

# New Braunfels Independent School District

## Walnut Springs Elementary

### 2023-2024 Campus Improvement Plan



# Mission Statement

*Engage. Empower. Learn.*

## Vision

Every student. Every day.

### Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
<b>Passion for Growth</b>	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
<b>Power of the Team</b>	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
<b>Pride of New Braunfels</b>	Everyone matters High expectations Act with purpose	Ready for Tomorrow

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

- Walnut Springs Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from mClass, NWEA MAP, STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the campus. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the campus, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year.
- The Campus Improvement Committee met virtually and in person on June 22nd at 1:00pm to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee.
  - Those in attendance were:
    1. Leigh Bailey, Principal
    2. Jackie Winters, Assistant Principal
    3. Danya Rifkin, Counselor
    4. Simone Ballance, Teacher
    5. Rachel Weddel, Teacher
    6. Karen Feldman, District Representative
    7. Shiloh Mocaby, Parent
    8. Geoffrey Rifkin, Community/Business Member

The committee will also meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year.

Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

# Demographics

## Demographics Summary

Walnut Springs is a K-5 elementary school in the New Braunfels ISD. Located in Comal County, New Braunfels is situated in a high-growth area between San Antonio and Austin. Currently, WSE has approximately 322 students grades Kinder-5th grade. We have 45 staff members. Kindergarten and 5th grade has two general education classrooms. 1st - 4th grade has three general education classrooms. We have PE, Art, Music and Library specials students attend a variety of these daily. We have a Robotics Club, Bluebonnet Book club, KWSE Club, Art club, and Mileage Club for our students. Our campus is currently receiving many building renovations as well as new playgrounds this year.

## Demographics Strengths

- All staff are highly qualified.
- Robotics Club, Bluebonnet Book club, KWSE Club, Art club, and Mileage Club extend the learning for students beyond the school day.
- International and out of state population at WSE reflects the growing of the New Braunfels population and allows for the opportunity to introduce long time NBISD students to new students and cultures that they bring to the campus.

## Campus Survey Shows:

- At WSE everyone matters.
- WSE parents feel that there is a focus on learning,
- Teachers and staff care, listen, and connect with students.
- Front office is very helpful and friendly creating inclusive environment for parents
- Communication is a top campus strength.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Walnut Springs has 64% of students "at risk" and 47% economically disadvantaged. **Root Cause:** Majority of students qualify as "at risk" based on academics and state assessments.

# Student Learning

## Student Learning Summary

### WSE STAAR Scores 2022:

#### Reading

3rd Grade: 51% Meets. 30% Masters

4th Grade: 78% Meets. 26% Masters

5th Grade: 61% Meets. 45% Masters

#### Math

3rd Grade: 47% Meets. 27% Masters

4th Grade: 46% Meets. 26% Masters

5th Grade: 63% Meets. 29% Masters

#### Science

5th Grade: 59% Meets. 24% Masters

### WSE STAAR Scores 2021:

#### Reading

3rd Grade: 40% Meets 21% Masters

4th Grade: 32% Meets. 12% Masters

5th Grade: 50% Meets. 27% Masters

#### Math

3rd Grade: 14% Meets. 0% Masters

4th Grade: 41% Meets. 27% Masters

5th Grade: 65% Meets. 39% Masters

#### Writing

4th Grade: 21% Meets. 7% Masters

## Science

5th Grade: 48% Meets. 23% Masters

### Student Learning Strengths

87% of our kindergarten students were at benchmark in reading when entering 1st grade.

Campus Accountability rating A 2021-2022 school year with distinction for comparative Closing the Gaps.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Overall STAAR performance percentage 56.51%. **Root Cause:** Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy

**Problem Statement 2:** Fundamental 5 practices are not implemented with fidelity throughout all lessons. **Root Cause:** Failure to apply strategies with the frequency needed to become rote teaching practice..

