

**Seguin Independent School District**  
**Weinert Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

To empower, foster, and inspire students to reach their full potential

## Vision

Passionate family of thinkers, doers, and leaders

## Value Statement

We believe Weinert Elementary is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. Our school provides a caring and safe environment.
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

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# Comprehensive Needs Assessment

Revised/Approved: August 22, 2022

## Demographics

### Demographics Summary

During the 2021-22 school year, Weinert served 465 students. Weinert has a full time principal, assistant principal, counselor, academic dean, librarian, reading/math interventionist, three reading/math intervention aides, and a GT teacher that we share with another campus. Weinert has two new classroom teachers this year; and, a technologist, a music teacher, PE teacher and PE aide, and an art teacher. At Weinert 9.4% of our staff is working towards or holding a Master's degree.

Weinert is a LIINK campus that supports positive action and SEL. Our school uses AVID as a college readiness system designed to increase the number of students that enroll in four-year colleges or universities.

RTI is conducted monthly and teachers analyze data in weekly PLCs on campus. Teachers participate in faculty meetings every other week or as needed. The master schedule was created to maximize instructional time for all grade levels, and includes built-in intervention to support students academic needs. Every teacher serves on at least one committee: Guided Coalition/SBDM, AVID site-team, PBIS/SEL, Student Council, Crisis Response, or Restorative Practices.

Students use ISTATION daily and are aware of their performance. Our campus focus is having a growth mindset. Student and teacher data is analyzed and discussed in weekly PLC meetings. All teachers have been to the PLC Institute and are able to engage in a true PLC. Our goal for this year is for leads to run the PLC meetings and for the principal, AP, and academic dean to be there for support and guidance.

The community around Weinert is growing. Several of the top employers in Seguin are Caterpillar, CMC Steel, Tyson Foods, Guadalupe Regional Medical Center, Niagra and Texas Lutheran University.

### 2021-22 Demographic Information

#### Enrollment by Race/Ethnicity

<b>African American</b>	<b>4.6%</b>
Hispanic	63.9%
White	28.3%
American Indian	0.0%
Asian	0.4%

<b>African American</b>	<b>4.6%</b>
Pacific Islander	0.0%
Two or More Races	2.7%

Female - 47.4%  
 Male - 52.6%

Enrollment by Student Group -

- Economically Disadvantaged 63.5%
- Section 504 6.3%
- English Learners 2.1%
- Students w/Dyslexia 2.1%
- Homeless 2.9%
- Title I 100.0%
- At-Risk 40.7%

Total Staff - 46.5

- Professional Staff 39.0
- Teachers 32.0
- Professional Support 5.0
- Campus Administration 2.0
- Educational Aides 7.5
- Librarian 1.0
- Counselors 1.0

Male teachers 2.0  
 Female teachers 30.0

## Teachers by Ethnicity

African American	3.1%
Hispanic	25.0%
White	65.6%
Asian	3.1%
Two or More	3.1%

## Students by Grade 2022-2023

<b>Kindergarten</b>	<b>72</b>
Grade 1	71
Grade 2	70
Grade 3	78
Grade 4	77
Grade 5	91

## Demographics Strengths

We have teachers that are from the middle school level and various other backgrounds bringing content knowledge to our campus. This allows us to build capacity in others as they share their knowledge and expertise with their students and their teams. They will add value to each grade level as we vertically plan across the campus. All of our teachers are highly qualified.

The ACE site coordinator is on campus from 10:30 - 6:30 mentoring students throughout the day and after school. ACE will offer after school opportunities for students to participate in clubs, enrichment, tutorials and social-emotional learning.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Staff ethnicity is not reflective of the school student ethnicity breakdown. Teacher ethnicity breakdown is 65.6% white and 25.0% Hispanic; whereas, student ethnicity breakdown is 28.3% white and 63.9% Hispanic.

**Problem Statement 2 (Prioritized):** Attendance is not meeting the state average of 95%. Weinert ended the year at 93%.

# Student Learning

## Student Learning Summary

Data is evaluated regularly and is used to drive instructional practices. Teachers meet with the Administrative team and AD in PLCs to disaggregate personal and grade level data. Intervention is built into the master schedule for 45 minutes and will focus on reteaching essential standards. Teachers will engage in effective Tier 1 instruction, monitored by the principal, assistant principal and Academic Dean.

