

Seguin Independent School District
Weinert Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

Mission Statement

Weinert Elementary proactively creates safe and nurturing opportunities for academic and social success.

Vision

Be the change for a powerful tomorrow.

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 19, 2024

Demographics

Demographics Summary

During the 2023-2024 school year, Weinert Elementary served 485 students in Kinder through fifth grade. We continue to grow! Weinert Elementary is a Title I campus, with 48% of the student population at risk. Weinert's daily attendance rate is 93.21% falling from 93.55% the previous school year. Weinert is 76.6% economically disadvantaged.

Weinert has a full time principal, assistant principal, counselor and academic dean. Additionally, we have a librarian, interventionist, GT teacher (shared between two campuses), a technologist, music teacher, art teacher, PE teacher and a PE aide. Weinert also services students who need additional behavior support; as well as, students in Essential Academics. We have three Essential Academics classrooms. Each Essential Academics classroom has two paraprofessionals to support the needs of the students.

Weinert is a LiNK campus that supports Positive Action and SEL.

RTI is conducted monthly and teachers analyze data in weekly PLCs on campus. Faculty meetings are scheduled once a month or as needed. The master schedule was created to maximize instructional time for all grade levels and includes built-in intervention time to support the academic needs of all students.

Every teacher serves on at least one committee: Guiding Coalition/SBDM, SBDM, PBIS/SEL, Cheer, Student Council, Parenting Partners, Crisis Response or Restorative Practices.

Students use Istation daily and are aware of their performance. Data is analyzed and discussed at monthly RTI meetings.

Many of our teachers have been to the PLC Institute and are able to engage in a true PLC. New teachers who have not been trained in PLC will be trained within the next school year. Our goal is for teacher leaders and the Academic Dean to run the PLC meetings and for the Principal and Assistant Principal to be there for support and guidance.

Ethnic Distribution of Students --

African American	3.8%
Hispanic	58.8%
White	32.4%
American Indian	0.0%
Asian	0.8%
Pacific Islander	0.0%

African American	3.8%
Two or More Races	4.2%

Male Students	51.3%
Female Students	48.7%

Enrollment by Student Group

Economically Disadvantaged	76.6%
Section 504 Students	5.2%
EB Students / EL	1.5%
Students w/ Dyslexia	1.7%
Homeless	2.5%
Title I	100.0%
At-Risk	46.2%

Total Staff - 49.4

- Professional Staff -- 40.0
- Teachers -- 33.0
- Professional Support -- 5.0
- Campus Administration -- 2
- Education Aides -- 9.4
- Librarians -- 1.0
- Counselors -- 1.0

Male Teachers -- 5.0

Female Teachers -- 28.0

Teachers by Ethnicity

- African American -- 0.0%
- Hispanic -- 39.4%
- White -- 60.6%

Students by Grade Level

Kindergarten	81
First Grade	76
Second Grade	88
Third Grade	72
Fourth Grade	85
Fifth Grade	92

Demographics Strengths

We have teachers that are from various 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. Our teachers add value to each grade level as we continue to vertically plan across the campus. All of our teachers are highly qualified.

The ACE site coordinator is on campus from 10:30AM to 6:30PM mentoring students throughout the day and after school. ACE will continue to offer after school opportunities for students to participate in clubs, enrichment, tutorials and social-emotional learning. Approximately half of Weinert Elementary teachers provide support to students in ACE throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students within the demographics of Weinert Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place. **Root Cause:** Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.

Student Learning

Student Learning Summary

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

Weinert Elementary has made progressive gains in student performance as measured by the State of Texas Assessment of Academic Readiness (STAAR) test. These gains have been the product of teachers utilizing effective teaching strategies, a comprehensive curriculum, identifying individual student needs and providing targeted intervention to address those needs throughout the year.