**Problem Statement 3:** Undesirable behavior negatively affected the learning environment. **Root Cause:** Lack of EBIS strategies implementation to prevent or address undesirable behaviors. Lack of system to follow with strategies & steps for specific behaviors in place.

# School Processes & Programs

## School Processes & Programs Summary

The Walnut Springs daily schedule provides time for all students to receive high quality instruction in all academic areas (math, ELA, science, and social studies). Teachers are also given time to plan, assess, and conference with students and parents.

Students at Walnut Springs visit the Art Studio on a weekly basis, PE 4 times a week, and music & library twice a week.

Students at Walnut Springs may also participate in extra-curricular activities such as the Robotics Club, Honor Choir, KWSE (video announcements), and the Bluebonnets reading club.

Walnut Springs believes in an open-door policy for staff, parents, and students.

Administration conducts weekly walk-throughs in order to support the teacher's use of the Fundamental 5 teaching practices.

Walnut Springs provides a math and reading interventionists to supplement the education of at-risk students and provides a structured RTI program for students in need. In addition, a SPED Focus Teacher and SPED Resource teacher, a speech teacher, and two Life Skills teachers implement goals for students with IEPs.

## School Processes & Programs Strengths

Our school survey indicates:

The overall climate of the school is positive.

Students respect their teachers.

Students indicate that bullying is not a serious problem at WSE.

Parents indicate on surveys that they feel welcome in the office and school.

Teachers and Administrators return emails and phone calls to parents in a timely manner.

WSE Counselor is proactive with help for student, family, and staff concerns.

Students feel teachers care.

Teachers feel they have a voice in decision making.

Parents are aware of programs offered and are involved.

Parents are aware of the student/parent compact.

## Curriculum and Instruction



School focus is on teaching and learning.

Teachers have high expectations

Teachers provide help and encouragement.

Parents see the benefit in incorporating technology into the classroom.

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

**Problem Statement 1 (Prioritized):** Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve **Root Cause:** Lack of effective campus professional learning community system in place

**Problem Statement 2:** Ineffective EBIS system in place. **Root Cause:** Lack of teacher buy-in Lack of system to follow with strategies & steps for specific behaviors in place.

**Problem Statement 3:** Ineffective instructional techniques used by teachers **Root Cause:** Lack of campus coaching system or cycle

# Perceptions

## Perceptions Summary

Walnut Springs embraces our district mission and values. Every Student, Every Day

Rooted in history, building a legacy, and growing toward the future.

Beliefs	Behaviors	Outcome
Passion for Growth	Embrace challenges  Adapt and adjust  Get better every day	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect  Make each other better  Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters  High expectation  Act with purpose	Ready for Tomorrow

We also believe that we can provide an environment that mixes compassion and understanding with accountability. WSE values structure, self-discipline, and relationship building. Collaborative learning is also frequently used to increase students' ability to work as a part of a group; learning from each other, being accountable for their personal contributions and responsibilities, and valuing differing viewpoints and perspectives.

## Perceptions Strengths

Based on past parent and staff surveys, Walnut Springs was many perceived strengths.

- Parents and students feel that there is a focus on students and learning
- Teachers are available to assist students.
- Teachers feel confident about Positive Behaviors and Intervention Systems at Walnut Springs.
- Teachers feel confident with Restorative Discipline Implementation.
- The front office is pleasant and very helpful.
- Parents feel well-informed.
- Teachers feel that they have a voice in decision making.
- Overall the climate of WSE is positive.
- Students and parents both enjoy coming to WSE.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Increased number of students need behavior or mental health support beyond what classroom teachers can provide. **Root Cause:** Lack of system to follow with strategies & steps for specific behaviors in place.

**Problem Statement 2:** Parents would like to be informed about assessment results throughout the year. **Root Cause:** Parents are aware of quarterly and district assessments being given, but are not told how their student or the campus scored overall on these assessments.