### 2021-22 STAAR

### 2022 - 23 STAAR

	Approaches	Meets	Approaches	Meets	Masters
	Meets		Masters		
Third Grade Reading	64%	69%	20%	30%	14%
	72%				
Fourth Grade Reading	70%	70%	28%	31%	15%
	70%				
Fifth Grade Reading		55%		27%	14%
Third Grade Math	65%	60%	17%	35%	25%
	38%				
Fourth Grade Math	65%	72%	17%	28%	18%
	38%				
Fifth Grade Math		70%		75%	15%
Fifth Grade Science		73%		37%	15%

### Istation Data BOY 2021/22

	Does Not Meet	Approaches	Meets	Masters
<b>Kinder</b>				



**First**

**Second**

**Third**

**Fourth**

**Fifth**

### **Student Learning Strengths**

Students monitor their own academic progress in Istation using their data folder. Teachers use data squares to monitor student progress in Istation, CBAs, benchmarks, and Common Formative Assessments. In addition, teachers use data to form Guided Reading/ Guided Math and Intervention groups.

PLCs are weekly to collaborate and discuss the various learning needs of all students through the 4 PLC questions. Teachers focus on the essential TEKS while planning daily intervention lessons. Teachers will work interdependently to support and model for team members high quality instruction methods. Grade levels meet one day per week outside of their PLC to plan as a team. Weinert Elementary uses playlist strategies, ICLE and Avid strategies to support learning at high levels.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%. **Root Cause:** Foundational level instruction is lacking due to missed instructional opportunities.

**Problem Statement 2 (Prioritized):** STAAR Reading scores for the 2021-22 fourth grade students was 70/42/28. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 3 (Prioritized):** STAAR Math scores for the 2021-2022 fourth grade students was 64/41/17. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 4 (Prioritized):** STAAR Math scores for the 2021-22 fifth grade students was 49/22/9. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 5 (Prioritized):** STAAR Reading scores for the 2021-22 fifth grade students was 69/40/25. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 6 (Prioritized):** Only 30% of fifth grade students met grade level expectations on the Science STAAR for 2021-22. **Root Cause:** Essential TEKS not internalized or taught with fidelity during Tier 1 instruction in grades K-5.

## School Processes & Programs

### School Processes & Programs Summary

The Weinert staff consists of highly qualified individuals that range from 1 - 25 years experience. Our teachers participate in a mentoring program that pairs new teachers with veteran teachers. Teachers in fourth and fifth grade are placed in their subject area of greatest strengths. Teachers in K-3 build on each other's strengths in PLC.

Teachers participate in monthly RTI meetings with campus administration and grade level teams to discuss progress of students and interventions. Every classroom teacher has a 45 minute daily block of time for intervention.

Weinert is an AVID campus that provides organization for students as well as professional development for teachers on instructional strategies in the classroom. AVID leads meet once a month to discuss progress. New AVID strategies are modeled at faculty meetings throughout the year.

Weinert has a built in PLC block of time, once a week, where grade level teams meet to discuss the four PLC questions. Teacher teams meet vertically with the grade level below them to align instructional strategies across the campus. There is a strong sense of urgency and commitment to improve the academic achievement of all students. All students will have access to high levels of learning. We will focus on providing the support students need to make progress in reading. Teachers in K-3 will focus on SGRI provided by the elementary specialist, targeting foundational skills.

Weinert is a LiiNK campus that has a built-in 15 minute block of time for Positive Action everyday. We also have a PBIS/SEL committee that meets once a month to review discipline data and campus wide expectations. Weinert has an active ACE after school program, which provides tutoring, clubs, homework support and enrichment for at-risk students.

Teachers will be observed through walkthroughs by the principal, assistant principal and academic dean. We will develop a plan for any teacher in need of support in the are of instruction or classroom management. Teachers in need of support will be monitored through the walkthrough/feedback cycle to determine areas of professional development. All teachers will go through guided reading training/guided reading refresher. In addition to campus support, we have a Reading/Math interventionist and three aides to support small group intervention.

Parental Involvement - Weinert has an active PTC with a social media presence on Facebook.

