

Castleberry Independent School District
A.V. Cato Elementary School
2023-2024 Campus Improvement Plan



Public Presentation Date: October 16, 2023

Mission Statement

AV Cato's mission statement is to educate all learners, focus on nurturing 21st century learning, while partnering with families to educate our students in a positive, caring and safe learning environment.

Vision

AV Cato's vision statement is to join forces with students, teachers and families to excel academically and socially.

Value Statement

Value statement: AV Cato is a great place to learn, succeed and grow.

Core Beliefs:

Students are our most precious resource.

AV Cato is a vital part of the community.

Family is a fundamental source of one's values.

Every individual is important and deserves our time and support.

Quality education makes for productive citizens and strong communities.

School, family, and community support directly impact the quality of education.

A clean, safe, and orderly environment is essential for learning.

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Goals

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 1: A.V. Cato will increase in the overall "meets" performance level to 60% on the 2024 A-F Accountability Ratings.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the effectiveness of Professional Learning Communities (PLCs) promoting collaboration and continuous professional growth among educators by documenting collaborative activities and accessing the impact on instructional practices and increased student achievement during progress monitoring.</p> <p>Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principal, Campus Academic Leader</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Support teachers with the use of the lesson planning framework that includes clear learning objectives, varied instructional strategies, and formative assessment methods that align teaching with the curriculum and the tested content while meeting the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: More targeted lesson plans, improved Tier 1 instruction, increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching, Learning, and Innovation, Executive Director of Educational Leadership, Teaching, Learning, and Innovation Department, Principals, APs, CALs</p> <p>Problem Statements: Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: Training - 461 - Campus Activity Fund, Training - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: In collaboration with TLI, closely monitor and disaggregate data after formative assessments, benchmarks, MAP testing, & unit assessments during PLC and MTSS. Action plans will be created to address skills deficits including student data tracking, goal setting, and student reflection of their learning. Any resources needed will be purchased to help sub-populations reach their targets.</p> <p>Strategy's Expected Result/Impact: There will be growth on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: TLI, Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 199 - General Fund, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: AVC will hire tutors to work along side teachers to support MTSS and HB4545. Data will be disaggregated and reviewed during PLCs and MTSS meetings to establish groups for tutors in target areas to support students and teachers.</p> <p>Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks, and STAAR are the expected result.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor and RTI/PLC members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: Tutors - 211 - Title I, Part A, Tutors - 263 - Title III, LEP, Tutors - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize TEKS-aligned online platforms, high quality instructional materials, and professional learning for all content areas to support student learning and growth.</p> <p>Strategy's Expected Result/Impact: There will be an increase in targeted and individualized interventions and extensions based on individual student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 211 - Title I, Part A, - 461 - Campus Activity Fund, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: The Writing Academy will provide their Informative Content to Computer training for teachers. This workshop addresses how to connect your classroom content to the computerized STAAR test. Online resources for use with students will be provided for the teachers to supplement their instruction.</p> <p>Strategy's Expected Result/Impact: The expected result is increased reading scores for all students when using their new strategy for the newly added constructed responses on the STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: Training - 199 - General Fund, Training - 461 - Campus Activity Fund, Training - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: AVC will purchase the STEMscopes math workbooks for grades two through five to support the new math adoption.</p> <p>Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks and STAAR are the expected result.</p> <p>Staff Responsible for Monitoring: Principal, Campus Academic Leader</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 5, 11</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: ELA/Reading will implement writing responses (short and extended) aligned to assessments to connect reading and writing in the guiding documents and provide explicit support in implementation.</p> <p>Strategy's Expected Result/Impact: Growth in STAAR writing scores and student writing samples over time</p> <p>Staff Responsible for Monitoring: ELA Coordinator, ELA coach, Campus Academic Leader, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: - Federal Funds: ESSER, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Implement the district adopted Numeracy Plan and the STEMscopes math adoption which uses the 5E Model (engage, explore, explain, elaborate, and evaluate).</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance in math</p> <p>Staff Responsible for Monitoring: Elementary math coordinator, elementary math coach, CAL, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 5, 11</p> <p>Funding Sources: - 410- IMA, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 10 Details	Reviews			
<p>Strategy 10: Content teachers will utilize the campus-wide methods for analyzing and interpreting STAAR problems including STAAR redesigned question types (RUBIES-science, UPSC -math, SMART-reading).</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests</p> <p>Staff Responsible for Monitoring: Teachers, AP, CAL, Principal</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 11 Details	Reviews			
<p>Strategy 11: The campus will increase student engagement by supporting professional learning provided by TLI on the use of high yield instructional strategies (The Fundamental Five) within tier one instruction to accelerate learning for all students including special populations.</p> <p>Strategy's Expected Result/Impact: Growth in student engagement that will increase student achievement</p> <p>Staff Responsible for Monitoring: TLI staff, CAL, AP, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - Federal Funds: ESSER, - 255 - Title II, Part A TPTR, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			

