

Castleberry Independent School District

A.V. Cato Elementary School

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

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

Value Statement

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

Core Beliefs:

Students are our most precious resource.

AV Cato is a vital part of the community.

Family is a fundamental source of one's values.

Every individual is important and deserves our time and support.

Quality education makes for productive citizens and strong communities.

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

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

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Goals

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy


Performance Objective 1: In Domain 1, the STAAR performance measure will increase from 71 to 73 on the 2021 A-F Accountability Ratings.

Evaluation Data Source(s) 1: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor reading levels BOY, MOY, and EOY to adjust guided reading grouping and lessons to ensure adequate yearly growth through the PLC/RTI processes.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Reading Interventionist, and RTI/PLC members	Reading levels, as measured using F & P, will result in adequate yearly growth.				
Problem Statements: Demographics 5 Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund - 0.00							
Targeted Support Strategy 2) Closely monitor data through formative assessments, benchmarks, & unit assessments through PLC and RTI once data is scanned into Eduphoria.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members	There will be growth on unit assessments, benchmarks, and STAAR.				
Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 0.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Pre-Kindergarten - 5th grade students will actively participate in I-station in order to support reading growth.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, and RTI/PLC members	Students will improve their reading skills with the goal of being in Tier 1.				
				Problem Statements: Demographics 5 Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00			
4) AVC will hire tutors to support RTI groups and work along side teachers. Data will be disaggregated during PLCs to establish groups for tutors in target areas to support students and teachers.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor and RTI/PLC members	Increased scores on unit assessments, benchmarks and STAAR are the expected result.				
				Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III, LEP - 0.00			
TEA Priorities Improve low-performing schools 5) AVC will host a Literacy Night in October and a Science Night in March for students and parents.	3.2, 3.2	Teachers, Campus Academic Leader, Assistant Principal, and Principal	There will be increased parental understanding of content knowledge and ways to help their children academically.				
				Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00			
6) Teaching Learning & Innovation team will work with teachers during PLCs to help support instructional practices targeted to improve student learning.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	TLI staff, Campus Academic Leader, Assistant Principal, and Principal	Growth in campus data and student performance on all STAAR assessments is expected.				
				Problem Statements: Demographics 1, 2 - Student Learning 2, 3			
7) Pre-Kinder - 2nd grade teachers will implement the Reading A-Z program by using resources to enhance reading instruction.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	The expected result is for all students to make adequate yearly progress.				
				Problem Statements: Demographics 5 Funding Sources: 211 - Title I, Part A - 0.00			
8) Kindergarten - 2nd grade will actively participate in DMC math activities to ensure adequate yearly progress on the AMC assessment tool.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Math coordinator, Teachers, Campus Academic Leader, Assistant Principal, and Principal	The expected result is for all students to make adequate yearly progress in the area of numerical fluency.				
				Problem Statements: Student Learning 3			

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Teachers will utilize Imagine Math and I-Station to help build skills and differentiate interventions for individual students.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	There will be an increase in targeted and individualized interventions.				
Problem Statements: Demographics 5 - School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 0.00							
10) The fourth grade team will implement "Boot Camps" to reinforce writing, editing, and revision skills to improve the STAAR scores in the area of writing. The Writing Academy and mentor sentences materials will be implemented to enhance instruction.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	The expected result is increased writing scores for all students.				
Problem Statements: Student Learning 1 Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00							
TEA Priorities Build a foundation of reading and math 11) Teachers will use Pear Deck to increase active learning, improve instruction, and increase engagement.	2.4, 2.5, 2.6	Teacher, Campus Academic Leader, Assistant Principal, and Principal	The expected result is increased STAAR scores.				
Problem Statements: Demographics 4 Funding Sources: 211 - Title I, Part A - 0.00							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELL students did not meet the TELPAS target in Domain 3 for the A-F Accountability System in 2019. Root Cause 1: Teachers with ELL students need to focus on each student's current level and needs to increase their language acquisition.
Problem Statement 2: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 2: We need to focus on Tier 1 instruction and student engagement.
Problem Statement 4: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 4: We need to continue our intentional focus on meets and masters expectations.
Problem Statement 5: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 5: We need to continue our intentional focus on early literacy and numeracy in Pre-Kinder through second grade.