Classroom management/discipline and PBIS process - Weinert has implemented a leveled matrix of behavioral interventions for classrooms. Confidential counseling forms are available when requested. CHAMPS is implemented in most classrooms.

### School Processes & Programs Strengths

Weinert Elementary has dedicated PLC time weekly in which teachers review data and answer the 4 PLC questions. Teachers are given the opportunity to collaborate vertically with the grade level above or below them. Weinert's special area teachers support the PLC

block four days a week.

Teachers on campus have transferred from the middle school, and kindergarten teachers have visited our Pre-K campus, which helps to vertically align our essential standards.

Weinert has active committees with monthly meetings to focus on RtI, AVID, PBIS/SEL, Restorative practices, student council, and teacher communication. In addition, Weinert has an after school ACE program providing tutoring, clubs, homework support and enrichment for at-risk students. As an AVID campus we have weekly college days, display pennants and use binders to keep students organized.

Weinert administration team will be involved in a deep dive training through Relay to support teachers.

Weinert uses Panorama with fidelity to plan and implement student interventions and track progress.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Parent participation was low during 2021-22. Virtual activities were offered, but under attended. **Root Cause:** Campus closures due to increase of Covid cases throughout the year.

**Problem Statement 2 (Prioritized):** Parent participation is increasing, but is still not where we would like for it to be. **Root Cause:** Developing a normal environment after the Covid pandemic.

**Problem Statement 3 (Prioritized):** Special education teachers are limited in their ability to collaborate with teachers during PLC time. **Root Cause:** The special education teacher is focused on meeting IEP minutes.

# Perceptions

## Perceptions Summary

Weinert Elementary implements CHAMPS initiatives through a comprehensive campus plan. All staff are trained and use a common language to provide consistency to all students. Daily reminders are given during morning announcements and throughout the day. Students are reminded of school expectations through different medias.

Weinert Elementary is an AVID campus. It is implemented by all grades K-5. Organization is taught to all students and is streamlined across the campus. Growth mindset is a focus and students are taught how to have a growth mindset.

The campus has an active PTC. The campus hosts a carnival, math/reading nights, game night and other events to encourage family engagement. The campus uses call outs on School Messenger, SeeSaw, Remind101, Facebook, Twitter, and the campus web page to communicate with parents. In the past, parent involvement has not been high but we had a successful turnout at our Spring Family Reading Night. Our goal is to focus on increasing parent engagement.

Weinert will ensure its Mission and Vision drive our work. All stakeholders will be made aware of the mission and vision because we will have it posted on email signature, newsletters and around the school building. Additionally, it will be verbalized every morning during morning announcements.

Weinert will establish itself as an inclusive school, reaching and teaching all students at high levels, while meeting their Social-Emotional needs. We will value all stakeholders and create opportunities to communicate effectively with everyone.

Weinert has monthly fire drills and ALICE drills to create a safe environment where we are ready for all situations.

## Perceptions Strengths

The routine safety drills that are held on campus allow students and staff to feel prepared and safe in the event of an emergency.

Providing opportunities for students to engage in activities in schools creates a well-rounded, happy student body; field day, dress-up days, carnival and academic nights.

AVID supports academic responsibility and organization campus-wide.

Campus newsletter (from campus principal) is sent weekly

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Face to face family involvement is low. **Root Cause:** Weinert campus was closed to visitors periodically due to Covid.

**Problem Statement 2:** Community partnerships are limited; however, they are increasing. **Root Cause:** Connections within the community were not researched because of other campus needs.

# Priority Problem Statements

**Problem Statement 1:** Staff ethnicity is not reflective of the school student ethnicity breakdown. Teacher ethnicity breakdown is 65.6% white and 25.0% Hispanic; whereas, student ethnicity breakdown is 28.3% white and 63.9% Hispanic.

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%.

**Root Cause 2:** Foundational level instruction is lacking due to missed instructional opportunities.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Parent participation was low during 2021-22. Virtual activities were offered, but under attended.

**Root Cause 3:** Campus closures due to increase of Covid cases throughout the year.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Face to face family involvement is low.

**Root Cause 4:** Weinert campus was closed to visitors periodically due to Covid.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Attendance is not meeting the state average of 95%. Weinert ended the year at 93%.