Strategy 12 Details	Reviews			
<p>Strategy 12: A.V. Cato's leadership teams will seek opportunities through professional development and book studies in order to increase leadership capacity to improve instructional design and delivery to improve accelerate student learning for all students including special populations.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests</p> <p>Staff Responsible for Monitoring: Principal, CAL, AP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 3, 4, 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: A.V. Cato will participate in the Effective Schools Framework grant partnership with Region XI who will support TIP development and training on identified target levers. The focus will be Essential Action 1:2 (high expectations and shared ownership for student success and support for teachers to implement high leverage teaching practices) and Essential Action 4:1 (professional development and review lesson plans for alignment between the standards and the activities to include the Fundamental Five strategies).</p> <p>Strategy's Expected Result/Impact: To build capacity in teachers, aligned lesson plans, increased engagement, and increased STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Campus Academic Leader, and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Campus administration will communicate professional development needs with the Teaching, Learning, and Innovation team based on campus goals, walkthrough data, T-TESS, professional learning communities, instructional rounds, progress monitoring, and other assessments of instructional practices leading to 60% of students achieving a "meets" level score on the STAAR assessment or higher.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, CALs</p> <p>Problem Statements: Demographics 3, 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Campus administrators will implement the district wide standardized Teacher Walk Through form and evaluate 100% of teachers using the T-TESS rubric to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes from the previous year.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, Increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: Campus administration will reinforce the increased focus on hands on learning through the use of mathematical manipulatives to balance conceptual understanding, procedural skill, and fluency as outlined in the Guiding Documents.</p> <p>Strategy's Expected Result/Impact: Students will develop a concrete understanding of advanced mathematical concepts to better connect to abstract, increase in student achievement on assessments</p> <p>Staff Responsible for Monitoring: Math Coordinators, Math Coaches, Principals, CALs</p> <p>Problem Statements: Demographics 6 - Student Learning 5, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: A.V. Cato students in third through fifth grades will participate in the Junior Master Gardener Program's Learn, Grow, Eat & Go curriculum through a grant where our students will build 15 garden beds, plant and care for produce, and eat their produce.</p> <p>Strategy's Expected Result/Impact: Students will experience real-world gardening and learn all of the science skills and concepts surrounding horticulture.</p> <p>Staff Responsible for Monitoring: Science teachers, grant lead teacher, administrative team</p> <p>Problem Statements: Student Learning 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 18 Details	Reviews			
<p>Strategy 18: Through a grant from the Sid Richardson Foundation to support our move to a STEM/Innovation campus we will provide 15 girls at each grade level a daily STEM class using the Girls, Inc curriculum and staff.</p> <p>Strategy's Expected Result/Impact: Increased math scores and interest in STEM</p> <p>Staff Responsible for Monitoring: Girls, Inc, campus administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: The number of students identified as needing special education services (12.6%) exceeds the state average (11.6%) and continues to trend upward according to the 2021-2022 TAPR. 2022-2023 TAPR report is not available yet. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
<p>Problem Statement 4: 4.2% of students at AVC receive gifted and talented services versus 8% at the state level based on the 2021-2022 TAPR. The 2022-2023 TAPR is not available yet. Root Cause: Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).</p>
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Inconsistent co-teach models were utilized.</p>
Student Learning
<p>Problem Statement 4: 39% of second grade students are not meeting EOY reading expectations. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners.</p>
<p>Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p>Problem Statement 6: STAAR Reading performance is 47% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Another root cause is that students are not reading on grade level by the third grade.</p>
<p>Problem Statement 7: STAAR 5th Grade Science performance is 31% meets, and 12% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p>Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. Root Cause: Instruction needs to be further differentiated based on the acquisition of reading skills.</p>
<p>Problem Statement 10: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.</p>

Student Learning

Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023.
Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 2: A.V. Cato will increase academic growth to 85% on the 2024 A-F Accountability Ratings.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide accelerated instructional opportunities such as embedded tutoring during the school day, ACE afterschool/summer program, and PACE Saturdays.</p> <p>Strategy's Expected Result/Impact: There will be growth on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the 23-24 school year, the district will ensure Campus Academic Leaders know how and when to utilize MAPS reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.</p> <p>Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions. Growth in skills leading to increases in ELA and Math scores.</p> <p>Staff Responsible for Monitoring: MTSS/504 Coordinator, Principals, CALs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: A.V. Cato will implement Vertical Teams for language arts, math, and social studies. Trainings to build capacity in content and leadership will be provided to support the Vertical Team Leaders.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity, vertical aligned instructional practices, and increased reading, math, and science scores.</p> <p>Staff Responsible for Monitoring: Content team leaders, Principal, Campus Instructional Leader, and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 4 Details	Reviews			
<p>Strategy 4: AVC will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection of their learning.</p> <p>Strategy's Expected Result/Impact: Students will build self reflection, efficacy, and ownership in their learning</p> <p>Staff Responsible for Monitoring: Principals, CALs</p> <p>Problem Statements: Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Inconsistent co-teach models were utilized.</p>
Student Learning
<p>Problem Statement 4: 39% of second grade students are not meeting EOY reading expectations. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners.</p>
<p>Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p>Problem Statement 6: STAAR Reading performance is 47% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Another root cause is that students are not reading on grade level by the third grade.</p>

