Schertz-Cibolo Universal City Independent School District

O.G Wiederstein Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Wiederstein Elementary, in partnership with parents and the community, provides a kids-first environment that empowers students to reach their maximum potential academically and socially.

Vision

Inspire - Innovate - EXCEL!

Core Beliefs

Leadership, Character, Commitment, Service, Learning

1. We believe all students have the capacity to learn and excel. 2. We believe a safe, secure and supportive environment is paramount to learning.

3. We believe in living our core values of leadership, character, commitment, service and learning. 4. We believe engaging, interactive and authentic teaching creates empowered, inspired learners prepared for our changing world.
5. We believe technology is a relevant tool that enhances learning in and beyond the classroom.
6. We believe in a Professional Learning Community (PLC) that fosters collaboration for continuous improvement.
7. We believe transparent, clear and timely communication among all is critical to success.
8. We believe measures of success go beyond standardized testing. 9. We believe public education is defined by the local community, with limited state involvement.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus used a protocol at the end of the 21-22 school year to gather feedback on Programs and Processes to include strengths, opportunities and action steps. The campus then used a protocol to analyze survey data. Teachers and Instructional Aides participated in identifying the strengths, opportunities, action steps and who could own that on the campus. The campus analyzed Map Data and STAAR Data and completed a consensagram to determine which high yield strategies that align with the new Strategic Plan does our campus need support in to improve instruction. The campus determined the areas of focus will be: Differentiation within small group instruction, Problem Solving and Collaboration amongst adults in PLCs and among students during instruction. PLCs will continue to refine this implementation within each grade level PLC and unpacking of units and creation of formative assessments.

Demographics

Demographics Summary

Wiederstein Elementary school is a PreKindergarten through 4th grade campus and is located at 171 W. Borgfeld Road in Cibolo, Texas. Wiederstein Elementary currently has 558 enrolled students. Wiederstein was at one point a larger campus of over 800 before rezoning. We are the home of the Wolverines! Our school colors are Blue and Gold.

Below is the student demographic breakdown for our campus according to the Texas Academic Performance Report (TAPR):

Ethnic Distribution Percentage

American Indian 0.4%

Asian   2.2%

Pacific Islander   0.5%

African American   13.1%

Hispanic   39.4%

White   35.7%

Two or More Races 8.8%

35.3% of the campus' students are economically disadvantaged.

2.9% are English Language Learners

14.7% are At Risk Students

14.5% are Special Education from 11.4 last year

6.67% are Mobility Students

6.6% students are Gifted and Talented Students

5.0% are 504 Students

Attendance Rate for 2021-2022 was 93.78%

What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing? Note: HB3 Plans require Early Childhood Literacy,

Early Childhood Math, and College, Career, and Military Readiness (CCMR) be addressed with five-year student outcome goals with annual targets and annual targets for each applicable student group in the closing the gaps domain at both the district and campus levels.

Staff Information

Professional Staff   46

Educational Aides   11

9.6% Beginning Teachers

7.6% of our staff have 1-5 Years Experience

11.4% of our staff have 6-10 Years Experience

58.2% of our staff have 11-20 Years Experience

20.3% of our staff have over 20 years Experience

2.5% of our staff has over 30 years of experience

Demographics Strengths

Student to teacher ratios are condusive to learning. There is a variety of teaching experience on the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Wiederstein Elementary has not met the attendance goal of 97%. **Root Cause:** Wiederstein Elementary implemented a comprehensive attendance inventive program, but Covid had a great impact on attendance.

Problem Statement 2: Enrollment has decreased slightly. **Root Cause:** There was a charter school built near the school.

Student Learning

Student Learning Summary

Wiederstein Elemnetary 71 Overall Rating or (C) for the 2021-2022 school year. NWEA was also an integral part of tracking student progress through BOY, MOY and EOY assessment to assess student growth.