Student Learning

Problem Statement 1: STAAR 4th Grade Writing performance is 54% approaches, 32% meets, and 11% approaches. **Root Cause 1:** The district did not have a viable K-12 curriculum with clear guidelines for writing instructional practices and the writing process.

Problem Statement 2: STAAR 5th Grade Science performance increased to 65% Approaches Expectations in 2019. **Root Cause 2:** The district hired an elementary science coordinator and focused on science at all grade levels. We need to continue this focus to keep the positive increases.

Problem Statement 3: In Domain 1, the STAAR performance measure must increase from 71 to 73 on the 2021 A-F Accountability Ratings. **Root Cause 3:** There needs to be an increased focus on Tier I instruction and student engagement.

School Processes & Programs





Problem Statement 1: An increase to 3 out of 8 sub-populations met the target for Student Success in Domain 3. **Root Cause 1:** Continue to refine the RTI system for identifying student needs, intervening, and referring for additional assessments when needed.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 2: In Domain 1, the college, career, and military readiness measure will increase from 82 to 91 on the 2021 A-F Accountability Ratings.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AVC will have a college day once a month to expose students to college options and will promote going to college on the morning announcements.		Counselor, Campus Academic Leader, Assistant Principal, and Principal	The expected outcome is increased awareness of colleges and the opportunity that is available to all.				
Funding Sources: 199 - General Fund - 0.00							
2) AVC will hold a career day to introduce careers and discuss the academic training needed to reach their goals.		Teachers, Counselor, Campus Academic Leader, Assistant Principal, and Principal	There will be an increased awareness of the steps students should take on the path to college and career readiness.				
Funding Sources: 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 3: In Domain 1, the 5 year graduation rate will increase from 95.8% to 96.3% on the 2021 A-F Accountability Ratings.

Evaluation Data Source(s) 3: Attendance data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AVC will provide various incentives for attendance during the school year to all grade levels.	2.6, 2.6, 2.6	Attendance Clerk, Assistant Principal, and Principal	The expected outcome is an increase in attendance rates.				
Funding Sources: 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00							
2) AVC will provide a fun and inviting environment at arrival daily for our students. They are greeted by teachers, paraprofessionals, and the administrative team with music playing and encouraging words.		Teachers, Paraprofessionals, Counselor, Assistant Principal, Campus Academic Leader, and the Principal	Students will want to come to school on time to enjoy the welcoming atmosphere.				
3) The Assistant Principal will streamline the attendance monitoring system to ensure TPMs are in place for students with high absences.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Assistant Principal, Principal, and Attendance Clerk	There will be improvement in the daily average attendance rate.				
4) Implement after school student clubs to promote regular attendance. (Pending due to Covid 19)	2.6, 2.6, 2.6	Principal, Assistant Principal, and Counselor	There will be an increase in participation of extracurricular activities.				
							


Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 4: In Domain 2, students making a year's worth of academic growth in reading and math will increase from 70% to 73% or the relative performance will increase from 78 to 81.

Evaluation Data Source(s) 4: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, Student Portfolios, F & P, Istation, AMC, and Education Galaxy