**Root Cause 5:**

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** STAAR Reading scores for the 2021-22 fourth grade students was 70/42/28.

**Root Cause 6:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** STAAR Math scores for the 2021-2022 fourth grade students was 64/41/17.

**Root Cause 7:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** STAAR Math scores for the 2021-22 fifth grade students was 49/22/9.

**Root Cause 8:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Parent participation is increasing, but is still not where we would like for it to be.

**Root Cause 9:** Developing a normal environment after the Covid pandemic.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Special education teachers are limited in their ability to collaborate with teachers during PLC time.

**Root Cause 10:** The special education teacher is focused on meeting IEP minutes.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** STAAR Reading scores for the 2021-22 fifth grade students was 69/40/25.

**Root Cause 11:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Only 30% of fifth grade students met grade level expectations on the Science STAAR for 2021-22.

**Root Cause 12:** Essential TEKS not internalized or taught with fidelity during Tier 1 instruction in grades K-5.

**Problem Statement 12 Areas:** Student Learning

# Goals





Revised/Approved: October 25, 2022

**Goal 1:** Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 45% by August 2024.



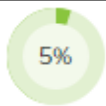
**Performance Objective 1:** By 2023, Reading performance on STAAR meets in grades 3-5 will improve from 40% to 45%.







**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert will provide intervention during the school day to support students. Support will focus on increasing foundational literacy skills in grades 3-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading on or above reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, Interventionist</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Supplies and Materials - 211 Title I - 211.11.00.105.3.24.000.6399 - \$250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Academic Dean will support teachers in the overall achievement of students at Weinert Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> The AD will create systems for supporting teachers through PLC, modeling, and co-teaching. The AD will provide walkthroughs and feedback to support growth in teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus leadership team will utilize strategies from Leverage Leadership, Teach Like a Champion, and RELAY to effectively support teaching practices and the implementation of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> ILT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits and RELAY coaching. ILT will participate in weekly coaching session with identified teachers to support high leverage needs. Teachers will feel supported and learning will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade levels will identify materials needed and will utilize them in the classrooms to support growth and high levels of learning. Assessment will reflect growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Instructional Material - 211 Title I - - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will design and implement effective, engaging and rigorous lesson plans that are aligned to grade level standards. Teachers will be provided extra planning time to enhance lessons that meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will be enhanced to include engagement and rigor. Classroom rigor and engagement will be shown through an increase in data. 4th and 5th grade vertical planning will be on December 7th.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Subs K-2 Fall and Spring - 211 Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 5%			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Weinert Elementary teachers and administration will attend professional development as needed to support and grow our team.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify PD that has been requested to support student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Subs - 211 Title I - \$1,000, Registration fees - 211 Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will have time during PLC to focus on data-driven instruction. The Instructional Leadership Team, along with the teachers, will engage in TEKS talk and data meetings to ensure student mastery of all essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective intervention groups and increase in student scores. Teachers will adjust weekly lesson plans based on student data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%. <b>Root Cause:</b> Foundational level instruction is lacking due to missed instructional opportunities.</p>
<p><b>Problem Statement 2:</b> STAAR Reading scores for the 2021-22 fourth grade students was 70/42/28. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>








**Goal 1:** Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 45% by August 2024.

**Performance Objective 2:** By 2023, the percentage of students who perform on grade level on the ISIP Reading K-2 will improve from 53% to 58% (K); 44% to 50% (1st); 63% to 65% (2nd).

**HB3 Goal**

**Evaluation Data Sources:** ISIP data for K-2.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert will provide intervention during the school day to support students. Support will focus on increasing foundational literacy skills in K-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading on or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Two first grade teachers, new to the district, will observe two veteran teachers at another campus. The teacher will observe for classroom management, student engagement and transitions.</p> <p><b>Strategy's Expected Result/Impact:</b> The observations will lead to better classroom management, more instructional time and increased student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant. Principal Academic Dean</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Substitute - 211 Title I - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase Flocabulary for grades K-5 to support the growth of academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Flocabulary can be utilized across the campus, to support the development of academic vocabulary and build comprehension skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean Teachers Interventionist</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 211 Title I - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**