3rd Grade Reading:80.20% Approaches, 53.47% Meets, 31.68%

3rd Grade Math:72.28% Approaches, 41.58% Meets, 18.81% Masters

4th Grade Reading:80.27 Approaches, 51.70 Meets, 27.21 Masters

4th Grade Math: 56.46% Approaches, 29.93% Meets, 17.01 Masters

Year	2019 Rating: C Student Achievement C: School Progress: D Closing the Gaps: D	2020 Not Rated	2021 Not Rated/Scores	2022 Rating: C Student Achievement C: School Progress: D Closing the Gaps: D
RDG	78% - App 49% - Meets 28% - Master		78% - App 50% - Meets 24% - Master	81% - App 53% - Meets 28% - Master
MATH	80% - App 56% - Meets 34% - Masters		73% - App 40% - Meets 21% - Masters	65% - App 37% - Meets 19% - Master

NWEA Math and Reading Growth Data - HB 3 Goals

	Kinder	1st	2nd	3rd	4th
Reading	MOY-TX KEA EOY-60	MOY-42.42 EOY-38.54	MOY-30 EOY-42.71	MOY-53.92 EOY-68.04	MOY-32.85 EOY-38.51

NWEA Math and Reading Growth Data - HB 3 Goals

Math	MOY-TX KEA	MOY-27.27	MOY-42.55	MOY-53.39	MOY-33.08
	EOY-68.48	EOY-56.70	EOY-56.39	EOY-71.71	EOY-53.48

Teachers have either completed or are participating in Reading Academy and AVMR training. There is designated time for PLC and time built in the master schedule for RtI Intervention. Teachers use tools provided by District - Focus Planning Guides, Pacing Calendars. NWEA is used to measure students growth throughout the year District benchmarks are planned for this school year. The district has a Learning Framework.

Opportunities include supporting PLCs to continue to grow in their planning and using data to form instruction both formative progress and summative mastery of content. Using the learning framework to hold PD for teachers. Continue MTSS process that encompasses RtI Academic and Behavior and Social Emotional Learning and provides both intervention and acceleration for students. Teachers continue to grow in knowledge of MAPS data and using it to impact instruction. MAPS Science will be administered this year for 3-4. MAPS fluency will be administered K-4.

Teachers conducted a needs assessment based on data and the common best practices the campus will committ to focusing on are: Differentiation within small group instruction, collaboration amongst peers in the classroom, and problem solving, creativity, innovation.

Student Learning Strengths

Teachers use focused planning guides and Distirct Aligned documents.

81% Approaches in Reading, and 53% Meets in Reading for STAAR. 1st Grade made growth in Math, 2nd Grade in both Reading and Math, 3rd grade in both Reading and Math, and 4th grade in both Reading and Math.

Teachers have either completed or are participating in Reading Academy and AVMR training. There is designated time for PLC and time built in the master schedule for RtI Intervention. Teachers use tools provided by District - Focus Planning Guides, Pacing Calendars. NWEA is used to measure students growth throughout the year District benchmarks are planned for this school year. The district has a Learning Framework.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 1st Grade did not make growth in Reading on NWEA. **Root Cause:** Analysis of NWEA data and implementation of small group instruction.

Problem Statement 2: 56.46% of students were approaches and only 29.93 meets in 4th grade Math STAAR for 2021-2022 school year. **Root Cause:** 4th grade math involves application of conceptual knowledge of 3rd grade math.

Problem Statement 3: Students did not make a year's worth of growth in all grades and content areas. **Root Cause:** Areas for campus growth include differentiation, small group instruction, collaboration and problem solving.

School Processes & Programs

School Processes & Programs Summary

GT

GT students are clustered. Enrichment is provided during RtI time. There are two teacher GT Coordinators. A timeline of deadlines for referrals and assessment. Differentiation strategies for content, process, and products.

CIS

Large amount of resources available, very consistent, present on campus, participates in schoolwide intitiatives. Split between two campuses. More communiation needed on what students work on.

SPED

A need for more collaboration between general education teachers special education teachers. Teachers need more support on tracking of goals in the classroom. Consistency and compliance in meetings and paperwork. Communication to support students. Dyslexia teacher assigned to campus.

RTI

Time is built into the master schedule. Students are shared amongst the grade level. CSST team established. Flexible groupings. Data driven. Teachers needs more resources and training to consistently implement RtI Intervention and progress monitor. Feedback to reduce intervention from 45 to 30 minutes.