Summative Evaluation 4:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Observe guided reading instruction and provide teachers with intentional feedback to promote increased teacher capacity for early literacy instruction.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Reading Interventionist, and RTI/PLC members	Reading levels, as measured using F & P, will result in adequate yearly growth.				
Problem Statements: Demographics 5 Funding Sources: 199 - General Fund - 0.00							
Targeted Support Strategy 2) Closely monitor formative assessments, benchmarks & unit assessment data and develop action plans to close performance gaps during PLC and RTI.		Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members	There will be growth on unit assessments, benchmarks, and STAAR.				
Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund - 0.00, 263 - Title III, LEP - 0.00							
3) AVC will hire tutors to support RTI groups based on data disaggregated during RTI meetings and PLCs.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members	Increased scores on unit assessments, benchmarks and STAAR are the expected result.				
Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III, LEP - 0.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 4) Teaching Learning & Innovation team will work with teachers during PLCs to help support instructional practices targeted to improve student learning.		TLI staff, Campus Academic Principal, Assistant Principal, and Principal	Growth in campus data and student performance on all STAAR assessments is expected.				
	Problem Statements: Demographics 2						
5) Teachers will utilize Imagine Math and I-station to help build skills and differentiate interventions for individual students.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Principal, and Assistant Principal	There will be an increase of targeted and individualized interventions.				
	Problem Statements: School Processes & Programs 1						
Funding Sources: 211 - Title I, Part A - 0.00							
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 2: We need to focus on Tier 1 instruction and student engagement.
Problem Statement 5: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 5: We need to continue our intentional focus on early literacy and numeracy in Pre-Kinder through second grade.
School Processes & Programs
Problem Statement 1: An increase to 3 out of 8 sub-populations met the target for Student Success in Domain 3. Root Cause 1: Continue to refine the RTI system for identifying student needs, intervening, and referring for additional assessments when needed.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy





Performance Objective 5:

In Domain 3, all students and 8 out of 16 sub populations will meet the closing the gap reading and math targets on the 2021 A-F Accountability Ratings.

Evaluation Data Source(s) 5: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 5:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 1) Teachers will track student data on PLC data boards and develop intervention plans to support student needs.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Reading Interventionist, and RTI/PLC members	Reading levels, as measured using F & P, will result in adequate yearly growth.				
				Problem Statements: Demographics 3, 4 - School Processes & Programs 1, 2			
2) Teachers will analyze unit assessment data and plan additional tier I instruction to address current content needs during buffer days.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members	There will be growth on unit assessments, benchmarks, and STAAR.				
				Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1			
3) Teachers will review unit assessments when provided by TLI at the beginning of each unit in order to plan for instruction that is aligned to the curriculum and the unit assessments.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members	Increased scores on unit assessments, benchmarks and STAAR are the expected result.				
				Problem Statements: Student Learning 3			

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 4) Teachers will work collaboratively on PL days and during regular PLCs to review data, reflect on the data, and develop/revise action plans to address needs.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Principal, Assistant Principal, and Principal	There will be an increase of targeted and individualized interventions.				
Problem Statements: Demographics 3, 4 - School Processes & Programs 1, 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 2: We need to focus on Tier 1 instruction and student engagement.
Problem Statement 3: 10 out of 14 sub-populations met the target for Student Growth in Domain 3. Root Cause 3: There has not been an intentional focus on comparing each sub-population's performance from one year to the next year to ensure a year of growth for each individual student.
Problem Statement 4: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 4: We need to continue our intentional focus on meets and masters expectations.
Student Learning
Problem Statement 3: In Domain 1, the STAAR performance measure must increase from 71 to 73 on the 2021 A-F Accountability Ratings. Root Cause 3: There needs to be an increased focus on Tier I instruction and student engagement.
School Processes & Programs
Problem Statement 1: An increase to 3 out of 8 sub-populations met the target for Student Success in Domain 3. Root Cause 1: Continue to refine the RTI system for identifying student needs, intervening, and referring for additional assessments when needed.
Problem Statement 2: Teachers do not collaborate effectively during PLCs. Root Cause 2: Campus administrators have led PLCs for several years years and this year teachers will lead their agendas while we facilitate.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 6: In Domain 3, all students and 12 out of 14 sub populations will meet the academic growth targets.

Evaluation Data Source(s) 6: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Summative Evaluation 6:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 1) Grade level teams will enter data on progress monitoring spreadsheets with an intentional focus on monitoring sub-populations and their level of mastery compared to state expectations to devise a plan for reteach, intervention, and/or extensions.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Reading Interventionist, and RTI/PLC members	Reading levels, as measured using F & P, will result in adequate yearly growth.				
				Problem Statements: Demographics 1, 3, 4, 5 - School Processes & Programs 1			
Targeted Support Strategy 2) Grade level teams will enter data on progress monitoring spreadsheets with an intentional focus on monitoring the average of Approaches, Meets, and Masters compared to the state expectation of 60% to devise a plan for reteach, intervention, and/or extensions.		Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members	There will be growth on unit assessments, benchmarks, and STAAR.				
				Problem Statements: Demographics 4			
3) Grade level teams will develop interventions to support the needs of under-performing sub-populations as identified on the progress monitoring sheets.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members	Increased scores on unit assessments, benchmarks and STAAR are the expected result.				
				Problem Statements: Demographics 1, 3, 4 - School Processes & Programs 1, 2			
Targeted Support Strategy 4) Grade level teams will design intervention focused on Meets, and Masters standards as identified in the progress monitoring sheets.		TLI staff, Campus Academic Principal, Assistant Principal, and Principal	Growth in campus data and student performance on all STAAR assessments is expected.				
				Problem Statements: Demographics 4			