**Problem Statement 3:** 3.66 of parents indicate they agree that administrators and staff take time to listen, care, and connect with parents/guardians. **Root Cause:** Lack of parent outreach and seeking parent input regarding decisions, programs, and events at WSE.

# Priority Problem Statements

**Problem Statement 1:** Overall STAAR performance percentage 56.51%.

**Root Cause 1:** Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

**Root Cause 2:** Lack of effective campus professional learning community system in place

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

# Goals

Revised/Approved: June 13, 2023





**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 1:** Annually increase the percentage of students showing a minimum of 1+ years academic growth on MAPS assessments in Reading using May 2021 - 2022 (55.9%) growth percentage as a beginning benchmark.

**High Priority**

**Evaluation Data Sources:** MAPS Spring Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct monthly RTI Meetings to analyze data, create an action plan, and progress monitor students of all academic levels.  <b>Strategy's Expected Result/Impact:</b> Students of all academic levels will show growth in reading and math.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> SameGoal Subscription - 282 - ESSER III Grant - \$10,656.08</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PLCs meet weekly with instructional coach to analyze data, prepare tier I differentiated lessons with appropriate rigor, and plan tier 2 instructional groups and lessons.  <b>Strategy's Expected Result/Impact:</b> Students of all academic levels will show growth in reading and math.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Instructional Coach</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Accurately identify second language students in order to provide instruction to best meet their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified as a second language learner would be placed with a certified ESL teacher in order to support them in language acquisition skills.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator</p> <p><b>Funding Sources:</b> Bilingual Assessment - 199-PIC 25, 35 State Bilingual/ESL - \$150</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Overall STAAR performance percentage 56.51%. <b>Root Cause:</b> Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve  <b>Root Cause:</b> Lack of effective campus professional learning community system in place</p>







**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 2:** Annually increase the percentage of students showing a minimum of 1+ years academic growth on MAPS assessments in Math using May 2021 - 2022 (58.5%) growth percentage as a beginning benchmark.

**High Priority**

**Evaluation Data Sources:** MAP spring assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PLCs meet weekly with instructional coach to analyze data, prepare tier I differentiated lessons with appropriate rigor, and plan tier 2 instructional groups and lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Students of all academic levels will show growth in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus RLA and math intervention teachers and paraprofessionals will provide direct, supplemental instruction for priority At-Risk students identified using 15 point state criteria found in the NBISD SCE Manual in accelerated reading and accelerated math programs. NBISD currently has no Targeted Assistance programs, but will use the SCE identification process if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math scores of at risk students on MAPs assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Math Interventionist Medina &amp; Pszanowski - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$169,077</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Overall STAAR performance percentage 56.51%. <b>Root Cause:</b> Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy</p>

## School Processes & Programs

**Problem Statement 1:** Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve





**Root Cause:** Lack of effective campus professional learning community system in place

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 3:** Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 51% Meets standard in 2022 to 75% Meets standard by May of 2025. The target for May of 2023 STAAR for all 3rd grade students is 65% at the Meets standard.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus RLA and math intervention teachers and paraprofessionals will provide direct, supplemental instruction for priority At-Risk students identified using 15 point state criteria found in the NBISD SCE Manual in accelerated reading and accelerated math programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading assessment performance by "at risk" students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Interventionist - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Overall STAAR performance percentage 56.51%. <b>Root Cause:</b> Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy</p>

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 4:** Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 49% Meets standard in 2022 to 65% Meets standard by May of 2025. The target for May of 2023 STAAR for all 3rd grade students is 53% at the Meets standard.

**HB3 Goal**

**Evaluation Data Sources:** The percent of 2nd grade students meeting at or above grade level mean RIT score from 52% to 60% on MAPS by May 2023.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PLCs meet weekly with instructional coach to analyze data, prepare tier I differentiated lessons with appropriate rigor, and plan tier 2 instructional groups and lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on math assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Interventionists, RTI Coordinator, Administration</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Overall STAAR performance percentage 56.51%. <b>Root Cause:</b> Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve <b>Root Cause:</b> Lack of effective campus professional learning community system in place</p>





**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 1:** Annually increase the percentage of 5th grade students "on track" to achieve passing score on the SAT.