Student Learning
<p><b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%. <b>Root Cause:</b> Foundational level instruction is lacking due to missed instructional opportunities.</p>
<p><b>Problem Statement 2:</b> STAAR Reading scores for the 2021-22 fourth grade students was 70/42/28. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>




**Goal 2:** Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 37% to 40% by August 2024.







**Performance Objective 1:** By 2023, Math performance on STAAR meets in grades 3-5 will improve from 65% to 70%

**HB3 Goal**

**Evaluation Data Sources:** STAAR Math data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert will provide intervention during the school day to support students in grades 3-5.  <b>Strategy's Expected Result/Impact:</b> Increase math performance.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, Interventionists</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will design and implement effective lessons that are aligned to grade level standards. Lead teachers from each grade level will be provided district Eureka pullout days to internalize and pace out lessons that meet the needs of all students.  <b>Strategy's Expected Result/Impact:</b> Internalization of lesson plans.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Academic Dean will support teachers in the overall achievement of students at Weinert Elementary.  <b>Strategy's Expected Result/Impact:</b> The AD will create systems for supporting teachers through PLC, modeling, and co-teaching. The AD will provide walkthroughs and feedback to support growth in teachers.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>- TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Instructional Leadership Team will utilize strategies from Leverage Leadership, Teacher Like a Champion and RELAY to effectively support teaching practices and the implementation of TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> ILT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits, and RELAY coaching. ILT will participate in weekly coaching sessions with identified teachers to support high leverage needs. Teachers will feel supported and student learning will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade levels will identify materials needed and will utilize them in the classrooms to support student growth and high levels of learning. Assessments will reflect growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p> <p><b>Funding Sources:</b> Instructional Materials - 211 Title I - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Weinert Elementary teachers and administrators will attend professional development as needed to support and grow our team.</p> <p><b>Strategy's Expected Result/Impact:</b> Use the walkthrough cycle to identify teachers in need of specific PD or PD that has been requested.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p> <p><b>Funding Sources:</b> Substitutes - 211 Title I - \$1,000, Registration Feeds - 211 Title I - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				






Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will have time during PLC to focus on data-driven instruction. The Instructional Leadership Team, along with the teachers, will engage in TEKS talk and data meetings to ensure student mastery of all essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective intervention groups and an increase in student scores. Teachers will adjust weekly lesson plans based on student data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Math teachers in grades 3-5 will plan and develop strategies that can be implement campus-wide to ensure success in math TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> With aligned strategies, we will see an increase in math scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Problem Statements:</b> Student Learning 3, 4 <b>Funding Sources:</b> Substitute Teachers - 211 Title I - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%. <b>Root Cause:</b> Foundational level instruction is lacking due to missed instructional opportunities.</p>
<p><b>Problem Statement 3:</b> STAAR Math scores for the 2021-2022 fourth grade students was 64/41/17. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>
<p><b>Problem Statement 4:</b> STAAR Math scores for the 2021-22 fifth grade students was 49/22/9. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>

**Goal 2:** Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 37% to 40% by August 2024.

**Performance Objective 2:** By the end of the 2023 school year, the percentage of students scoring approaches on the Imagine Math K-2 assessment, will increase from 31% to 50%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert will provide intervention during the school day to support students in grades K-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, Interventionist</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







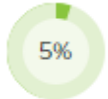
**Performance Objective 2 Problem Statements:**






Student Learning
<p><b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%. <b>Root Cause:</b> Foundational level instruction is lacking due to missed instructional opportunities.</p>



**Goal 3:** Weinert Elementary will increase overall STAAR scores (meets and masters) from 40% (meets) to 45% (meets) and 20% (masters) to 22% (masters).

