and Math yearly milestones.

HB3 Goal

Evaluation Data Sources: NWEA Maps Growth assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development in the area of early literacy instruction and intervention Strategy's Expected Result/Impact: Increase knowledge and expertise in the area of early reading intervention strategies and instruction will support the increase in foundational literacy skills Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Use multiple data measures (including NWEA MAP Growth, DIBELS, and Curriculum-Based Measures) to make ongoing evidence-based instructional decisions for all scholars and ensure effective progress monitoring measures. Strategy's Expected Result/Impact: Using appropriate data sources to gauge strengths and opportunities for improvement for all scholars allows for more intentional instruction intervention to remediate foundational literacy and math skills. Staff Responsible for Monitoring: Teachers, Campus Administration Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Really Great Reading program with fidelity Strategy's Expected Result/Impact: Systematic, direct, explicit instruction in phonics leads to greater scholar achievement in reading. Staff Responsible for Monitoring: Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Continued refinement and implementation of Gifted and Talented (GT) program services. Strategy's Expected Result/Impact: GT Campus Coordinators will oversee GT students and support access to GT Curriculum and instructional practices and professional development opportunities to classroom teachers to better serve our GT scholars. Staff Responsible for Monitoring: GT Campus Coordinators, Campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative		
	Oct	Jan	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Use MAP Growth reports (and district-designed protocols) to identify and intentionally plan for ELAR and Math and use the data to determine the next steps for instruction on a scholar by scholar, skill by skill level. Strategy's Expected Result/Impact: Increased levels of achievement and progress for all scholars through using data to better target skills during small group instruction Staff Responsible for Monitoring: Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement frequent formative feedback (through data-informed small group instruction) to meet all scholar needs. Strategy's Expected Result/Impact: Increased levels of achievement for all scholars through data and corrective guidance/feedback to better target skills for individual scholars. Staff Responsible for Monitoring: Teachers, Campus administrators Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: All Graduates will be College and/or Career and/or Military Ready

Performance Objective 2: 42% of At Risk scholars will meet Approaches on STAAR Math and Reading
2021: 40% combined (all subjects, 3rd & 4th grade)

Evaluation Data Sources: NWEA MAP Growth, STAAR Reading, Math & Writing

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide access to evidence-based instructional programs: Learning A-Z, Imagine Math, Really Great Reading (at home resources) Staff Responsible for Monitoring: Teachers, Campus Administration Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure consistency among programming provided through MTSS processes (to better monitor scholars who are considered "at risk" based on academics and/or behavioral) Strategy's Expected Result/Impact: Ensuring an integrated, collaborative approach for specific scholars will lead to greater targeted support for academic and/or social-emotional needs. Staff Responsible for Monitoring: Administrators, Counselor, CIS ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop key work processes to ensure equity among all scholar groups and special programs Strategy's Expected Result/Impact: Ensuring all campus-based processes are clear and aligned with all state and district guidelines allows for emphasized focus on all scholars and staff. Staff Responsible for Monitoring: Administrators, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 1: Watts Elementary will score above the district mean on the Energage Employee Satisfaction Survey .

Evaluation Data Sources: Energage Employee Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus leadership and grade level teams will review and edit PLC, data meeting agenda, and protocols to ensure they work for our campus needs. Strategy's Expected Result/Impact: Based on the review of ESF, a new campus principal, and informal data collection, the ILT and grade levels team will implement collaborative planning meetings and more effective team dynamics to allow for greater focus on topics that will most impact scholar achievement and increased collective teacher efficacy. Staff Responsible for Monitoring: Teachers Administrative Team District Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for feedback sessions (formal and informal) for all staff Strategy's Expected Result/Impact: Opportunities to collect feedback for improvement and discussing what is working well to support teaching and learning on campus impacts the culture and climate and ensures for optimal learning time. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Continue campus leadership discussions regarding cultural and racial equity. Strategy's Expected Result/Impact: Increased awareness and development of a long-term strategy to emphasize equity and inclusion. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: ILT will work together to build out an observation calendar to ensure each teacher is observed weekly. Strategy's Expected Result/Impact: Providing feedback for improvement and discussing what is working well to support teaching and learning on campus impacts the culture and climate and ensures for optimal learning time. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Create a protocol for debriefing observations notes together during weekly ILT meetings. Strategy's Expected Result/Impact: Identify teachers who need additional support. Highlight teachers who demonstrate effective use of standards-aligned, high-quality instructional materials and assessments. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: Highly Satisfied Scholars, Parents & Community

Performance Objective 1: Watts Elementary will score above the district mean on the Student Engagement Survey.