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Teachers will utilize Imagine Math and I-station to help build skills and differentiate interventions for individual students.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Principal, Assistant Principal, and Principal	There will be an increase of targeted and individualized interventions.				
Problem Statements: Demographics 5 - Student Learning 3 - School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 0.00							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: ELL students did not meet the TELPAS target in Domain 3 for the A-F Accountability System in 2019. Root Cause 1: Teachers with ELL students need to focus on each student's current level and needs to increase their language acquisition.
Problem Statement 3: 10 out of 14 sub-populations met the target for Student Growth in Domain 3. Root Cause 3: There has not been an intentional focus on comparing each sub-population's performance from one year to the next year to ensure a year of growth for each individual student.
Problem Statement 4: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 4: We need to continue our intentional focus on meets and masters expectations.
Problem Statement 5: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 5: We need to continue our intentional focus on early literacy and numeracy in Pre-Kinder through second grade.
Student Learning
Problem Statement 3: In Domain 1, the STAAR performance measure must increase from 71 to 73 on the 2021 A-F Accountability Ratings. Root Cause 3: There needs to be an increased focus on Tier I instruction and student engagement.
School Processes & Programs
Problem Statement 1: An increase to 3 out of 8 sub-populations met the target for Student Success in Domain 3. Root Cause 1: Continue to refine the RTI system for identifying student needs, intervening, and referring for additional assessments when needed.
Problem Statement 2: Teachers do not collaborate effectively during PLCs. Root Cause 2: Campus administrators have led PLCs for several years years and this year teachers will lead their agendas while we facilitate.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 7: In Domain 3, A.V. Cato will meet the English Proficiency Target for TELPAS.

Evaluation Data Source(s) 7: TELPAS results

Summative Evaluation 7:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure all teachers are trained in the use of STEMScopes.		Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members	There will be growth on unit assessments, benchmarks, and STAAR.				
Problem Statements: Student Learning 2							
2) TLI will support 4th and 5th grade teachers with the use of STEMScopes kits.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members	Increased scores on unit assessments, benchmarks and STAAR are the expected result.				
Problem Statements: Student Learning 2							
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III, LEP - 0.00							
3) Teaching Learning & Innovation team will support the use of Flocabulary to develop students with stronger academic vocabularies.		TLI staff, Campus Academic Principal, Assistant Principal, and Principal	Growth in campus data and student performance on all STAAR assessments is expected.				
Problem Statements: Demographics 1							
4) TLI will provide Sheltered Instruction Observation Protocol (SIOP) training during PLCs regularly.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Principal, Assistant Principal, and Principal	There will be an increase of targeted and individualized interventions.				
Problem Statements: Demographics 1							
Funding Sources: 211 - Title I, Part A - 0.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Teachers will provide students online practice for listening and speaking using a headphone with microphone.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	There will be increased student performance on the listening and speaking sections of TELPAS.				
Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III, LEP - 0.00							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: ELL students did not meet the TELPAS target in Domain 3 for the A-F Accountability System in 2019. Root Cause 1: Teachers with ELL students need to focus on each student's current level and needs to increase their language acquisition.
Student Learning
Problem Statement 2: STAAR 5th Grade Science performance increased to 65% Approaches Expectations in 2019. Root Cause 2: The district hired an elementary science coordinator and focused on science at all grade levels. We need to continue this focus to keep the positive increases.


Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 8: In Domain 3, all students and 4 out of 8 sub populations will meet the closing the gap for student success target on the 2021 A-F Accountability Report Card.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 1) Monitor reading levels BOY, MOY, and EOY to adjust guided reading grouping and lessons to ensure adequate yearly growth through the PLC/RTI processes.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Reading Interventionist, and RTI/PLC members	Reading levels, as measured using F & P, will result in adequate yearly growth.				
				Problem Statements: Demographics 5			
Targeted Support Strategy 2) Closely monitor data through formative assessments, benchmarks, & unit assessments through PLC and RTI once data is scanned into Eduphoria.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Administrators, Interventionist, Teacher, Counselor, and RTI/PLC members	There will be growth on unit assessments, benchmarks, and STAAR.				
				Problem Statements: School Processes & Programs 1			
Targeted Support Strategy 3) AVC will hire tutors to support our RTI groups and work along side teachers. In addition, we will disaggregate data through RTI/PLCs to move our groups and to utilize our tutors in areas to support our students and teachers.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Counselor, and RTI/PLC members	Increased scores on unit assessments, benchmarks and STAAR are the expected result.				
				Problem Statements: School Processes & Programs 1			
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III, LEP - 0.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 4) Teaching Learning & Innovation team will work with teachers during PLCs to help support instructional practices targeted to improve student learning.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	TLI staff, Campus Academic Principal, Assistant Principal, and Principal	Growth in campus data and student performance on all STAAR assessments is expected.				
	Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2						
5) Teachers will utilize Imagine Math and I-station to help build skills and differentiate interventions for individual students.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Principal, Assistant Principal, and Principal	There will be an increase of targeted and individualized interventions.				
	Problem Statements: Demographics 5 - School Processes & Programs 1						
Funding Sources: 211 - Title I, Part A - 0.00							
							

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 2: We need to focus on Tier 1 instruction and student engagement.
Problem Statement 5: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 5: We need to continue our intentional focus on early literacy and numeracy in Pre-Kinder through second grade.
Student Learning
Problem Statement 1: STAAR 4th Grade Writing performance is 54% approaches, 32% meets, and 11% approaches. Root Cause 1: The district did not have a viable K-12 curriculum with clear guidelines for writing instructional practices and the writing process.
Problem Statement 2: STAAR 5th Grade Science performance increased to 65% Approaches Expectations in 2019. Root Cause 2: The district hired an elementary science coordinator and focused on science at all grade levels. We need to continue this focus to keep the positive increases.
Problem Statement 3: In Domain 1, the STAAR performance measure must increase from 71 to 73 on the 2021 A-F Accountability Ratings. Root Cause 3: There needs to be an increased focus on Tier I instruction and student engagement.

School Processes & Programs

Problem Statement 1: An increase to 3 out of 8 sub-populations met the target for Student Success in Domain 3. **Root Cause 1:** Continue to refine the RTI system for identifying student needs, intervening, and referring for additional assessments when needed.


Problem Statement 2: Teachers do not collaborate effectively during PLCs. **Root Cause 2:** Campus administrators have led PLCs for several years years and this year teachers will lead their agendas while we facilitate.

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 1: Establish a clear brand identity for the campus by increasing participation in all campus-level electronic communications from the previous school year.

Evaluation Data Source(s) 1: PTO-Facebook, AVC-Facebook, Twitter, Library Instagram, Remind, School Messenger, District Website, and Principal Newsletter, digital marquee

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All social media platforms will be utilized by PTO and the AVC campus to communicate information to all stakeholders.		PTO-President, Administrators, Counselor, Secretary, Librarian and teachers	There will be increased community awareness of campus focus areas and campus events.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							
2) All stakeholders will use #AVCato to tweet out learning and information weekly.		Teachers, Campus Academic Leader, Assistant Principal, and Principal	End of year climate survey from parents will be improved from the previous year.				
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund - 0.00							
							

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 2: School Climate Surveys will indicate positive connections between the campus and the community.