**Performance Objective 1:** By the end of the 2022-2023 school year, Weinert will use AVID strategies to increase the organizational skills of students in grades 3 through 5.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELA teachers in grades 3-5, campus principal and academic dean attended the RLA STAAR redesign workshop for insight and strategies on the new STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement strategies learned at the RLA STAAR redesign workshop to improve student writing, specifically addressing short constructive responses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Substitute teachers for 3 teachers - 211 Title I - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weinert teachers and assistant principal will attend AVID training.</p> <p><b>Strategy's Expected Result/Impact:</b> Support students increase organizational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weinert will increase the percentage of students who score meets grade level or above on 5th Grade Science STAAR from 30% to 45% by August 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Weinert will provide access to learning Science Readiness standards in a small group setting. Students will reach meets level at 45% through small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>Problem Statements:</b> Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 2023 Rockin' Review Conference will be attended by the principal, academic dean, teachers from each of the three core contents and a special education teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores with a focused review on high-impact TEKS clusters and STAAR 2.0 instructional priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Dean</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5, 6</p> <p><b>Funding Sources:</b> PO for registration and subs for classroom teachers - 211 Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%. <b>Root Cause:</b> Foundational level instruction is lacking due to missed instructional opportunities.</p>
<p><b>Problem Statement 2:</b> STAAR Reading scores for the 2021-22 fourth grade students was 70/42/28. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>
<p><b>Problem Statement 3:</b> STAAR Math scores for the 2021-2022 fourth grade students was 64/41/17. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>
<p><b>Problem Statement 4:</b> STAAR Math scores for the 2021-22 fifth grade students was 49/22/9. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>
<p><b>Problem Statement 5:</b> STAAR Reading scores for the 2021-22 fifth grade students was 69/40/25. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.</p>
<p><b>Problem Statement 6:</b> Only 30% of fifth grade students met grade level expectations on the Science STAAR for 2021-22. <b>Root Cause:</b> Essential TEKS not internalized or taught with fidelity during Tier 1 instruction in grades K-5.</p>

**Goal 4:** Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 1:** By 2025, the Panorama Student Survey SEL Score (Emotion Regulation, Grit, Social Awareness) in grades 3 through 5 will improve to 85% or above the national norm.






**Evaluation Data Sources:** Panorama Student Survey for grades 3 - 5.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert will ensure students receive daily positive action lessons to teach grit, social skills and appropriate interactions with peers.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student interactions and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weinert will incorporate four fifteen minute, unstructured breaks throughout the day in grades K-3 and two recesses in grades 4 and 5. These are built into the master schedule to ensure social interaction with other students.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feelings towards peers and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 2:** By 2025, SEL web assessment score in grades K-5 will improve to 85% at or above average.










**Evaluation Data Sources:** SEL Web survey K-5.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Emotional regulation/recognition, social perspective - talking, social problem solving, and self-control will be integrated through positive action and guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of others feelings, intentions, problem/solution strategies and self-control during social interaction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 3:** By the end of the 2022-23 school year, Weinert will implement student experiences that honor the whole child.








**Evaluation Data Sources:** Master Schedule/Family and Community Events calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development in the implementation of PBIS and SEL for teachers regarding classroom management and students with difficult behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize instructional time because of the increase in positive behavior interventions and developing the whole child through social emotional learning activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Restorative Practices Lead</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weinert Elementary will provide LiiNK, created by TCU to all kinder through third grade students for 22-23 school year. Students will participate in a social skills lesson created by Positive Action in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop the whole child socially, emotionally, and increase learning through unstructured breaks. Increase student wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, PE teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weinert students will be provided intervention and enrichment during Intersession and ACE.</p> <p><b>Strategy's Expected Result/Impact:</b> Developing the whole child and increasing student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, ACE coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 4:** By the end of the 2022-23 school year, Weinert will offer four or more non-academic community engagement opportunities for all stakeholders.








**Evaluation Data Sources:** Family and Community Events Calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert Elementary will host a family food truck night on September 29th, welcoming Weinert families and community members.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase family and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 5:** By the end of the 2022-23 school year, Weinert will increase attendance from 93% to 95%.








**Evaluation Data Sources:** Average daily attendance rates  
End of year ADA report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert Elementary will offer monthly incentives to increase student attendance.  <b>Strategy's Expected Result/Impact:</b> Increase student attendance.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weinert Elementary will post daily attendance totals on social media.  <b>Strategy's Expected Result/Impact:</b> Showcase student attendance daily.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weinert Elementary will hold weekly attendance meetings with PEIMS clerk. Additionally, attendance clerk, campus administrators and teachers will communicate with families about the importance of attending school each and every day. Missing Matadors Matter.  <b>Strategy's Expected Result/Impact:</b> Increase attendance and increased instructional time for absent students  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 6:** By the end of the 2022-2023 school year, the campus leadership team will evaluate and track safety, appearance, and cleanliness in all campus areas.