PBIS

-Meets regularly and looks over data. Students are responsive. Schoolwide discipline matrix and tracking form. Schoolwide expectations for common areas in place. Student incentive programs.

EL

Lots of resources and excellent communication. Imagine Math is a good resource. A need for supporting students not only academically but social emotionally in making friendships.

DYS

Students reviewed through CSST. Research based program. There has been an increase in this population of students needing services.

GRADE LEVEL/CONTENT:

Each grade level team meets weekly as a Professional Learning Committee weekly during planning time.   When they meet the focus on the following:

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 and students interacting with the required content) is strong leads to higher levels of learning for all.

Each of these teams will work in collaboration to drive the strategic actions outlined in our campus improvement plan.

Campus Student Success Team - Meets Twice a Month

Leadership, Faculty, SPED team and PBIS meet once a month.

School Processes & Programs Strengths

PLC time allocated, RTI Intervention embedded in the daily master schedule. CSST team systematically meets. PBIS Team established.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our year's worth of academic growth for all our students percentage indicates this is an area of focus. **Root Cause:** Training and support needed in differentiation, small group, collaboration and problem solving.

Perceptions

Perceptions Summary

SURVEY DATA of Parents, Students and Staff.

Students:

Strengths:

1. Learning is Important
2. My teacher cares about me
3. I enjoy PE class

4. Social Awareness (K-2)

5. Self Management (3-5)

6. Service Oriented (3-5)

Opportunities:

1. Students show respect for each other at this school

2. Feeling safe on the Bus

3. Healthy Food to Eat and Drink

1. Growth Mindset (3-5)

2. Grit (3-5)

Parents:

Strengths:

1. My family is treated with respect at this school

2. The school is clean and well maintained

3. My child has necessary school supplies.

Opportunities:

1. I receive positive phone communication about my child from the school.

2. I regularly receive feedback from school-staff on how well my child is learning.

Staff:

Strengths:

1. My campus or department level administrators help me learn and grow.

2. My campus or department level administrators care about my concerns.
3. Employees hired over 15 years ago feel good about Open-Mindedness

Opportunities:

1. SCUC going in the right direction.

2. Being genuinely appreciated at Schertz Cibolo Universal City ISD.
3. Meetings at Schertz Cibolo Universal City ISD make good use of my time.

Common Theme: Teachers feel overworked.

Perceptions Strengths

Positive relationships and communication between teachers and parents. Community and support among the staff. Students are leader and service oriented. Students feel cared for by staff. Teachers feel supported by campus leaders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents expressed not receiving enough communication about child's progress. **Root Cause:** Being intentional and plan for ways to include parents in their child's progress in the classroom.

Problem Statement 2 (Prioritized): Students expressed a need for respect amongst peers. **Root Cause:** A need for continued guidance and application in the classroom.

Problem Statement 3: Teachers feel overworked. **Root Cause:** It takes time to plan and effectively implement instruction.

Priority Problem Statements

Problem Statement 1: Our year's worth of academic growth for all our students percentage indicates this is an area of focus.

Root Cause 1: Training and support needed in differentiation, small group, collaboration and problem solving.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: Parents expressed not receiving enough communication about child's progress.

Root Cause 3: Being intentional and plan for ways to include parents in their child's progress in the classroom.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: Students expressed a need for respect amongst peers.

Root Cause 2: A need for continued guidance and application in the classroom.

Problem Statement 2 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
- HB3 CCMR goals
- 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

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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Homeless 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 1: Throughout the 2022-2023 school year, we will partner with PTC as they support our campus through a campus fundraiser, needs of the campus, supporting teachers and morale of staff.

Evaluation Data Sources: PTC Agendas, Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend PTC monthly meetings.	**Formative**		
Strategy's Expected Result/Impact: Strengthen community and parent partnerships. **Staff Responsible for Monitoring:** Administration, Secretary, Teacher Representatives	**Oct**	**Jan**	**May**
	30%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 2: Throughout the 2022-2023 School Year, we will hold campus wide events to partner with parent and community entities throughout the year.