Student Learning

Problem Statement 7: STAAR 5th Grade Science performance is 31% meets, and 12% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 10: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 3: At A.V. Cato, all sub-population indicators will meet the interim academic target of 3 in Closing the Gaps on the 2024 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Closely monitor and disaggregate sub population data after benchmarks & unit assessments during PLC, MTSS, and Progress Monitoring to develop action plans that address needs.</p> <p>Strategy's Expected Result/Impact: There will be growth in sub populations on unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC administrators, Campus Content Leaders, and TLI will provide on-going professional learning for teachers on how to use MAP, STAAR benchmark, and unit assessment data to drive instruction and tiered intervention.</p> <p>Strategy's Expected Result/Impact: Improvement in tier one instruction and the MTSS process</p> <p>Staff Responsible for Monitoring: Teaching, Learning, Innovation Staff, Principals, CALs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: AVC will closely monitor the campus' master schedules to ensure the efficient scheduling of special education students and staff, which will increase the ability to co-teach in high priority areas.</p> <p>Strategy's Expected Result/Impact: Efficient student/staff master scheduling, increase in co-teaching in high need areas</p> <p>Staff Responsible for Monitoring: Efficient student/staff master scheduling, increase in co-teaching in high need areas</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 4 Details	Reviews			
<p>Strategy 4: By utilizing data from campus walkthroughs, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 23-24 school year.</p> <p>Strategy's Expected Result/Impact: Increased in RLA scores, Increase in SpEd scores, closing gaps in learning</p> <p>Staff Responsible for Monitoring: Principals, APs, CALs, Executive Director of Teaching, Learning, and Innovation, Director of Special Programs, Special Education Coordinator</p> <p>Problem Statements: Demographics 6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: The number of students identified as needing special education services (12.6%) exceeds the state average (11.6%) and continues to trend upward according to the 2021-2022 TAPR. 2022-2023 TAPR report is not available yet. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Inconsistent co-teach models were utilized.</p>
Student Learning
<p>Problem Statement 4: 39% of second grade students are not meeting EOY reading expectations. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners.</p>

Student Learning

Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 6: STAAR Reading performance is 47% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Another root cause is that students are not reading on grade level by the third grade.

Problem Statement 7: STAAR 5th Grade Science performance is 31% meets, and 12% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 10: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 4: College and Career Readiness measure will increase from 77 to 90 scaled score on the 2024 A-F Accountability Ratings.

HB3 Goal

Evaluation Data Sources: CCMR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: AVC will have a college/military day once a month to expose students to college/military options and will promote going to college/military on the morning announcements.</p> <p>Strategy's Expected Result/Impact: The expected outcome is increased awareness of colleges/military and the opportunity that is available to all.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will hold a career day to introduce careers and discuss the academic training needed to reach their goals.</p> <p>Strategy's Expected Result/Impact: There will be an increased awareness of the steps required on the path to college, career, and military readiness.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Wells Fargo volunteers have joined with Junior Achievement to provide our students the opportunity to participate in the Junior Achievement program. This program teaches students financial literacy, work readiness and entrepreneurship learning experiences. Wells Fargo volunteers will provide weekly lessons in October and November to each grade level.</p> <p>Strategy's Expected Result/Impact: Exposure to career opportunities, increased financial literacy</p> <p>Staff Responsible for Monitoring: Admin team, Junior Achievement Coordinator, Wells Fargo Volunteer Coordinator</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 5: Four year graduation rate will increase to 98% and in Closing the Gaps meeting the long term target of 4 on the 2024 A-F Accountability Ratings.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: AVC will provide various incentives for attendance during the school year to all grade levels. Strategy's Expected Result/Impact: The expected outcome is an increase in attendance rates. Staff Responsible for Monitoring: Attendance Clerk, Assistant Principal, and Principal</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 5 - Perceptions 2</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will provide a fun and inviting environment at arrival daily for our students. They are greeted by teachers, paraprofessionals, and the administrative team with music playing and encouraging words. Strategy's Expected Result/Impact: Students will want to come to school on time to enjoy the welcoming atmosphere. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Counselor, Assistant Principal, Campus Academic Leader, and the Principal</p> <p>Problem Statements: Demographics 5 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The Assistant Principal will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents.</p> <p>Strategy's Expected Result/Impact: There will be improvement in the daily average attendance rate and reduction of chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, and Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 5 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 5: The preliminary attendance rate for the 2022-2023 school year is below 95%. Root Cause: Parents do not understand the difference between truancy and compulsory attendance.</p>
Perceptions
<p>Problem Statement 2: The current campus attendance rate is below 95%. Root Cause: Some parents do not understand the importance of consistent school attendance.</p>

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 6: A.V. Cato will meet the Emergent Bilingual Target of 49% for English Language Proficiency which will result in a 3 in Closing the Gaps on the 2024 A-F Accountability Ratings.

