

Seguin Independent School District
Weinert Elementary School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 27, 2020

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

Demographics

Demographics Summary

2018-2019 Demographic Data

Enrollment by Race/Ethnicity

- Hispanic 62.1%
- White 29.9%
- African American 5.3%
- Asian 0.4 %
- Two or more races 2.3%

Enrollment By Student Group

- Economically Disadvantaged 65.7%
- English Learners 2.5 %
- Special Education 11.8%

Attendance Rates are lower than the previous year.

Demographics Strengths

Above the district average in STAAR Performance Rates at approaches, meets and masters for Hispanic, White and African American.

Above the district average in Academic Growth in Reading and Math.

Above the state average in Academic Growth in Reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Traditional instruction was abruptly interrupted from March- May resulting in some students falling behind. **Root Cause:** Covid-19 Pandemic

Problem Statement 2: White students are scoring better than Hispanic students in all areas of STAAR. **Root Cause:** There is a lack of high yield strategies and multiple ways to process information.

Problem Statement 3: Attendance rates were lower than the previous year **Root Cause:** Knowledge of the importance of daily attendance.

Student Learning

Student Learning Summary

Istation Data

2019-2020 SISD goal was 62%

District Kinder Oct. 38% - March 49% - 11% gain

Weinert Kinder Oct. 38% - March 55% - 17% gain

1st Grade District Sept. 31% - March 44% - 13% gain

Weinert 1st Sept. 38% - March 65% - 27% gain

2nd Grade District Sept. 40% - March 47% - 7% gain

Weinert 2nd Sept. 45% - March 55% - 10% gain

2019-2020 Benchmark Data

5th Grade Math- 85% Approach, 35% Meets, 10% Masters

5th Grade Reading- 86% Approach, 61% Meets, 31% Masters

4th Grade Reading- 47% Approach, 17% Meets, 4% Masters

Student Learning Strengths

- We are above the district average for students who are performing at grade level on iStation.
- We were on track to becoming a B or Better Campus .

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Traditional instruction was abruptly interrupted from March- May resulting in some students falling behind. **Root Cause:** Covid-19 Pandemic

Problem Statement 2 (Prioritized): Only 47% of Students in fourth grade passed the Writing CBA. **Root Cause:** Lack of a focus on writing across all grade levels.

Problem Statement 3 (Prioritized): Students in math have a 85 approaches percentage, but only a 35 Meets percentage. **Root Cause:** Math lacks the support for early intervention and foundational math resources.

Problem Statement 4: White students are scoring better than Hispanic students in all areas of STAAR. **Root Cause:** There is a lack of high yield strategies and multiple ways to process information.

Problem Statement 5: K-2 students are lacking foundational skills **Root Cause:** Multiple phonics foundation programs have been used over the years.

Problem Statement 6: Attendance rates were lower than the previous year **Root Cause:** Knowledge of the importance of daily attendance.

Problem Statement 7 (Prioritized): BOY Science data shows few students at grade level. **Root Cause:** Lack of Science Foundational Skills (K-4)

School Processes & Programs

School Processes & Programs Summary

Weinert has implemented PLCs on a weekly basis for first through fourth grade and a bimonthly basis for kindergarten and fifth grade. We have built in a 45 minute intervention block for all students for targeted instruction. While teachers are at PLCs, students participate in health, technology, guidance lessons, and library time which incorporates research and inquiry. For students who need enrichment, support staff will pull students during 45 minute intervention block.

Weinert follows the SISD Planning Protocol and YAG. There is accountability through PLCs and data analysis teams. There are also monthly check-ins with SISD personnel on continuous improvement.

For teacher retention, we are pairing new teachers with mentors. The district provided training and support for both mentor and new teachers.

Weinert is self-contained K-3 and departmentalized 4-5.

Weinert is in the process of defining and refining the RtI process on campus. RtI committees meet on a monthly basis following district and/or unit assessments to review data and determine interventions for students.

Guiding Coalition, AVID, SEL & PBIS and Faculty Advisory Committee will meet on a monthly basis.