    Evaluation Data Sources: Events held

Strategy 1 Details	Formative Reviews		
Strategy 1: We will hold a Fall and Spring Family night in conjunction with Book Fair, Veteran's Day Assembly, Career Fair, Bike Rodeo, Dancethon and Field Day.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Increase the partnership between communities and parents. **Staff Responsible for Monitoring:** Admin, Specials, Leads	30%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 3: Maintain a Campus Master Calendar

  High Priority

  Evaluation Data Sources: Master Calendar Planning

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with teams to organize calendar of events	**Formative**		
Strategy's Expected Result/Impact: Increase parent involvement and communication of events	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Administration, Leads **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	55%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 4: Community in Schools Counselor will join with Administration to increase Parent Involvement.

    Evaluation Data Sources: Parent events and activities throughout the year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan Take-Home activities on long breaks for families to do together.	**Formative**		
Strategy's Expected Result/Impact: Increase parent involvement and communication and language skills for students. **Staff Responsible for Monitoring:** CIS, Administration, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**May**
	20%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 1: ESF Lever 5.3: Effective Instruction: Planning for Implementation: Cycle 1: By the end of the 2022-2023 Academic Year, 100% of the campus will use data to plan and provide differentiated small group instruction and provide high quality instructional materials and include differentiated and scaffolded supports for all students.

High Priority

HB3 Goal

Evaluation Data Sources: Review of ESF, Second Year Principal, New Principal, New teachers, campus leadership has determined that Effective Instruction is an area of focus.

Strategy 1 Details	Formative Reviews		
Strategy 1: Cycle 1: Teachers and campus have protocols for planning and PLCs to analyze data to create small groups, intervention, acceleration and enrichment.	**Formative**		
	Oct	Jan	May
Strategy's Expected Result/Impact: By November, there will be collective protocols for using data to plan for small group instruction. **Staff Responsible for Monitoring:** Teachers, Campus Leadership, Campus Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Cycle 1: Teachers will receive training and support in using data to plan for differentiated small group instruction.	**Formative**		
	Oct	Jan	May
Strategy's Expected Result/Impact: By November, each PLC will have received training and support on how to plan and implement small group instruction. **Staff Responsible for Monitoring:** Teachers, Campus Leadership, Administration, Content Coorinadators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	25%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Content Coordinators will provide support in analyzing the MAP data and completing the MAP protocol.	**Formative**		
Strategy's Expected Result/Impact: By November, teachers will have used the MAP data protocol to plan and implement small group instruction, intervention, acceleration and enrichment. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Jan**	**May**
	35%		

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Cycle 1: Coaching and support of teachers is informed by data and feedback is shared with teachers.	**Formative**		
Strategy's Expected Result/Impact: There will be evidence of implementation of small group instruction 70% of the time evidenced by walkthroughs. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Jan**	**May**
	10%		

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 1: By end of year 2023, the PBIS team will be fully trained in Foundations by participating in the District Cohort.

    Evaluation Data Sources: Foundations Training

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS team will attend Foundations Training and 100% of the campus will implement schoolwide strategies and supports.	**Formative**		
Strategy's Expected Result/Impact: Improvement in respect amongst peers in the school culture.	**Oct**	**Jan**	**May**
	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: PBIS team will implement a schoolwide attendance incentive where classrooms spell out the word attendance for all students being present in each class.	**Formative**		
Strategy's Expected Result/Impact: Increase our attendance rate 2% from last year.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: PBIS Team	55%		
ESF Levers: Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: PBIS Team will train staff on the STOIC model to implement Schoolwide Expectations.	**Formative**		
Strategy's Expected Result/Impact: Common language and expectations on campus	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: PBIS Team, Administration	10%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 2: Campus Administration will present the New Strategic Plan with the campus and complete the Campus Needs Assessment in alignment with the new strategic plan.