**Evaluation Data Sources:** Google Forms Survey  
Door Sweep Google Form

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Weinert staff members will be aware of all persons on campus that are not wearing the appropriate badge and direct them to the office or call campus administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a safe learning environment for all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weinert administration will do daily door checks on all exterior and interior doors.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a safe learning environment for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weinert teachers will create safe, engaging and efficient learning environments for all students to be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement as documented through walkthrough data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 4:** Weinert Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.






**Performance Objective 7:** Create flexible and adaptable learning spaces that ensure safety and security in an innovative environment that supports teaching and learning.

**Evaluation Data Sources:** Whetstone Walkthrough Data

**Goal 5:** Weinert Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

**Performance Objective 1:** By Spring of 2023, Weinert staff surveys will show an above average organizational health index score.

**Evaluation Data Sources:** OHI Survey in February.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert administration will support a positive climate through incentives, prizes, and gratitude.  <b>Strategy's Expected Result/Impact:</b> A positive and healthy work environment for all teachers and staff.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Weinert Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).






**Performance Objective 2:** By Spring of 2023, each campus's academic emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.

**Evaluation Data Sources:** OHI Survey in February

**Goal 5:** Weinert Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

**Performance Objective 3:** By Spring 2023, teacher turnover at Weinert Elementary will decrease by 10%.





**Evaluation Data Sources:** Transfer Request/Resignation Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert Elementary provided targeted staff development for teachers.  <b>Strategy's Expected Result/Impact:</b> Increase teacher knowledge through new strategies and continued support.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 6:** Weinert Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

**Performance Objective 1:** By Spring 2023, Weinert will increase the number of parents who are involved in parent groups on campus.

**Evaluation Data Sources:** Sign-in sheets and parent commitments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Parenting Partners at Weinert Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement and teach families how to support their students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor ACE coordinator</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Refreshments and paper goods - 211 Title I Parental Involvement - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weinert Elementary will host a Veterans Day event on November 11, 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Music Teacher</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Snacks, drinks and paper goods - 211 Title I Parental Involvement - \$350</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weinert Elementary will participate in the One School, One Book program. Students in grades K-2 and 3-5 will be provided with various books to be read during the school day and at home with families. Students will participate in activities to support their comprehension and build a love of literacy through collaboration and conversations at school and with their family.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a culture of literacy and parent engagement with a school and family connection.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean, Librarian</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Read to Them Program - 211 Title I Parental Involvement - \$3,875.30</p>	Formative			Summative
	Nov	Jan	Mar	June
	 5%			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure Weinert promotes a welcoming environment to internal and external customers.</p> <p><b>Strategy's Expected Result/Impact:</b> A positive culture for all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Weinert will create experiences for families to participate in their students' education through newsletters, Seesaw, Facebook, Twitter, School Messenger and Academic Nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Cultivate strong partnerships with parents and showcase student, staff and campus achievements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Weinert Elementary will translate essential documents, including, but not limited to, the Campus Improvement Plan, notes home regarding school events and parent/teacher communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide information to parents in their native language.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
	 10%			

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Academic Nights will provide parents with opportunities to engage in High Quality Instructional Materials. <b>Strategy's Expected Result/Impact:</b> Increase parent/guardian ability to support students at home. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean  <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6 <b>Funding Sources:</b> Light Snacks - 211 Title I Parental Involvement - \$150	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Weinert Elementary will support Parenting Partners graduates with the book "Love You Forever." <b>Strategy's Expected Result/Impact:</b> Increase family engagement and support families in working with the school. <b>Staff Responsible for Monitoring:</b> Counselor ACE Coordinator Librarian  <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 13 "Love You Forever" Books - 211 Title I Parental Involvement - \$80	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