We also have bi-weekly faculty meetings where we discuss instruction strategies provided by AVID or Academic Dean

School Processes & Programs Strengths

- Time for PLCs is built into master schedule.
- Grade level PLCs have 65 minutes per week to meet in addition to their conference period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have many new teachers who need to acclimate to PLC collaborative process. **Root Cause:** Teacher Turnover due to relocation, Retirement and staying at home with family

Perceptions

Perceptions Summary

We promote an inviting and positive environment for all students and their parents. We have active members in our Parent Teacher Council. We provide opportunities for parents to be involved in their student's learning such as parent nights (Science Night, Fall Carnival, Science Workshop, Reading Night, & Teacher Treat). Parents also have another opportunity to voice their concerns and provide their input at Coffee with the Principal. The school and teachers communicate through various social media apps, such as Remind 101, Facebook, Seesaw & Twitter. Parents and community members are always invited to attend morning assemblies, where expectations are reviewed, achievements are recognized, & birthdays are celebrated. We value student success. Through the implementation of PLCs, teachers are able to work together to plan vertically and horizontally. We also provide opportunities for students to participate in after school activities such as Destination Imagination, UIL, Robotics, & Choir.

Perceptions Strengths

The school has high learning standards for all student- 97% strongly agree or agree on Campus Climate Survey.

There is a teacher, counselor or other staff member to whom a student can go to for help with a school problem-97% strongly agree or agree on Campus Climate Survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Restrictions on visitors allowed on campus **Root Cause:** Covid 19 Pandemic

Priority Problem Statements

Problem Statement 1: Students in math have a 85 approaches percentage, but only a 35 Meets percentage.

Root Cause 1: Math lacks the support for early intervention and foundational math resources.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 47% of Students in fourth grade passed the Writing CBA.

Root Cause 2: Lack of a focus on writing across all grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: BOY Science data shows few students at grade level.

Root Cause 5: Lack of Science Foundational Skills (K-4)

Problem Statement 5 Areas: Student Learning

Problem Statement 6: We have many new teachers who need to acclimate to PLC collaborative process.

Root Cause 6: Teacher Turnover due to relocation, Retirement and staying at home with family

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Restrictions on visitors allowed on campus

Root Cause 7: Covid 19 Pandemic

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Traditional instruction was abruptly interrupted from March- May resulting in some students falling behind.

Root Cause 8: Covid-19 Pandemic

Problem Statement 8 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).





Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Weinert will become a B-rated School.