ISTATION DATA:

Grade Level	BOY	EOY
Kinder	51	57
First	49	53
Second	54	50
Third	51	51
Fourth	50	35
Fifth	55	68

STAAR Scores 2023 / 2024

Third Grade Reading 2023	70	41	12
Third Grade Reading 2024 (prelim)	60	43	21

Fourth Grade Reading 2023	74	37	11
Fourth Grade Reading 2024 (prelim)	71	28	10

Student Learning Strengths

Students monitor their own academic progress in Istation using their data folder. Additionally, teachers monitor student progress on 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 independently to support and model for team members high quality instructional methods. Grade levels meet one day per week outside of PLC to plan as a team. Weinert Elementary uses playlists strategies, ICLE and AVID strategies to support learning at high levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Weinert Elementary students are not performing at high levels of academic rigor. **Root Cause:** Daily instruction needs to be consistently engaging and rigorous.

Problem Statement 2: ELAR instruction has lacked continuity, rigor, and a high level of engagement. **Root Cause:** Weinert Elementary lacks a consistent program for teaching writing.

Problem Statement 3 (Prioritized): Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students. **Root Cause:** Many students that attend Weinert Elementary do not have the necessary social skills to interact with peers or deal with conflict in an appropriate manner, across varied settings.

Problem Statement 4: Students, parents and staff feel that Weinert facilities do not meet the needs of our students, staff and parents. **Root Cause:** Weinert Elementary has not received new furniture, collaborative learning spaces, technology, building paint/beautification, etc.

Problem Statement 5 (Prioritized): Students at Weinert Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place. **Root Cause:** Students have academic and SEL needs that inhibit learning on a daily basis.

School Processes & Programs

School Processes & Programs Summary

At Weinert Elementary all teachers and staff meet the "Highly Qualified" status. We have had little turnover in staff this year. Additionally, the staff includes people from a variety of races and ethnicities; however, it would be beneficial to hire more diverse staff to reflect the student population. All teachers and staff participate in various professional development activities throughout the school year; and, teachers collaborate multiple times throughout the week. New teachers participate in Seguin ISD's "New Teacher Academy," where they are paired with a mentor teacher from their home campus. Increasing teacher leadership and building leadership capacity is a goal for next school year. Professional development opportunities to support exceptional instruction are needed.

School Processes & Programs Strengths

Weinert Elementary has a 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.

Teachers on campus have varied instructional backgrounds, 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 uses Panorama with fidelity to plan and implement student interventions and to track progress.

- Core group of instructional and non-certified staff dedicated to providing "wrap around care" for students at Weinert Elementary.
- Focus on AVID, PBIS, Reader's / Writer's Workshop, Data Teams to assist with campus initiatives:
 - Continue to build staff capacity in the area of technology
 - More opportunities for shared decision making and staff team building activities
 - Professional Development opportunities in all core subjects, PBIS, AVID
 - Opportunities for teacher leadership roles
 - Support for new teachers -- mentoring team and professional development
 - More time to work in vertical team planning
 - More training for teachers that may come in after the beginning of the year
 - On-going / continuous support for teachers that are new to the campus
 - PD to assist teachers in learning how to provide early in-class interventions for students
 -

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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 and maintaining compliance.

Problem Statement 2: Students, parent, and staff feel that Weinert facilities do not meet the needs of our students, staff and parents. **Root Cause:** Weinert Elementary has not

received new furniture, collaborative learning spaces, technology, building paint/beautification, etc.

Problem Statement 3: Students within the demographics of Weinert Elementary have academic and social/emotional needs before optimum learning can take place. **Root Cause:** Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.

Perceptions

Perceptions Summary

Weinert Elementary serves a diverse population of students, many of whom have high social/emotional needs as well as academic deficits.

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. We have a PBIS/SEL committee that meets once a month as a team to review discipline data and campus wide expectations. Weinert has an active after school ACE program which provides tutoring, clubs, homework support and enrichment for at risk students.

Weinert Elementary utilizes PBIS to support classroom management and discipline. We have implemented a discipline matrix of behavioral interventions for the classroom. Weinert

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. Additionally, AVID is used as professional development for teachers on instructional strategies. AVID leads meet once a month to discuss progress. New AVID strategies are modeled at all faculty meetings throughout the school year.