    Evaluation Data Sources: Strategic plan PD, Alignment of Instructional Committments to Strategic Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete Day 1 and 2 of the Strategic Plan Roll out in August.	**Formative**		
Strategy's Expected Result/Impact: All stakeholders involved in owning the Strategic Plan.	Oct	Jan	May
Staff Responsible for Monitoring: Administration	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In September, teachers find commons trends, opportunities, and strengths using the parent, student and staff survey as part of the design on the performance objectives and strategies for the campus improvement plan.	**Formative**		
Strategy's Expected Result/Impact: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.	Oct	Jan	May
Staff Responsible for Monitoring: Administration **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 3: By the end of the year of 2023, staff will be recognized in a variety of ways (Team of the Week, Positive Notes, PTC recognizes staff birthdays, pot lucks through Social Committee and other activities to increase morale).
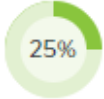
    Evaluation Data Sources: Retention of 90% of teachers.

Strategy 1 Details	Formative Reviews		
Strategy 1: Social Committee will provide social events and gatherings throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Build a collaborative culture among staff **Staff Responsible for Monitoring:** Administration and Social Committee.	**Oct**	**Jan**	**May**
	20%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 4: Counselor uses Panorama and Minute Meetings Data to provide guidance and tiered level of supports.

    Evaluation Data Sources: Panorama Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselor conducts minute meetings and facilitates Panorama surveys.	**Formative**		
	Oct	**Jan**	**May**
	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor implements Zones of Regulation as a school wide strategy to use in common areas, classrooms and as part of our behavior matrix.	**Formative**		

Strategy's Expected Result/Impact: Common language among staff and strategy staff can use from year to year.
     Staff Responsible for Monitoring: Counselor, PBIS, Administration
 	
     TEA Priorities:
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
	Oct	**Jan**	**May**

	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: We will provide timely, consistent, and transparent communication.

Performance Objective 1: Parent Survey will show an increase from 3.26 to 4.25 in receiving consistent feedback about their child's learning.

    High Priority

    Evaluation Data Sources: Parent surveys
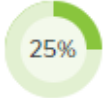
Strategy 1 Details	Formative Reviews		
Strategy 1: Paper Report Cards will be printed following each posting in Ascender to send home with parents.	**Formative**		
Strategy's Expected Result/Impact: Parents will have more consistent communication on their child's learning.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Registrar, Teacher, Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will receive information on NWEA testing and growth of their child throughout the year: BOY, MOY and EOY.	**Formative**		
Strategy's Expected Result/Impact: Parents will be able to track their child's growth.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Teachers, Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: We will provide timely, consistent, and transparent communication.

Performance Objective 2: Throughout the 2023 school year, we will provide information to parents consistently and timely communication.

High Priority

Evaluation Data Sources: Positive Phone Call Tracking Form, Newsletters, Posts on Dojo and Facebook.

Strategy 1 Details	Formative Reviews		

Strategy 1: We will provide feedback through various means of communication: Weekly Newsletters, Class Dojo, Campus Facebook and Weekly Positive Phone Calls.
    Strategy's Expected Result/Impact: Increase Parent Involvement
    Staff Responsible for Monitoring: Teachers, Administration
	Formative		

	Oct	**Jan**	**May**
	25%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 1: By the end of the 2023 academic year, teachers will have been a part of the designing and tracking of the campus improvement plan using specific protocols and ongoing Map Projected Proficiency Data.

Evaluation Data Sources: MAPS, PD

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and Instructional Paras conduct a campus wide assessment and participate in feedback of quarterly goals using targeted protocols and data tracking.	**Formative**		
Strategy's Expected Result/Impact: PD agendas **Staff Responsible for Monitoring:** Administration	**Oct**	**Jan**	**May**
	20%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 2: Throughout the 2022-2023 school year, the Leadership Team will go through professional learning together to strengthen and build PLC collaboration and culture.

High Priority

Evaluation Data Sources: PD Plan, Topics of Leadership Learning and PLC implementation, PLC agendas

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 1: ESF: 4.1: High Quality Instructional Materials and Assessments: Cycle 1: By the end of the 2022-2023 Academic Year, 100% of the campus will plan commonly plan formative assessments and review instructional strategies in PLC.