Evaluation Data Sources: TELPAS results

Strategy 1 Details	Reviews			
<p>Strategy 1: Bilingual/ESL will provide continuous support on the implementation of the ELPS and various strategies to teach language through content while focusing on the varied needs for the specific domains.</p> <p>Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Growth on academic performance as measured by STAAR; Increase in the number of reclassified students</p> <p>Staff Responsible for Monitoring: Bilingual Coordinator, Bilingual Coach, Teachers, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide students online practice for listening and speaking using a headphone with microphone using EL workbooks for content.</p> <p>Strategy's Expected Result/Impact: There will be increased student performance on the listening and speaking sections of TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: With the support of TLI, AVC will implement language acquisition programs and resources provided by the district for multiple content areas to support Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Staff, Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 199 - General Fund, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 7: Increase A.V. Cato's identified gifted and talented population by 6% to mirror the state's percentage of identified students.

Evaluation Data Sources: GT Identification Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide training for teachers and staff to identify gifted behaviors and gifted behaviors specific to special populations, especially to CLED (culturally, linguistically, and economically diverse) students. Train teachers to use planned experiences for observing behaviors and collecting work samples to identify gifted traits in work samples, and keep anecdotal records of examples of gifted behaviors they witness.</p> <p>Strategy's Expected Result/Impact: A strong understanding of giftedness and an increase in the number of students identified for the services.</p> <p>Staff Responsible for Monitoring: Gifted and Talented Instructional Coach</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 4: 4.2% of students at AVC receive gifted and talented services versus 8% at the state level based on the 2021-2022 TAPR. The 2022-2023 TAPR is not available yet. Root Cause: Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).</p>

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1: Provide regular updates to stakeholders about progress, changes, and important events along with opportunities for stakeholders to provide feedback.

Evaluation Data Sources: Parent Square, PTO-Facebook, AVC-Facebook, Remind, District Website

Strategy 1 Details	Reviews			
<p>Strategy 1: A consistent social media platform will be utilized by PTO and the AVC campus to communicate information to all stakeholders.</p> <p>Strategy's Expected Result/Impact: There will be increased community awareness of campus focus areas and campus events.</p> <p>Staff Responsible for Monitoring: PTO-President, Administrators, Counselor, Secretary, Librarian and teachers</p> <p>Problem Statements: School Processes & Programs 7</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: During Meet the Teacher, two-way communication with families will be set up including but not limited to, Parent Square, Class Dojo, Canvas, Class Tag, and Skyward.</p> <p>Strategy's Expected Result/Impact: Increase communication with parents and participation with student learning.</p> <p>Staff Responsible for Monitoring: Campus administration, staff and teachers.</p> <p>Problem Statements: School Processes & Programs 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 6: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. Root Cause: Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.</p> <p>Problem Statement 7: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. Root Cause: The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.</p>

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 2: Foster collaboration and communication between teachers, students, and parents on student progress through both personal conversations and digital tools and platforms that enable real-time communication and feedback.

Evaluation Data Sources: Parent surveys, attendance at events, the number of families engaged with communication platforms (Parent Square, Canvas, Class Dojo, Seesaw, Facebook, Instagram)

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage stakeholders in meaningful interactions that increase awareness and opportunities for participation in REAL Family Engagement including but not limited to parent/teacher conferences, curriculum nights, and parent trainings.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, increased retention of families</p> <p>Staff Responsible for Monitoring: Campus communications team, teachers, Campus Academic Leader, Assistant Principal, Principal</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1, 3</p> <p>Funding Sources: - 211 - Title I, Part A, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC communication team will create and send out weekly staff newsletters and monthly calendars and bi-weekly parent newsletters (paper and electronic through Parent Square) to encourage family participation/awareness of events, activities, academics, and important information.</p> <p>Strategy's Expected Result/Impact: Increased family engagement, increased</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1, 3</p> <p>Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. Root Cause: Staff have limited training and understanding of REAL Family Engagement.</p>

Perceptions

Problem Statement 1: While AVC offers many opportunities for parents to engage, we can increase the REAL family Engagement opportunities provided to parents. **Root Cause** : There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

Problem Statement 3: Success of parent involvement events measured by attendance rather than outcomes. **Root Cause:** Lack of defined criteria for a successful parent involvement and engagement events.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 3: Increase attendance to 95% by educating families about the importance of daily attendance while building impactful relationships and providing resources.