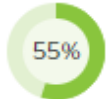




**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation, first grade was at 63%; second grade was at 56%; and 3rd grade was at 49%. <b>Root Cause:</b> Foundational level instruction is lacking due to missed instructional opportunities.
<b>Problem Statement 2:</b> STAAR Reading scores for the 2021-22 fourth grade students was 70/42/28. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.
<b>Problem Statement 3:</b> STAAR Math scores for the 2021-2022 fourth grade students was 64/41/17. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.
<b>Problem Statement 4:</b> STAAR Math scores for the 2021-22 fifth grade students was 49/22/9. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.
<b>Problem Statement 5:</b> STAAR Reading scores for the 2021-22 fifth grade students was 69/40/25. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks to align with teacher strengths.
<b>Problem Statement 6:</b> Only 30% of fifth grade students met grade level expectations on the Science STAAR for 2021-22. <b>Root Cause:</b> Essential TEKS not internalized or taught with fidelity during Tier 1 instruction in grades K-5.
School Processes & Programs
<b>Problem Statement 2:</b> Parent participation is increasing, but is still not where we would like for it to be. <b>Root Cause:</b> Developing a normal environment after the Covid pandemic.

**Goal 7:** 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

**Performance Objective 1:** By 2023, Weinert Elementary's overall accountability rating score will improve from 72 to 77.

**Evaluation Data Sources:** TEA Accountability Ratings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert will employ an academic dean to support teachers in the overall achievement of students at Weinert Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear and aligned systems for teacher support through Professional Learning Communities, Modeling and Co-Teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weinert Elementary utilize the ACE program afterschool to support student academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ACE Coordinator</p> <p><b>Funding Sources:</b> Afterschool tutors - 211 Title I - 211.11.00.105.3.24.000.6118 - \$20,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus administration will take part in RELAY training to coach adults and build capacity in teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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>				



# 2022-2023 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tiffany Wehe	Principal
Administrator	Tanya Webb	Assistant Principal
Administrator	Michelle Pena	Counselor
Non-classroom Professional	Lauren Pish	Librarian
Classroom Teacher	Barbara Fuentes	Teacher
Classroom Teacher	Adam Westerfield	Teacher
Classroom Teacher	Kara Scheel	Teacher
Classroom Teacher	Carrington Lee	Teacher
Classroom Teacher	Lauren Prater	Teacher
Classroom Teacher	Melvina Montgomery	Teacher
Parent	Jarrett Kupcinski	Parent
Classroom Teacher	Luke Patranella	Teacher
Classroom Teacher	Hannah Goodine	Teacher
Business Representative	Teri Tate	Business Member
Parent	Wesley Radcliff	Parent
Non-classroom Professional	Jessica Castro	Academic Dean

# Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies and Materials	211.11.00.105.3.24.000.6399	\$250.00
1	1	4	Instructional Material	.	\$5,000.00
1	1	5	Subs K-2 Fall and Spring		\$1,000.00
1	1	6	Subs		\$1,000.00
1	1	6	Registration fees		\$2,000.00
1	2	2	Substitute		\$200.00
1	2	3			\$2,500.00
2	1	5	Instructional Materials		\$1,000.00
2	1	6	Substitutes		\$1,000.00
2	1	6	Registration Fees		\$2,000.00
2	1	8	Substitute Teachers		\$500.00
3	1	1	Substitute teachers for 3 teachers		\$350.00
3	1	4	PO for registration and subs for classroom teachers		\$2,000.00
7	1	2	Afterschool tutors	211.11.00.105.3.24.000.6118	\$20,000.00
<b>Sub-Total</b>					<b>\$38,800.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$76,575.00</b>
<b>+/- Difference</b>					<b>\$37,775.00</b>
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Refreshments and paper goods		\$300.00
6	1	2	Snacks, drinks and paper goods		\$350.00
6	1	3	Read to Them Program		\$3,875.30
6	1	7	Light Snacks		\$150.00
6	1	8	13 "Love You Forever" Books		\$80.00
<b>Sub-Total</b>					<b>\$4,755.30</b>
<b>Budgeted Fund Source Amount</b>					<b>\$2,143.00</b>
<b>+/- Difference</b>					<b>-\$2,612.30</b>

211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Budgeted</b>	\$78,718.00
				<b>Grand Total Spent</b>	\$43,555.30
				<b>+/- Difference</b>	<b>\$35,162.70</b>