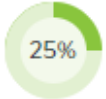**Evaluation Data Sources:** By November, teachers will unpack commonly plan a formative assessment and discuss data in a PLC.

Strategy 1 Details	Formative Reviews		
Strategy 1: Leadership Team will review Scope and Sequence and choose and create a common formative assessment.	**Formative**		
Strategy's Expected Result/Impact: Common alignment of instruction in classrooms.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Teachers, Leadership Team	10%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade level teams will review common formative assessment in PLC and discuss instructional strategies with student artifacts.	**Formative**		
Strategy's Expected Result/Impact: Teachers analyze data to use for instruction and differentiation for students.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Teachers, Leadership, Administration	25%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 2: By the end of the 2022-2023 Academic Year, 100% of the campus will fully implement the agreed Instructional Committments of Differentiating Instruction, Small Group Instruction, Problem Solving Models, Collaboration and Common Formative Assessments.

High Priority

Evaluation Data Sources: NWEA Growth Data

Strategy 1 Details	Formative Reviews		
Strategy 1: In September 2022, teachers and instructional aides review accountability and NWEA data and with the strategic plan determine which best practices does the campus need to focus on for all student growth.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Students will make one year's worth of growth. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: By end of September, Leadership and Grade Level Teams will define Instructional Committments and provide feedback through positive comments, and what they still have questions about.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Teachers create common language of Best Instructional Practices. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: By November, develop with teams action steps for Instructional Committments to support teacher learning, development and implementation.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Teacher development in best practices Growth for all students. **Staff Responsible for Monitoring:** Teachers, Leadership Team, Administration	10%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 3: By the end of the year 2023, 100% of staff will have unpacked the TTESS rubric as they self-assess to enhance effectiveness of instruction and impact on student performance.

    Evaluation Data Sources: TTESS Walkthroughs and Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: In the monthly faculty meetings, the faculty will review the TTESS rubric together in teams: TTESS Domain 3- September TTESS Domain 1- October, TTESS Domain 2- November, TTESS Domain 4- Late February/March	**Formative**		
	Oct	Jan	May
Strategy's Expected Result/Impact: Teachers will review the rubric and what Texas defines as an proficient, accomplished and distinguished teacher. **Staff Responsible for Monitoring:** Administration	30%		0%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 4: By the end of the 2022-2023 school year, we will increase our attendance from 93.88 to 96%.

High Priority

Evaluation Data Sources: PBIS Committee, Administration, CIS

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS Committee created a schoolwide attendance incentive. Classes earn a letter for every day the class received perfect attendance.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Increase attendance percentages. **Staff Responsible for Monitoring:** PBIS Team, Assistant Principal, CIS	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Credit Recovery will be provided for students with excessive absences.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Students with absences will not fall behind academically. **Staff Responsible for Monitoring:** Teachers, Administrator **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning	15%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 5: Provide accelerated instruction for students who did not meet expectations on the STAAR aligned with HB4545.

High Priority

HB3 Goal

Evaluation Data Sources: Data wall, student attendance

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 6: 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

Evaluation Data Sources: Roles and Responsibilities,
PLC Agendas
Data Walls
Lesson Plans

| Strategy 1 Details	Formative Reviews		
Strategy 1: Implement PLC norms, agendas and protocols	**Formative**		
Strategy's Expected Result/Impact: Common language among the campus and focus on the 4 PLC questions.	**Oct**	**Jan**	**May**
	0%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 7: In Kindergarten, 80% of students will be able to decode CVC Words.

    High Priority

    HB3 Goal

    Evaluation Data Sources: MAPS Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be able to identify 26 capital letters and 26 lowercase letters.	Formative		
Strategy's Expected Result/Impact: Students will be able to identify letters.	Oct	Jan	May
Staff Responsible for Monitoring: Teachers,	0%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use Really Great Reading so that students can math corresponding phonemes to letter recognition.	Formative		
Strategy's Expected Result/Impact: Students are able to decode CVC words.	Oct	Jan	May
Staff Responsible for Monitoring: Teachers	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for O.G Wiederstein Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We will use these funds to fund before and after school instruction for HB4545 students.