Evaluation Data Sources: Average daily attendance, engagement with the social media posts, data from School Messenger

Strategy 1 Details	Reviews			
<p>Strategy 1: AVC will implement the campus developed attendance incentive plan. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Campus administration, teachers and staff</p> <p>Problem Statements: Demographics 5 - Perceptions 2 Funding Sources: - Federal Funds: ESSER, - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will maintain a school-wide tracker where teachers document phone calls for students when they have been absent. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Campus administrators and attendance clerk</p> <p>Problem Statements: Demographics 5 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: AVC will follow the district truancy guidelines. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Campus administrators and attendance clerk</p> <p>Problem Statements: Demographics 5 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 5: The preliminary attendance rate for the 2022-2023 school year is below 95%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

Perceptions

Problem Statement 2: The current campus attendance rate is below 95%. **Root Cause:** Some parents do not understand the importance of consistent school attendance.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 4: Increase the quality of parent and family engagement by ensuring that all engagement events include a minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.

Evaluation Data Sources: Flyers/Advertisements of Events
 Attendance sign-in sheets
 Surveys - Feedback from parents
 Parents Enrolled and Graduated - Parent University

Strategy 1 Details	Reviews			
<p>Strategy 1: AVC will host a Science Night for all students and parents in conjunction with The Fort Worth Museum.</p> <p>Strategy's Expected Result/Impact: There will be increased parental understanding of content knowledge and ways to help their children academically, and students will have additional exposure and activities for science.</p> <p>Staff Responsible for Monitoring: Science Committee, Campus Academic Leader, Assistant Principal, Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will implement Little Lions, a story time, for PreK students and families. Home activities will be shared that will promote literacy development to support Parents as their Child's First Teacher. Families will be able to check out books.</p> <p>Strategy's Expected Result/Impact: Increased family engagement, increased familiarity with the school culture, improved early literacy skills</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Problem Statements: Student Learning 9, 11</p> <p>Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: AVC will partner with ACE to provide attractive and REAL Family Engagement events and training sessions.</p> <p>Strategy's Expected Result/Impact: Increased REAL Family Engagement</p> <p>Staff Responsible for Monitoring: Campus administrators, counselor, and social worker</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Through a variety of family engagement activities, AVC will strengthen relationships between home and school (including but not limited to, Granola with Grandparents, Story Book parade, Watch Dogs).</p> <p>Strategy's Expected Result/Impact: Increase partnerships between families and school</p> <p>Staff Responsible for Monitoring: Campus administrators, counselor, social worker and teachers</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</p> <p>Funding Sources: - 215 - Title I, Part D, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: AVC will hold a Curriculum Night for 3rd-5th grade to review student data and resources available to increase their student's success</p> <p>Strategy's Expected Result/Impact: Increased parent and family involvement, increased student performance, decreased truancy</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 6 Details	Reviews			
<p>Strategy 6: During the STAAR and future planning night at AVC, TLI and IMMS staff will provide information to parents regarding requirements and results of state assessments and how to support student learning at home. In addition, student and families will learn how performance at the elementary level impacts their schedule at the middle school.</p> <p>Strategy's Expected Result/Impact: More informed parents and increased relationship between families and school</p> <p>Staff Responsible for Monitoring: AVC and IMMS administrators, teachers, TLI</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 7 Details	Reviews			
<p>Strategy 7: In order to build capacity and create an empowering culture, the campus will provide professional development on family engagement to all staff (Title 1 Compact, Restorative Circles, REAL Family Engagement, and Trust Based Relational Interventions). TBRI is a framework for helping students that have traumatic backgrounds.</p> <p>Strategy's Expected Result/Impact: Improved teacher capacity</p> <p>Staff Responsible for Monitoring: Campus administrators, counselor, social worker</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 7: STAAR 5th Grade Science performance is 31% meets, and 12% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p>Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. Root Cause: Instruction needs to be further differentiated based on the acquisition of reading skills.</p>
<p>Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.</p>
School Processes & Programs
<p>Problem Statement 5: There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. Root Cause: Staff have limited training and understanding of REAL Family Engagement.</p>
Perceptions
<p>Problem Statement 1: While AVC offers many opportunities for parents to engage, we can increase the REAL family Engagement opportunities provided to parents. Root Cause : There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Continue to be fiscally responsible and maintain a healthy budget and planning for future needs.

Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
<p>Strategy 1: Follow the district procedures to collect money, purchase, and balance accounts to ensure a healthy budget to prepare for unexpected costs.</p> <p>Strategy's Expected Result/Impact: Successful Financial Audits, money collection procedures, balanced budget, and correct procedures in Skyward will ensure a healthy budget and fiscal responsibility.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Campus Secretary and Director of Maintenance</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with supplemental instructional materials and resources to further support student engagement (Example- Stemsopes Workbooks).</p> <p>Strategy's Expected Result/Impact: Increase in supplemental resources Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal, and Campus Secretary</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p> <p>Funding Sources: - 263 - Title III, LEP, - 211 - Title I, Part A, - 461 - Campus Activity Fund, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Inconsistent co-teach models were utilized.</p>
Student Learning
<p>Problem Statement 4: 39% of second grade students are not meeting EOY reading expectations. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners.</p>

Student Learning

Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 6: STAAR Reading performance is 47% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Another root cause is that students are not reading on grade level by the third grade.