The campus has an active PTC, with an active social media presence. The campus hosts a carnival, math/reading nights, game night and other events to encourage family engagement. We strive to host events at various times to accommodate parents. The campus uses call-outs on School Messenger, SeeSaw, Remind101, Facebook, X, and the campus webpage to communicate with parents. Weinert Elementary continues to work toward maximizing parent and family engagement at school activities.

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 area 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 receive guided reading training.

In an effort to provide "wrap around services" for our students, we utilize our school counselor, Communities In Schools counselor, and other staff to provide positive supports for students in need. The school counselor and CIS counselor have daily "lunch bunch" groups and provide one on one services and support as needed. All Weinert Elementary teachers and staff strive to provide a nurturing and positive environment for all students on campus. All staff strive to build positive relationships with students, families, and the community.

Perceptions Strengths

Weinert Elementary teachers actively participate and collaborate during weekly PLC time. Grade level teams work together to plan, disaggregate data and use data to drive instructional practices.

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 on-campus activities creates a well-rounded, happy student body (field day, dress up days, carnival and academic nights).

A newsletter is sent to parents by the campus principal weekly - important dates, information and other pertinent campus information is shared in the newsletter.

Weinert Elementary has active committees with month meetings to focus on RTI, AVID, PBIS/SEL, Restorative Practices, Student Council and teacher communication. In addition, Weinert's after school ACE program provides tutoring, clubs, homework support and enrichment for at risk students. As an AVID campus we have weekly college days, highlight various colleges and universities and use AVID organizational strategies to support student learning. Additionally, Weinert Elementary supports CCMR by hosting a Career Day every year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Weinert Elementary students have academic and social/emotional needs that must be attended to before optimum learning can take place. **Root Cause:** Students have academic and SEL needs that inhibit learning on a daily basis.

Problem Statement 2: 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 and remaining compliant.

Problem Statement 3: Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students. **Root Cause:** Many students at Weinert do not have the necessary social skills to interact appropriately with others or work through conflict with others.

Priority Problem Statements

Problem Statement 1: Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students.

Root Cause 1: Many students that attend Weinert Elementary do not have the necessary social skills to interact with peers or deal with conflict in an appropriate manner, across varied settings.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students at Weinert Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place.

Root Cause 2: Students have academic and SEL needs that inhibit learning on a daily basis.



Problem Statement 2 Areas: Student Learning


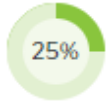




Goals

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Evaluation Data Sources: Goal setting
Formative assessments
Exit Tickets
Benchmarks






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.</p> <p>Strategy's Expected Result/Impact: Targeted instruction, followed by student growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: During PLCs, teachers will develop, rehearse and internalize effective lessons that are aligned to grade level standards.</p> <p>Strategy's Expected Result/Impact: Maximized instructional time, followed by student growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The Instructional Coach will support teachers in the overall achievement of students at Weinert Elementary.</p> <p>Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLCs, modeling and co-teaching. Additionally, the IC will provide walkthroughs and feedback to support growth in teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Weinert Elementary will increase writing performance in grades K-5 by sharing and deconstructing written artifacts from students.</p> <p>Strategy's Expected Result/Impact: Increased writing performance across all grade levels, leading to an increase in reading performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 2: Increase the percentage of fourth-grade students who score meets grade level or above on STAAR Reading from 28% to 33% by August 2025.

Evaluation Data Sources: Goal setting
Formative assessments
Exit Tickets
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.</p> <p>Strategy's Expected Result/Impact: Targeted instruction followed by student growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students. Root Cause: Many students that attend Weinert Elementary do not have the necessary social skills to interact with peers or deal with conflict in an appropriate manner, across varied settings.</p>
<p>Problem Statement 5: Students at Weinert Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place. Root Cause: Students have academic and SEL needs that inhibit learning on a daily basis.</p>

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 3: Increase the percentage of fifth-grade students who score meets grade level or above on STAAR Reading from 48% to 53% by August 2025.






Evaluation Data Sources: Goal Setting
Formative assessments
Exit Tickets
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.</p> <p>Strategy's Expected Result/Impact: Targeted instruction followed by student growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.


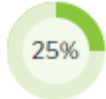
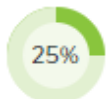
Performance Objective 4: Increase the percentage of students in grades K-2 who score meets grade level or above on ISIP testing from 53% to 58% by August 2025.