Evaluation Data Source(s) 2: Administrator, Teacher, Student, and Parent School Climate Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus administrative team will create a survey for teachers, students, and parents to assess school climate once a school year.		Campus Academic Leader, Assistant Principal, and Principal	The data will be used to make changes demonstrating to stakeholders the value of their input.				
Funding Sources: 199 - General Fund - 0.00							
2) Teachers will lead their PLCs by setting agendas while campus administrators facilitate.		Campus Academic Leader and Teachers	There will be increased ownership by teachers.				

Goal 2: Facilitate Engagement through Effective Communication

Performance Objective 3: Employee surveys will indicate campus communications are rated satisfactory.

Evaluation Data Source(s) 3: Employee Communication Surveys, Newsletters

Summative Evaluation 3:


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will send out a weekly campus newsletter to teachers and staff about upcoming events and important information to ensure effective communication.		Administrators, Counselor, and Campus Secretary	There will be an increase in effective communication.				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00						
2) Campus administrators will survey teachers once a semester during PLC's for feedback on campus communication.		Campus Academic Leader, Assistant Principal, and Principal	Increased effective communication is expected.				
	Funding Sources: 199 - General Fund - 0.00						

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 1: Monitor arrival and dismissal procedures at all times through visibility of staff and following procedures to ensure student are in a safe and secure system.

Evaluation Data Source(s) 1: Incident reports, actively monitoring after school duty.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators are actively working with teachers to improve the dismissal process, shorten the dismissal time., and ensure students safely leave the campus.		Teachers, Paraprofessionals, Counselor, Campus Academic Leader, Assistant Principal, and Principal	A safe and orderly dismissal process which reduces the dismissal time is the expected result.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							
							

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 2: Continue to be fiscally responsible and maintaining a healthy budget and fund balance while sustaining current equipment and planning for future needs over the next five years.

Evaluation Data Source(s) 2: Successful financial audits. money collection procedures are followed, and equipment is monitored.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Follow the district procedures to collect money, purchase, and balance accounts to ensure a healthy budget to prepare for unexpected costs.		Teachers, Campus Academic Leader, Assistant Principal, Principal, Campus Secretary and Director of Maintenance	Successful Financial Audits, money collection procedures, balanced budget, and correct procedures in Skyward will ensure a healthy budget and fiscal responsibility.				
2) Provide teachers with instructional materials and resources to implement engaging lessons throughout the year		Campus Academic Leader, Assistant Principal, Principal, and Campus Secretary	Teachers will have needed materials to implement engaging lessons by using the district procedures to purchase items.				
Funding Sources: 263 - Title III, LEP - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00							
							

Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 3: Promote and maintain a safe and healthy environment that fosters security and wellness at school for all students, staff and the community on a daily basis.

Evaluation Data Source(s) 3: Campus Safety Reports (Monthly), Positive Proof Data, Police Department Data (Citations, Arrests/ Notification of Arrests, etc.), feedback from staff

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AVC will complete and refine drills as required by law to increase the efficiency.		Teachers, Counselor, Paraprofessionals, Campus Academic Principal, Assistant Principal, and Principal	There will be increased effectiveness and shortened response time during drills to ensure safety and efficiency during a real emergency.				
Funding Sources: 199 - General Fund - 0.00							
2) Safety committee will meet four times a year to discuss safety issues and complete school checklists.		Safety Committee, Campus Academic Principal, Assistant Principal, and Principal	Effective and efficient safety procedures for the school is the expected outcome.				
3) AVC will host "Play it Safe" program through The Women's Center of Tarrant County. The goal of the program is to raise awareness about physical and sexual abuse. Together we are empowering students to recognize, respond to, and report abuse.		Teachers, Counselor, and Principal	The students will know how to recognize, respond to, and report abuse, which will lead to a healthy school environment that fosters security and wellness at school.				
4) AVC will refine campus wide behavior expectations through the use of PBIS.	2.5, 2.5, 2.5	Assistant Principal and Teachers	There will be improved student behavior with fewer office referrals.				
Funding Sources: 211 - Title I, Part A - 0.00							
5) Teachers will meet regularly with the Assistant Principal to address behaviors and refine classroom management/discipline management practices.	2.5, 2.5, 2.5	Assistant Principal and Teachers	There will be improved student behavior with fewer office referrals.				