Problem Statement 7: STAAR 5th Grade Science performance is 31% meets, and 12% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 10: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

HB3 Goal

Evaluation Data Sources: ESC Random Intruder Audits, Weekly Exterior Door Sweep Checks, Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms, Threat Assessment Logs (Skyward),

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators are actively working with teachers to improve the dismissal process, shorten the dismissal time, and ensure students safely leave the campus.</p> <p>Strategy's Expected Result/Impact: A safe and orderly dismissal process which reduces the dismissal time is the expected result.</p> <p>Staff Responsible for Monitoring: Teachers, Paraprofessionals, Counselor, Campus Academic Leader, Assistant Principal, and Principal</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations.</p> <p>Strategy's Expected Result/Impact: To better improve the overall school safety for students, staff, and visitors. Clear & Concise Communication to all stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, CISD Police Department, Safety & Security Coordinator, Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures.</p> <p>Strategy's Expected Result/Impact: To better improved students, staff, and parent communication before, during, and after an emergency crisis.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, Communications Coordinator, CISD Police Department, Safety & Security Coordinator, Campus Administrators</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Over the course of the next year, the district will establish a systematic collaborative process to regularly review incident reports, conduct weekly campus safety audits, and actively seek feedback from staff, students, and parents, with the purpose of identifying areas for improvement in the Emergency Operations Plan (EOP).</p> <p>Strategy's Expected Result/Impact: Clear & Concise Communication to all stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, CISD Police Department, Safety & Security Coordinator, Campus Administrators</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.</p> <p>Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Implementation of School Behavioral Threat Assessment teams that conducts behavioral threat assessments to serve at each campus of the district.

Evaluation Data Sources: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities</p> <p>Staff Responsible for Monitoring: Safe and Supportive School Staff</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Collect, review, and incorporate data through the teacher threat assessment data questionnaire and parent interview process.</p> <p>Strategy's Expected Result/Impact: To decrease the number and severity of threats. To be proactive in communications with staff and parents.</p> <p>Staff Responsible for Monitoring: Campus & District Administration</p> <p>Problem Statements: School Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Review threat assessment cases on a quarterly basis to analyze trends and ensure fidelity of student support plans.</p> <p>Strategy's Expected Result/Impact: To decrease the number and severity of threats. To be proactive in communications with staff and parents.</p> <p>Staff Responsible for Monitoring: Crisis Counselors, Counselors, & District Administrators</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 3: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 5: There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. **Root Cause:** Staff have limited training and understanding of REAL Family Engagement.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Increase and optimize retention efforts.

Evaluation Data Sources: Staff retention data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase substitute fill rate by using a campus developed plan to prevent the cancellation of PLCs. Strategy's Expected Result/Impact: Decrease in cancelled PLCs. Staff Responsible for Monitoring: Campus administrators and staff</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze climate survey data to develop an action plan to increase the teacher/staff retention rate. Strategy's Expected Result/Impact: Increase teacher morale Staff Responsible for Monitoring: Campus administrators</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Hire tutors to assist with intervention which will reduce small group size. Strategy's Expected Result/Impact: Increase teacher efficacy and improve student achievement. Staff Responsible for Monitoring: Campus administrators</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Inconsistent co-teach models were utilized.</p>

Student Learning

Problem Statement 4: 39% of second grade students are not meeting EOY reading expectations. **Root Cause:** The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners.

Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 6: STAAR Reading performance is 47% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Another root cause is that students are not reading on grade level by the third grade.

Problem Statement 7: STAAR 5th Grade Science performance is 31% meets, and 12% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 10: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

School Processes & Programs

Problem Statement 1: PLCs were cancelled occasionally during the 2022-2023 school year which impacted teacher time to collaborate, analyze, and develop action plans. **Root Cause:** PLCs were cancelled due to a low substitute fill rate.

Problem Statement 2: Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. **Root Cause:** While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: Promote and maintain a safe and healthy environment that fosters security and wellness at school for all students, staff and the community on a daily basis.