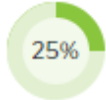
Evaluation Data Sources: Monthly ISIP data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review ISIP data monthly during PLCs, monitor student growth and work with students to monitor their own growth.</p> <p>Strategy's Expected Result/Impact: Increased student performance in reading in grades K-2.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 1: Increase the percentage of students in third grade who score meets grade level or above on STAAR Math from 30% to 35% by August 2025.


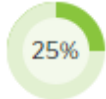
Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.</p> <p>Strategy's Expected Result/Impact: Increased student performance and student growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Coach will support teachers in overall achievement of students at Weinert Elementary.</p> <p>Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLC, modeling and co-teaching. The IC will conduct walkthroughs and provide feedback to support growth in teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided additional planning time and support to internalize lessons and create engaging station activities that are aligned with campus goals.</p> <p>Strategy's Expected Result/Impact: Increased student growth and targeted instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				

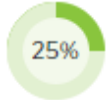
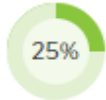




Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will disaggregate data after each module assessment to review, reassess and re-teach, if necessary. All campus stakeholders will focus on targeted instruction for intervention and small group.</p> <p>Strategy's Expected Result/Impact: Create effective groups, based on student needs to grow students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 2: Increase the percentage of students in fourth grade who meets grade level or above on STAAR Math from 23% to 28% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.</p> <p>Strategy's Expected Result/Impact: Increased student performance and student growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 3, 5</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Coach will support teachers in overall achievement of students at Weinert Elementary.</p> <p>Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLC, modeling and co-teaching. The IC will conduct walkthroughs and provide feedback to support growth in teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
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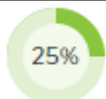
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided additional planning time and support to internalize lessons and create engaging station activities that are aligned with campus goals.</p> <p>Strategy's Expected Result/Impact: Increased student growth and targeted instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 25%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will disaggregate data after each module assessment to review, reassess and re-teach, if necessary. All campus stakeholders will focus on targeted instruction for intervention and small group.</p> <p>Strategy's Expected Result/Impact: Create effective groups, based on student needs to grow students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students. Root Cause: Many students that attend Weinert Elementary do not have the necessary social skills to interact with peers or deal with conflict in an appropriate manner, across varied settings.</p> <p>Problem Statement 5: Students at Weinert Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place. Root Cause: Students have academic and SEL needs that inhibit learning on a daily basis.</p>

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 3: Increase the percentage of students in fifth grade who meets grade level or above on STAAR Math from 27% to 32%.

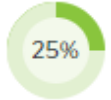





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.</p> <p>Strategy's Expected Result/Impact: Increased student performance and growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Coach will support teachers in overall achievement of students at Weinert Elementary.</p> <p>Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLC, modeling and co-teaching. The IC will conduct walkthroughs and provide feedback to support growth in teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided additional planning time and support to internalize lesson plans and create engaging station activities that are aligned with campus goals.</p> <p>Strategy's Expected Result/Impact: Increased student growth and targeted instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will disaggregate data after each module assessment to review, reassess and reteach, if necessary. All campus stakeholders will focus on targeted instruction for intervention and small group.</p> <p>Strategy's Expected Result/Impact: Create effective groups, based on student needs to grow students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<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 3: Weinert Elementary will increase the percentage of fifth-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) from 25% to 30%.

Performance Objective 1: Weinert Elementary will increase the percentage of fifth-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Science from 25% to 30%.






Evaluation Data Sources: Unit assessment data
Daily grades
Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will design and implement engaging Tier 1 lessons and labs that are aligned to grade level science standards.</p> <p>Strategy's Expected Result/Impact: Increase in student scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Weinert Elementary will create college and university awareness by promoting college shirt day, sharing college/university information once a week during announcements, and sharing where our teachers attended college.</p> <p>Strategy's Expected Result/Impact: This will make students aware of the different opportunities for continued education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Weinert Elementary will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.






Performance Objective 1: By August 2025, Weinert Elementary will offer a minimum of five non-academic community engagement activities for all stakeholders.