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June





Goal 4: Increase Participation in Parent and Family Engagement Activities

Performance Objective 1: Increase Parent and Family Engagement Participation

Evaluation Data Source(s) 1: Attendance sign-in sheets and surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AVC Counselor will host "Coffee and Conversations" to discuss relevant topics and topics that our parents request. (Pending due to Covid 19)	3.2, 3.2	Counselor, Campus Academic Leader, Assistant Principal, and Principal	Increased parental awareness and involvement is expected.				
	Funding Sources: 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00						
2) AVC will increase male role model involvement during the school day by having a Watch D.O.G.S. program. The counselor will oversee and recruit male volunteers. (Pending due to Covid 19)			Increased paternal involvement is expected.				
	Funding Sources: 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00						
3) AVC will host a "Play It Safe" family preview night to educate parents on the program on October 30th. (Pending due to Covid 19)	3.2, 3.2	Counselor, Campus Academic Leader, Assistant Principal, and Principal	Increased parental awareness and involvement is expected.				
	Funding Sources: 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00						
4) AVC will partner with our PTO to provide "Donuts with Santa" on December 8th. (Pending due to Covid 19)		Campus Academic Leader, Assistant Principal, Principal, and AVC PTO.	Increased family engagement is expected.				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00						
5) AVC will host "Pastries with Parents" on February 8th. (Pending due to Covid 19)	3.2, 3.2	Counselor, Campus Academic Leader, Assistant Principal, and Principal	Increased parental involvement is expected.				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00						

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) AVC will have six music performances, one for each grade level, during the school year. (Pending due to Covid 19) AVC PTO will partner with us to provide snacks. (Pending due to Covid 19)		Music Teacher, Campus Academic Leader, Assistant Principal, and Principal	Increased family engagement is the expected result.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00							
7) AVC will host a Literacy Night in December and a Science Night in March for students and parents. (Pending due to Covid 19)	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2	Teachers, Campus Academic Leader, Assistant Principal, and Principal	There will be an increase of parental understanding of content knowledge and ways to help their children academically. Increased parental involvement is expected.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 5: Increase Performance in Early Childhood: HB3 Goals

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 29% to 41% by June 2024.

Evaluation Data Source(s) 1: Unit Assessment Data, Benchmark Data, STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the percent of PreK students that score on grade level or above in Reading on the CIRCLE Progress Monitoring assessment from 57% to 70% by June 2024.	2.4, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.				
	Problem Statements: Demographics 5						
2) Increase the percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA from 57% to 69% by June 2024.	2.4, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.				
	Problem Statements: Demographics 5						
3) Increase the percent of students that score on grade level or above in Reading on the TPRI/Tejas Lee from 44% to 56% for 1st Grade and from 72% to 84% for 2nd Grade by June 2024.	2.4, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.				
	Problem Statements: Demographics 5						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 5: We need to continue our intentional focus on early literacy and numeracy in Pre-Kinder through second grade.

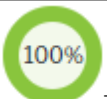
Goal 5: Increase Performance in Early Childhood: HB3 Goals

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 48% by June 2024.


Evaluation Data Source(s) 2: Unit Assessment Data, Benchmark Data and STAAR Data

Summative Evaluation 2:

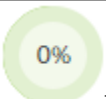
Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the percent of PreK students that score on grade level or above in math on the CIRCLE Progress Monitoring assessment from 88% to 96% by June 2024.	2.4, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.				
Problem Statements: Demographics 5							
2) Increase the percent of Kindergarten students that score on level or above in math from 84% to 92% by June 2024.	2.4, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.				
Problem Statements: Demographics 5							
3) Increase the percent of students that score on level or above in math from 81% to 89% for 1st Grade and from 59% to 71% for 2nd Grade by June 2024.	2.4, 2.6	Teachers, Campus Academic Leader, Assistant Principal, and Principal	Over time, there will be an increase in students who score at the meets or masters level on 3rd Grade STAAR.				
Problem Statements: Demographics 5							




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: 5 out of 16 sub-populations met the target for Academic Achievement in Domain 3. Root Cause 5: We need to continue our intentional focus on early literacy and numeracy in Pre-Kinder through second grade.