Evaluation Data Sources: Campus Data, Benchmarks, STAAR scores

Summative Evaluation: None

<p>Strategy 1: Continue the PLC process, which is built into the master schedule, following a rotation of looking at content and data.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their craft, and improve their instruction. By November, PLC will have met multiple times.</p> <p>Staff Responsible for Monitoring: Admin, Campus Lead teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Designated intervention block (45 minutes) to focus on targeted instruction is built in to the master schedule.</p> <p>Strategy's Expected Result/Impact: Students will improve and grow on campus, district and state assessments throughout they year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will tutor selected students in the areas of reading and math.</p> <p>Strategy's Expected Result/Impact: Students will improve and grow on campus, district and state assessments.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: After School Tutoring - 211 Title I A FY2021 - 211.11.00.105.1.24.000.6118 - \$16,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: AVID Committee will introduce a monthly strategy with entire staff to enhance instruction. Strategy's Expected Result/Impact: Campus will learn a variety of AVID strategies to support instruction. By November, Two strategies will be used campus-wide. Staff Responsible for Monitoring: AVID Committee, Admin. Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Level 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide dictionaries for 3-5 Students. Strategy's Expected Result/Impact: Improve language development in writing, spelling and vocabulary. Staff Responsible for Monitoring: Admin, 3-5 teachers. Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Dictionaries - 211 Title I FY2020 - 211.11.00.105.0.24.000.6399 - \$1,250	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Reading Interventionist, Campus Instructional Specialist and Title I aide will support instruction in the classroom through intervention, PLCs, coaching, and job embedded PL. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Admin Funding Sources: FTEs - 211 Title I A FY2021 - 211.XX.00.105.1.24.000.6119 - \$71,000, FTEs - 211 Title I FY2020 - 211.XX.00.105.0.24.000.61X9 - \$18,432	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize 5th Grade TEKS Checklist Strategy's Expected Result/Impact: In-depth understanding of the TEKS and improvement of vertical alignment. Staff Responsible for Monitoring: Admin., 5th Grade Science Title I Schoolwide Elements: 2.4 - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction Problem Statements: Student Learning 7 Funding Sources: 5th Grade Science TEKS Checklist - 211 Title I FY2020 - 211.11.00.105.0.24.000.6399 - \$510	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize Step Up to the TEKS Strategy's Expected Result/Impact: Understanding of the math TEKS , provide engaging materials developed specifically for the TEKS to improve instruction. Staff Responsible for Monitoring: Admin., Math Teacher Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Step Up to the TEKS - 211 Title I FY2020 - 211.11.00.105.0.24.000.6399 - \$600	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9: Utilize Differentiating Instruction with Menus Strategy's Expected Result/Impact: Improve differentiation practices in the classroom Staff Responsible for Monitoring: Admin 3-5 Math Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Differentiating Instruction with Menus - 211 Title I FY2020 - 211.11.00.105.0.24.000.6399 - \$50	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Teachers will attend the AVID Summer Institute. Strategy's Expected Result/Impact: Teachers will continue to build our AVID strategies campus wide by continuing to provide monthly PD. Staff Responsible for Monitoring: Admin, AVID Team Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: AVID Summer Institute Registration - 211 Title I A FY2021 - 211.13.00.105.1.24.000.6299 - \$3,600	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Campus-Wide book study on The Art and Science of Teaching. Strategy's Expected Result/Impact: Teachers will be provided strategies to enhance their instruction and increase achievement. Staff Responsible for Monitoring: Admin, GC Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Utilize Picture- Perfect Science Lessons Strategy's Expected Result/Impact: Improved science Instruction and performance Staff Responsible for Monitoring: Science Teachers, Admin. Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 7	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Traditional instruction was abruptly interrupted from March- May resulting in some students falling behind. Root Cause: Covid-19 Pandemic
Student Learning
Problem Statement 1: Traditional instruction was abruptly interrupted from March- May resulting in some students falling behind. Root Cause: Covid-19 Pandemic
Problem Statement 2: Only 47% of Students in fourth grade passed the Writing CBA. Root Cause: Lack of a focus on writing across all grade levels.
Problem Statement 3: Students in math have a 85 approaches percentage, but only a 35 Meets percentage. Root Cause: Math lacks the support for early intervention and foundational math resources.





Problem Statement 7: BOY Science data shows few students at grade level. **Root Cause:** Lack of Science Foundational Skills (K-4)

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: CLOSING THE GAPS: Weinert will increase the targets met in academic growth within the Closing the Gap domain from 50% to 75% focusing on improving math performance.

Evaluation Data Sources: Campus Data, Benchmarks, STAAR Scores

Summative Evaluation: None





Strategy 1: Purchase Math manipulatives for Campus Strategy's Expected Result/Impact: Students will be able to use manipulatives to have tactile and visual exposure to Math Staff Responsible for Monitoring: CIS, Teacher, Admin. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Weinert will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Weinert will increase attendance from 95% to 96%, and decrease out of school suspensions by 10% .




Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance

Summative Evaluation: None


<p>Strategy 1: Wave pool/Splash pad field trips will be an end of the the year attendance incentive for students who have less then 5 absences. Strategy's Expected Result/Impact: Increase overall yearly attendance rate. Staff Responsible for Monitoring: Admin., Attendance Clerk Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The grade level with the highest attendance rate will be given a treat at the end of the week. Strategy's Expected Result/Impact: Improved attendance rate. Staff Responsible for Monitoring: Admin. Attendance Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 2nd Grade and 4th Grade attend RAD kids. Strategy's Expected Result/Impact: To decrease bullying and victimization. Empower student to reduce aggression defensively. Staff Responsible for Monitoring: Counselor, PE staff, Children Advocacy Center Rep. & Sheriff's Office Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: Performance Objective :PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%