Evaluation Data Sources: Campus Safety Reports (Monthly), Positive Proof Data, Police Department Data (Citations, Arrests/ Notification of Arrests, etc.), feedback from staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Safety committee will meet four times a year to discuss safety issues and complete school checklists</p> <p>Strategy's Expected Result/Impact: Effective and efficient safety procedures for the school is the expected outcome</p> <p>Staff Responsible for Monitoring: Safety Committee, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AVC will host "Play it Safe" program through The Women's Center of Tarrant County. The goal of the program is to raise awareness about physical and sexual abuse. Together we are empowering students to recognize, respond to, and report abuse.</p> <p>Strategy's Expected Result/Impact: The students will know how to recognize, respond to, and report abuse, which will lead to a healthy school environment that fosters security and wellness at school.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Social Worker, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: AVC will refine campus wide behavior expectations through the use of PBIS, Restorative Practices, CHAMPS, and Second Step.</p> <p>Strategy's Expected Result/Impact: There will be improved student behavior with fewer office referrals</p> <p>Staff Responsible for Monitoring: Campus administrators, counselor, social workers, and teachers</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will meet regularly with the Assistant Principal to address behaviors and refine classroom management/discipline management practices.</p> <p>Strategy's Expected Result/Impact: Improved student behavior with fewer office referrals.</p> <p>Staff Responsible for Monitoring: Assistant principal and teachers</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training to promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.</p> <p>Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Education, Principals, Director of School and Student Support, Social Workers, Crisis Counselor, and Counselors</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.</p> <p>Strategy's Expected Result/Impact: Lower number of student discipline referrals</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.</p> <p>Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>

Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 1: Overall Performance Objective: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase to 60% by June 2025.

85% of all prekindergarten through second grade students will meet or exceed grade level expectations by June 2024 as measured by state assessments in Reading.

HB3 Goal

Evaluation Data Sources: TX KEA, TPRI, Tejas Lee, writing benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: AVC will monitor the acquisition of foundational skills by studying student work and tracking data toward skill-specific goals and adjusting instruction to meet specific needs. Resources to support the acquisition of foundational skills will be provided for teachers.</p> <p>Strategy's Expected Result/Impact: Increased understanding and ability to teach components of foundational literacy skills.</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leader, Principal, Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 4, 9, 10, 11</p> <p>Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>25%</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in K-2 grade will provide Heggerty Phonemic Awareness daily routines and practice. Teachers will be provided Heggerty class books for students to apply their decoding skills.</p> <p>Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level reading expectations.</p> <p>Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 9</p> <p>Funding Sources: - 211 - Title I, Part A, - 262 - Title II, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>25%</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor the effects of our structured literacy routines and comprehension lessons through Module Assessments in Kinder and 1st grade, and Unit Assessments in 2nd grade which will provide teachers with specific and timely data to use to plan targeted lessons.</p> <p>Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level reading expectations. Teachers will plan targeted lessons during the small-group instruction.</p> <p>Staff Responsible for Monitoring: CALs, Early Literacy Coordinator</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 9, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus librarian will implement Beanstack, a reading incentive program, to track the number of words a student reads or has read to them.</p> <p>Strategy's Expected Result/Impact: Increase vocabulary, familiarity with genres and text structure, and comprehension.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 4, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: TLI, campus administration and teachers will preview guiding documents prior to unit instruction and then reflect on the effectiveness of instruction after module assessments K-2 and unit assessments in 2nd grade, which will provide teachers with timely and specific data to inform instruction.</p> <p>Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level writing expectations</p> <p>Staff Responsible for Monitoring: Early literacy coordinator, early literacy coach, AP, CAL, Principal</p> <p>Problem Statements: Demographics 3 - Student Learning 4, 9, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teaching Learning & Innovation Team will support campus staff in analyzing Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.</p> <p>Strategy's Expected Result/Impact: Increased student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR scores</p> <p>Staff Responsible for Monitoring: TLI staff, Campus Academic Principal, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3, 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus will support TLI with the increased student comprehension of various texts through an emphasis on knowledge building, vocabulary and oral language development.</p> <p>Strategy's Expected Result/Impact: Higher percentage of achievement on assessments</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, Early Literacy Coach, AP, CAL, Principal</p> <p>Problem Statements: Student Learning 4, 9, 10, 11</p> <p>Funding Sources: - Federal Funds: ESSER, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Campus administration will attend and collaborate with TLI for assessment and curriculum previews.</p> <p>Strategy's Expected Result/Impact: Teachers will understand upcoming content and instructional implications, increase student achievement</p> <p>Staff Responsible for Monitoring: TLI, AP, CAL, Principal</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 6, 7, 9, 10, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Campus administration will support the use of the targeted skills menu of lessons provided by TLI.</p> <p>Strategy's Expected Result/Impact: Higher achievement on assessments</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, Early Literacy Coach,</p> <p>Problem Statements: Student Learning 4, 9, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Students set literacy goals and monitor their own progress (skills acquisition, minutes read through Beanstack).</p> <p>Strategy's Expected Result/Impact: Students will meet and/or exceed literacy goals</p> <p>Staff Responsible for Monitoring: TLI, Librarian, AP, CAL, Principal</p> <p>Problem Statements: Student Learning 4, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Second grade will be a pilot program for Teaming. Teaming is an approach where a teacher teaches one or two contents versus all contents. The students are also flexible grouped by their individual needs based on data.</p> <p>Strategy's Expected Result/Impact: Improved scores in all areas, increased teacher effectiveness and capacity</p> <p>Staff Responsible for Monitoring: Campus Admin, TLI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: The number of students identified as needing special education services (12.6%) exceeds the state average (11.6%) and continues to trend upward according to the 2021-2022 TAPR. 2022-2023 TAPR report is not available yet. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Inconsistent co-teach models were utilized.</p>
Student Learning
<p>Problem Statement 4: 39% of second grade students are not meeting EOY reading expectations. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners.</p>
<p>Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p>Problem Statement 6: STAAR Reading performance is 47% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Another root cause is that students are not reading on grade level by the third grade.</p>

Student Learning

Problem Statement 7: STAAR 5th Grade Science performance is 31% meets, and 12% masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be further differentiated based on the acquisition of reading skills.