Evaluation Data Sources: Student Education Survey: Student

Strategy 1 Details	Formative Reviews		
Strategy 1: Assist scholars in building positive rapport and relationships with one another through a focus on social-emotional strategies to include inclusion for all scholars in the campus Comprehensive Counseling Program Strategy's Expected Result/Impact: Maintaining a focus on appropriately regulating emotions and responding to situations allows for greater empathy and respect among scholars. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate additional academic and social skills supports and programs with Communities in Schools Strategy's Expected Result/Impact: Increasing positive school-to-home connections and supporting families to ensure scholars' basic needs are met supports a whole-child teaching approach. Staff Responsible for Monitoring: CIS Site Coordinator ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Define, model and reinforce campus-wide behavior expectations Strategy's Expected Result/Impact: A consistent approach to expectations for all scholars and implementation of appropriate behavior coaching and teaching will improve the overall well-being of all scholars.	Formative		
	Oct	Jan	May

<p>Staff Responsible for Monitoring: Staff and Administration</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 3: Positive School Culture</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 5: Highly Satisfied Scholars, Parents & Community

Performance Objective 2: Watts Elementary will score above the district mean on the Parent Engagement Survey.

Evaluation Data Sources: Student Education Survey: Parent

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Watts Communication Plan to increase proactive positive school-to-home communication and regular academic and behavioral progress on a consistent basis Strategy's Expected Result/Impact: Increasing and maintaining positive relationships between school and home helps to strengthen relationships between parents and teachers and allows for greater wraparound support of scholars' needs. Staff Responsible for Monitoring: Teachers All Staff and Administrative Team Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate weekly update through mass communication system to inform parents of important information, upcoming events, and opportunities to get involved Strategy's Expected Result/Impact: Providing a school to home connection through clear, concise and consistent communication strengthens the positive relationships with parents and staff. Staff Responsible for Monitoring: All Staff and Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 6: We will ensure that all families, businesses, and community partners are fully engaged in the mission and vision of our district.

Performance Objective 1: 1.1 Establish a system that identifies and offers scholars both on and off-campus, community-based learning opportunities.

Goal 6: We will ensure that all families, businesses, and community partners are fully engaged in the mission and vision of our district.





Performance Objective 2: 1.2 Expand District procedures, protocols, and practices to establish campus infrastructures supporting successful community partnerships.

Goal 6: We will ensure that all families, businesses, and community partners are fully engaged in the mission and vision of our district.

Performance Objective 3: 1.3 Increase community relationships and expand opportunities for district, campus and community entities to serve one another.

Goal 7: We will foster positive morale with support systems for scholars and staff.

Performance Objective 1: 3.1 Offer attractive and competitive employment opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: The interview committee is composed of staff and maintains interview records. Strategy's Expected Result/Impact: 1. Decrease in teacher turnover 2. Increase in positive response on staff climate survey from BOY to EOY Staff Responsible for Monitoring: Interview committee and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the SCUC mentor program on campus by conducting regularly scheduled new teacher meetings, training, and support sessions with Teacher Mentor. Strategy's Expected Result/Impact: 1. Increased staff retention, particularly for teachers with 0-3 years of experience 2. Increase staff morale and school climate 3. Increased satisfaction with support indicators on staff surveys Staff Responsible for Monitoring: Administrators and Mentor Teachers Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: We will foster positive morale with support systems for scholars and staff.

Performance Objective 2: 3.2 Promote social opportunities for student and staff engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus surveys will be administered to gain input and feedback from staff related to PD, Climate, Procedures, etc. Beginning the end of September 2022-May 2023. Strategy's Expected Result/Impact: 1. Increased teacher satisfaction Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus surveys will be administered to gain feedback from scholars.	Formative		
	Oct	Jan	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 7: We will foster positive morale with support systems for scholars and staff.

Performance Objective 3: 3.3 The success of the whole school and individuals within the school is appropriately acknowledged.

Evaluation Data Sources: Scholar and staff surveys.
Progress made toward recognizing scholars and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Scholars will be honored during the nine-week assembly for perfect attendance, honor roll - academic achievement/growth, citizenship, and class behavior (this includes specials and lunch). Strategy's Expected Result/Impact: 1. Increased climate and culture of the campus. 2. Decreased scholar behavior. Staff Responsible for Monitoring: All staff and administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Scholars will be recognized and given a "Golden Ticket" for going above and beyond with PAWS. Staff Responsible for Monitoring: All staff and administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 8: We will provide timely, consistent, and transparent communication.

Performance Objective 1: 4.1 Align the district's communication methods both internally and externally.

Goal 9: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 1: 5.1 Create, communicate, and demonstrate a culture of belonging among all stakeholders.

Goal 9: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 2: 5.2 Build upon existing school community service programs and incorporate opportunities for teachers, scholars, and community members to serve.

Goal 9: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 3: 5.3 Support social and emotional development for scholars and staff.

State Compensatory

Personnel for Maxine And Lutrell Watts Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Zimmerman	Reading Specialist	0

Addendums