<p>Strategy 1: Coffee with the Principal will be held on a quarterly basis. Strategy's Expected Result/Impact: Open communication between parents and administration. Staff Responsible for Monitoring: Admin. Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Parents and Weinert Staff will attend a Family engagement conference in December. Strategy's Expected Result/Impact: Collaboration between parents and staff will be strengthened. Staff Responsible for Monitoring: Admin, Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: registration fees - 211 Title I - Parental Involvement FY2021 - 211.61.00.105.0.24.000.6299</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Campus will host a Parent help night to support academics. Strategy's Expected Result/Impact: Parents will be provided tips to parents on how to help their children in Math, Reading, Writing and Science. Staff Responsible for Monitoring: Admin., Teachers, and CIS Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies for Tipsgiving - 211 Title I - Parental Involvement FY2021 - 211.61.00.105.0.24.000.6118</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Translate our CIP plan. Strategy's Expected Result/Impact: Parent of on non- English speakers will be able to read the CIP. Staff Responsible for Monitoring: Admin. ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I - Parental Involvement FY2021</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Host Monthly Virtual Family Nights (Read Aloud and Art Activity) Strategy's Expected Result/Impact: Increase parental engagement digitally. Staff Responsible for Monitoring: Admin Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Art Supplies for family art project - 211 Title I - Parental Involvement FY2021 - 211.61.00.105.1.24.000.6399 - \$1,868, Arts supplies for family art project - 211 Title I Parental Involvement FY2020 - 211.61.00.105.0.24.000.6399 - \$1,174</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Restrictions on visitors allowed on campus **Root Cause:** Covid 19 Pandemic





Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Weinert will increase the number of Facebook followers from 150 to 300 and the number of Twitter followers from 319 to 500 by June 2020.

Strategy 1: Promote our Facebook and Twitter page throughout the school. Strategy's Expected Result/Impact: Promote school functions, increase positive social media posts, and celebrated successes community-wide. Staff Responsible for Monitoring: Admin., Ehlers and DePalermo. Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: Weinert will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Strategy 1: Partnership with Teatro del Artes de Juan Seguin to expose students to the Hispanic Culture. Strategy's Expected Result/Impact: Students are exposed and begin to appreciate different cultures. Staff Responsible for Monitoring: Admin., White and Kurtz Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Weinert will achieve a teacher turnover rate of less than 10%.

<p>Strategy 1: Create a Faculty Advisory Committee to ask questions, bring suggestions and express concerns to the Admin. Strategy's Expected Result/Impact: Increase an open line of communication. Staff Responsible for Monitoring: Admin., Members of the Faculty Advisory Committee. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
<p>Strategy 2: Campus Wide Book study on Growth Mind Set will be Conducted. Strategy's Expected Result/Impact: Promote a growth mind set throughout the entire campus. By November, the staff will have read chapters 1-4. Staff Responsible for Monitoring: Admin., CIS and GC Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: books - 211 Title I A FY2021 - 211.13.00.105.1.24.000.6399</p>	Formative			Summative
<p>Strategy 3: A Guiding Coalition member was chosen from each grade level team. Strategy's Expected Result/Impact: The Guiding Coalition increase teacher leadership capacity. Staff Responsible for Monitoring: Admin, CIS, Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Nov	Jan	Mar	June
<p>Strategy 4: Attend District's Job Fair Strategy's Expected Result/Impact: Hire highly qualified individuals Staff Responsible for Monitoring: Admin, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
<p>Strategy 5: Provide Mentor and Mentee Observation and Feedback days for new teachers. (October 26 and February 1) Strategy's Expected Result/Impact: Enhance and grow our first year teachers by providing time for mentors to observe mentees to provide feedback. Staff Responsible for Monitoring: Admin Team and Mentors. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: School Processes & Programs 1 Funding Sources: Substitutes - 211 Title I - Parental Involvement FY2021 - 211.11.00.105.1.24.000.6112 - \$1,600, Substitutes - 211 Title I - Parental Involvement FY2021 - 211.11.00.105.0.24.000.6112 - \$400</p>	Nov	Jan	Mar	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
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Problem Statement 1: We have many new teachers who need to acclimate to PLC collaborative process. Root Cause: Teacher Turnover due to relocation, Retirement and staying at home with family

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Susan Presley	Title 1 Aide	Title 1	1
Trisha Eckols	Campus Instructional Specialist	Title 1	.7