**HB3 Goal**

**Evaluation Data Sources:** "On Track" baseline percentage of 52% from 2023 Spring MAP Assessment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Begin including Depth and Complexity elements in lesson plans to increase rigor and challenge higher order thinking skills.  <b>Strategy's Expected Result/Impact:</b> Students will enter middle school with higher level scholarly vocabulary, complex reasoning skills, and deeper understanding of content.  <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Support student growth and development through the Arts to encourage creativity, innovation, and self confidence - essential skills for the 21st Century workforce.  <b>Strategy's Expected Result/Impact:</b> Increased Academic Achievement  <b>Staff Responsible for Monitoring:</b> District Fine Arts Coordinator            Principal</p> <p><b>Funding Sources:</b> Art Teacher - 281 - ESSER II Grant - \$74,139</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will identify what "Beyond Mastery" looks like for lesson objectives - including independent learning opportunities for "Beyond Mastery" level activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance of higher achieving students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Overall STAAR performance percentage 56.51%. <b>Root Cause:</b> Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy</p>

**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 1:** Increase the number of students who respond they agree to "My campus is helping me be the best version of myself." on the annual student survey from 4.1 to 4.3 in May of 2024.

**Evaluation Data Sources:** Annual student survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Morning "Words of Wisdom" by the principal continued in announcements each day. <b>Strategy's Expected Result/Impact:</b> Students gain wisdom regarding demonstrating good character. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Each grade level will be responsible for 1 community outreach activity <b>Strategy's Expected Result/Impact:</b> Students participate in bettering their community. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 1:** Increase percentages of Fundamental Five instructional strategies used with fidelity in the classroom by May 2024:





Framing the Lesson from 80% to 90%

Critical Writing from 31% to 35%

Recognize and Reinforce from 55% to 60%

**High Priority**

**Evaluation Data Sources:** Walk-through data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional coach will implement coaching cycles for classroom teachers to support effective instructional strategies that better serve all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing teachers with just-in time professional development through the coaching cycle will increase effective Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Principal</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Coach - 281 - ESSER II Grant - \$33,635</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Overall STAAR performance percentage 56.51%. <b>Root Cause:</b> Tier I instruction lacks adequate rigor and fidelity to district curriculum Lack of student motivation or self-efficacy</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Educators do not effectively collaborate in recurring cycles of collective inquiry and action research to achieve better results for the students they serve <b>Root Cause:</b> Lack of effective campus professional learning community system in place</p>



**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 2:** Give teachers & staff frequent opportunities to share their thoughts and concerns with administration





**Evaluation Data Sources:** Administrator calendar

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will do monthly rounding with teachers and staff and share stop-light report at the close of each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher satisfaction and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 5:** NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

**Performance Objective 1:** Annually increase the number of students responding to "teachers, staff, administrators take the time to listen, care, and connect" on annual student survey from 4.3 to 4.5 by May 2024.





**Evaluation Data Sources:** Student Survey data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers, counselor, CIS, and administrators will do rounding with students according to rounding system.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build stronger relationships with adults at WSE.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 1:** Annually increase the percentage of highly satisfied parents and community members from 3.8 to 4.0





**Evaluation Data Sources:** Annual Parent survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Community in Schools representative to facilitate relationships between Walnut Springs Elementary and its families.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger partnerships and relationships with families</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> CIS representative - 281 - ESSER II Grant - \$21,892</p>	Formative		
	Nov	Feb	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 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 2:** Improve campus safety measures and increase the level of safety awareness, training, and preparedness of all campus staff.