Evaluation Data Sources: Sign-In Sheets, Gallup Poll

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert will increase opportunities for parent and family engagement activities, such as, Grandparents Day luncheon, Fine Arts performances, Thanksgiving Day luncheon, Veterans Day, Jingle Bell Run, and Fall Carnival.</p> <p>Strategy's Expected Result/Impact: Offer well-rounded engagement opportunities for parents, families and students to engage and connect as a community.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Weinert Elementary will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.


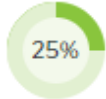




Performance Objective 2: By the end of the 2024-2025 school year, Weinert Elementary will implement student experiences that honor While Child Learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert students will be provided Intervention and Enrichment during ACE.</p> <p>Strategy's Expected Result/Impact: Develop the whole child and increase academic and social emotional growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ACE Site Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Based on school performance framework (QSA) campus tiering, Weinert Elementary will be a Tier 1 or Tier 2 campus by August 2025.

Performance Objective 1: Weinert Elementary will increase EOY attendance from 93.21% to 94% by June 2025.

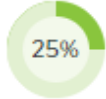




Evaluation Data Sources: Daily attendance rates
 Attendance committee meetings
 Student attendance trackers and goal setting
 ADA Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary will work with CIS to create attendance incentives for classrooms and individual students. Strategy's Expected Result/Impact: Increased student attendance, increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, Attendance Clerk</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly attendance meetings in which the assistant principal and CIS work together to create attendance monitoring groups. Strategy's Expected Result/Impact: Increased student attendance, increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Based on school performance framework (QSA) campus tiering, Weinert Elementary will be a Tier 1 or Tier 2 campus by August 2025.

Performance Objective 2: By August 2025, Weinert Elementary will have increased student performance to become a Tier 1 or Tier 2 school.






Evaluation Data Sources: QSA framework, module assessment data, benchmark data, STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure students who receive special education services receive targeted instruction and support and timely interventions.</p> <p>Strategy's Expected Result/Impact: Growth in students who receive special education services.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Special Education Interventionist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Based on school performance framework (QSA) campus tiering, Weinert Elementary will be a Tier 1 or Tier 2 campus by August 2025.

Performance Objective 3: By August 2025, Weinert Elementary will increase staff retention from 81% to 85%.






Evaluation Data Sources: Gallup Poll results
 Staff satisfaction surveys
 EOY retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary will create a positive campus culture by providing team building activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Positive work environment</p> <p>Staff Responsible for Monitoring: None</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Based on school performance framework (QSA) campus tiering, Weinert Elementary will be a Tier 1 or Tier 2 campus by August 2025.

Performance Objective 4: By August 2025, Weinert Elementary will decrease its ISS and OSS rates by 2%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary will decrease ISS rates from 4.84% to 2.5% and OSS rates from 2.91% to less than 1%. Strategy's Expected Result/Impact: Increased instructional opportunities and increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Weinert Elementary School

Total SCE Funds: \$17,115.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

After school or push-in tutoring for students at risk of not passing the STAAR.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelsey Ross	Instructional Coach	211 Title I, Part A	1.0
Nora Gonzalez	Instructional Aide	211 Title I, Part A	1.0
Roxanne Molina	Tech Lab Aide	211 Title I, Part A	1.0

Site Based Decision Making Committee

Committee Role	Name	Position
Member	Jake Bostick	Teacher
Member	Yvonne Rodriguez	Teacher
Member	Tiffany Wehe	Principal
Member	Jessica Castro	Assistant Principal
Member	Michelle Pena	Counselor
Member	Sharon Diaz	Communities in Schools
Member	Mitzi Welfel	GT Teacher
Member	Lauren Pish	Library
Member	Kelsey Ross	Academic Dean
Member	Kay Lynn Dodd	Teacher
Member	Melvina Montgomery	Teacher
Member	Karen Lindenberg	Teacher
Member	Carrington Lee	Teacher
Member	Kara Mergele	Teacher
Member	Abigail Dudley	Teacher
Member	Barbara Fuentes	Teacher