Problem Statement 10: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 2: The percentage of second grade students that meets or masters grade-level expectations on EOY Writing Benchmark will increase to 70% by June 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will instruct students on how to respond to reading through evidence based/constructed responses including but not limited to their learning from The Writing Academy.</p> <p>Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level writing expectations.</p> <p>Staff Responsible for Monitoring: TLI, Campus Academic Leader, and Principal</p> <p>Problem Statements: Student Learning 6, 10</p> <p>Funding Sources: - 461 - Campus Activity Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will support TLI with the implementation of the Gradual Release model for each genre of writing, and teaching students the writing process of planning and organizing their thoughts.</p> <p>Strategy's Expected Result/Impact: Higher achievements on assessments</p> <p>Staff Responsible for Monitoring: Early Literacy Coordination, Early Literacy Coach, AP, CAL, Principal</p> <p>Problem Statements: Demographics 6 - Student Learning 6, 10</p> <p>Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: AVC will implement district provided explicit instruction in grammar and conventions K-2nd. Lessons include explicit instruction, mentor sentences, application and creation of sentences with the new grammar/convention rule (Patterns of Power model), and STAAR formatted editing and revising practice.</p> <p>Strategy's Expected Result/Impact: Student mastery of the conventions of written language.</p> <p>Staff Responsible for Monitoring: Principals, Early Literacy Coordinator, CALs, Teachers</p> <p>Problem Statements: Student Learning 4, 9, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will incorporate a writing strategy from the Writing Revolution every 9 weeks: Sentence Types, Developing Questions, Sentence Expansion, and Because, But, So.</p> <p>Strategy's Expected Result/Impact: Alignment of writing instruction K-12. Students write strong sentences.</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, CALs</p> <p>Problem Statements: Student Learning 10</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. Root Cause: Inconsistent co-teach models were utilized.</p>
Student Learning
<p>Problem Statement 4: 39% of second grade students are not meeting EOY reading expectations. Root Cause: The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners.</p> <p>Problem Statement 6: STAAR Reading performance is 47% at meets and 14% masters based on preliminary data. 2022-2023 A-F Accountability data has not be released as of October 10, 2023. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. Another root cause is that students are not reading on grade level by the third grade.</p> <p>Problem Statement 9: At AVC, 15% of kinder students, 16% of first grade students and 21% of second grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. Root Cause: Instruction needs to be further differentiated based on the acquisition of reading skills.</p> <p>Problem Statement 10: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.</p>

Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 3: Overall Performance Objective: The percent of third grade students that score meets grade level or above on STAAR Math will increase to 60% by June 2025.

93% of all prekindergarten math students will meet or exceed grade-level expectations by June 2024 as measured by state assessment.

75% of all kindergarten math students will meet or exceed grade level on the end of year STEMScopes assessment.

60% of all first and second grade math students will meet or exceed grade level on the end of year STEMScopes assessment.

HB3 Goal

Evaluation Data Sources: STAAR, benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase use of manipulatives to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways.</p> <p>Strategy's Expected Result/Impact: Gain a deeper knowledge of numeracy</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator, Elementary Math Coach, Campus Academic Leader, AP, Principal</p> <p>Problem Statements: Demographics 6 - Student Learning 5, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase use of student discourse to develop the language to express mathematical ideas.</p> <p>Strategy's Expected Result/Impact: Develop higher order math vocabulary and a deeper understanding of math concepts</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator, Elementary Math Coach, Campus Academic Leader, AP, Principal</p> <p>Problem Statements: Demographics 6 - Student Learning 5, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The vertical math team will meet to discuss guiding documents, instruction, materials, and analyze data.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of the curriculum, gain strategies from other math teachers, analyze data, more effective tier one instruction</p> <p>Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal</p> <p>Problem Statements: Student Learning 5, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 6: Special Education students achieved 16% Meets in Reading and 4% Meets in Math based on preliminary data. 2022-2023 A-F Accountability data is not available as of October 10, 2023. **Root Cause:** Inconsistent co-teach models were utilized.

Student Learning

Problem Statement 5: STAAR Math performance is 35% at meets and 15% at masters based on preliminary data. 2022-2023 A-F Accountability data has not been released as of October 10, 2023. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 11: Only 59% of Kinder, 44% of First, and 61% of Second are Meeting grade level expectations on their EOY Early Numeracy Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.