**Evaluation Data Sources:** Training sign-in sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Promote "Watchdogs" program to increase presence of dads on campus. <b>Strategy's Expected Result/Impact:</b> Increased campus safety <b>Staff Responsible for Monitoring:</b> PTA Board, Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Administrator conduct daily door sweep to check that all entrances to campus are secure. <b>Strategy's Expected Result/Impact:</b> Increased safety of those on campus. <b>Staff Responsible for Monitoring:</b> Administrators, District Safety/Student Services Department	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Conduct monthly safety drills with all staff and students. <b>Strategy's Expected Result/Impact:</b> Students and staff aware of safety procedures in event of threat to safety. <b>Staff Responsible for Monitoring:</b> Assistant Principal, District Safety Department	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 3:** Allow opportunities for discovery outside the walls of Walnut Springs Elementary

**Evaluation Data Sources:** Field Trip Schedules

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide all students with opportunity to attend a field trip each year to expose them to culture, nature, adventure, and discovery outside the walls of Walnut Springs.</p> <p><b>Strategy's Expected Result/Impact:</b> More well-rounded students</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Travel Expenses - 281 - ESSER II Grant - \$350</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# State Compensatory

## Budget for Walnut Springs Elementary

**Total SCE Funds:** \$169,077.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

SCE funds are used to fund intervention services in reading and math for at risk students.

## Personnel for Walnut Springs Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Monica Medina	Math Interventionist	1
Rachel Weddel	Reading Interventionist	1
Wendy Pszanowski	Intervention Aide	1

# Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Math Interventionist Medina & Pszanowski		\$169,077.00
1	3	1	Interventionist		\$0.00
<b>Sub-Total</b>					\$169,077.00
<b>Budgeted Fund Source Amount</b>					\$169,077.00
<b>+/- Difference</b>					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Bilingual Assessment		\$150.00
<b>Sub-Total</b>					\$150.00
<b>Budgeted Fund Source Amount</b>					\$150.00
<b>+/- Difference</b>					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Art Teacher		\$74,139.00
4	1	1	Instructional Coach		\$33,635.00
6	1	1	CIS representative		\$21,892.00
6	3	1	Travel Expenses		\$350.00
<b>Sub-Total</b>					\$130,016.00
<b>Budgeted Fund Source Amount</b>					\$130,016.00
<b>+/- Difference</b>					\$0.00
282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SameGoal Subscription		\$10,656.08
<b>Sub-Total</b>					\$10,656.08
<b>Budgeted Fund Source Amount</b>					\$100,000.00
<b>+/- Difference</b>					\$89,343.92
<b>Grand Total Budgeted</b>					\$399,243.00

282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$309,899.08
				<b>+/- Difference</b>	\$89,343.92



# Addendums

**Walnut Springs Elementary**  
**2022-2023 Parent and Family Engagement Activities**

**August**

- o Meet the Teacher – August 18

**September**

- o CIP Meeting - September 01 ZOOM MEETING
- o Open House with PTA Meeting – September 8, 2022

**October**

- o Watchdogs Oct. 7
- o Red Ribbon Week
- o Unity Day
- o Falloween October 22, 2022
- o Parent Conferences – *Throughout Month of October* -

**November**

- o Veterans Day Ceremony - November 11
- o Book Fair November 14-18
- o 12 Days of Holiday Reading Dec. 4-
- o Grandfriends Day November 16 & 17
- o Veterans Day Ceremony - November 11
- o CIP Meeting November 17 Formative Review

**December**

- o 12 Days of Holiday Reading

**January**

- o Book Swap Jan 23
- o Choir Concert Jan 26

**February**

- o Valentine’s Dance February 9
- o 100<sup>th</sup> Day of School Activities Feb 7
- o Read Across America Feb 27-March 3

**March**

**April**

- o Spring Book Fair April 3-7

**May**

- o Teacher Appreciation Week May 1-5
- o Field Days May 10 & 11