

Seguin Independent School District
Weinert Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

Passionate family of thinkers, doers, and leaders

Value Statement

We believe Weinert Elementary is at its best when:

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	8
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Goals	17
Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 37% meets to 46% meets by August 2025.	17
Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 36% meets to 49% meets by August 2025.	21
Goal 3: Weinert Elementary will support awareness of the College, Career, and Military Readiness (CCMR) requirements.	23
Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.	24
Goal 5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).	28
Goal 6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.	30
Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.	33
Campus Funding Summary	38
Addendums	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2022-2023 school year, Weinert Elementary served 483 students in Kinder through fifth grade. We continue to grow! Weinert Elementary is a Title I campus, with 48% of the student population at risk. Weinert's daily attendance rate is 93.7%, falling from 98.6% the previous school year. Weinert is 70.8% economically disadvantaged.

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

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

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

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

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

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

Ethnic Distribution of Students -

- African American - 18 students / 4.0%
- Hispanic - 273 students / 60%
- White - 149 students / 32.7%

- American Indian - 0
- Asian - 3 students / 0.7%
- Pacifica Islander - 0
- Two or More Races - 12 students / 2.6%

Ethnic Distribution of Teachers -

- African American - 0
- Hispanic - 9.9 teachers / 32.3%
- White - 19.8 teachers / 64.5%
- American Indian - 0
- Asian - 1 teacher / 3.2%
- Pacific Islander - 0
- Two or More Races - 0

Male Teachers - 3.8

Female Teachers - 26.9

Enrollment by Student Group -

- Economically Disadvantaged - 70.8%
- Section 504 - 4.0%
- English Learners - 2.2%
- Students w/Dyslexia - 2.2%
- Homeless - 2.0%
- At-Risk - 47.9%
- Special Education - 14.7%

Total Staff - 46.4

- Professional Staff - 37.7
- Teachers - 30.7
- Professional Support - 5.0
- Campus Administration - 2.0
- Education Aides - 8.7
- Librarian - 1.0
- Counselor - 1.0

Students by Grade 2022 - 2023

Kindergarten	77
Grade 1	77
Grade 2	72
Grade 3	80
Grade 4	82
Grade 5	95

Total Student Population - 483

Demographics Strengths

Weinert has teachers that have worked at various grade levels throughout their career (middle school, pre-k, and alternatively certified staff) with varying backgrounds. These teachers are able to bring content knowledge and life skills to our campus. This allows us to build capacity in others as they share their knowledge and expertise with their students and their grade level teams. This knowledge base adds value to each grade level as we vertically plan across the campus.

Weinert offers GT from an experienced teacher for students who are identified. Additionally -----% of our teachers are GT certified.

Rezoning within Seguin ISD, along with additional programs to support students, has added an influx of students from diverse backgrounds to Weinert.

The ACE site coordinator is on campus from 10:30AM - 6:30PM daily, providing mentorship opportunities for students after school. ACE will continue to offer after school opportunities for students to participate in clubs, enrichment, tutorials, and social emotional learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires an understanding of the needs of various learners while implementing a common set of values and expectations at school.

Problem Statement 2 (Prioritized): Building relationships with, and between, teachers and students is a continual process. Through RtI, various data and vertical alignment documents, teachers identify needs and know where students were at the end of the previous year; and, what is needed to help them grow. **Root Cause:** Academic gaps exist due to lack of educational experience, the pandemic, and other traumas.

Student Learning

Student Learning Summary

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

IStation Data 2022 - 2023

Grade Level	BOY 1&2	BOY 3 - 5	EOY 1 & 2	EOY 3 - 5
Kindergarten	40%	60%	47%	52%
1st	52%	48%	57%	44%
2nd	50%	50%	49%	51%
3rd	51%	49%	49%	51%
4th	62%	38%	34%	66%
5th	48%	51%	41%	58%

Benchmark Data 2022 - 2023

Third Grade 2022/23	Approaches	Meets	Masters
Reading	61	21	9
Math	49	22	9

Spec ED RLA - 11 Students : 9/0/0

SpecED Math - 11 Students: 9/0/0

Fourth Grade 2022/23	Approaches	Meets	Masters
Reading	69	27	8
Math	60	36	18

SpecED RLA - 19 Students 32/0/0

SpecED Math - 18 Students: 28/6/0

Fifth Grade 2022/23	Approaches	Meets	Masters
Reading	70	45	18
Math	49	22	9

SpecED RLA - 14 Students: 21/7/7

SpecED Math - 14 Students: 36/7/7

Student Learning Strengths

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

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

Second Grade, Third Grade, Fourth Grade and Fifth Grade outperformed the state in Level 3-5 in May IStation data

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Building relationships with various levels of teachers and students is a continual process. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students. Additionally, there continue to be challenges due to the pandemic and trauma.

Problem Statement 2 (Prioritized): Fifty percent of K-2 students are not approaching grade level on Istation. **Root Cause:** Cycles and interventions are not discussed at data meetings and are not implemented with fidelity.

Problem Statement 3 (Prioritized): Based on the STAAR raw score data we have estimated 50-60% of students are likely to pass STAAR across all grade levels and subjects. **Root Cause:** Essential TEKS are not internalized during Tier 1 instruction; and, time in intervention blocks, guided reading and math blocks needs to be maximized.

Problem Statement 4 (Prioritized): Weinert Elementary Special Education students are under-performing on state assessments. **Root Cause:** Limited grade level PLC discussions with special education teachers, lack of staff development and differentiation in the classrooms.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

School Processes & Programs Strengths

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special education teachers are limited in their ability to collaborate with grade level teachers during PLC time. **Root Cause:** The special education teacher's main focus is meeting IEP minutes for their students.

Problem Statement 2 (Prioritized): Academic nights have lower attendance than non-academic nights. **Root Cause:** Agendas and information is not clearly communicated from grade levels.

Problem Statement 3 (Prioritized): New teachers need more support. **Root Cause:** Insufficient onboarding process.

Problem Statement 4 (Prioritized): There is a need for more time to plan vertically. **Root Cause:** Difficulty finding coverage and scheduling.

Perceptions

Perceptions Summary

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

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

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

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

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

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

Perceptions Strengths

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

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

AVID supports academic responsibility and organization campus-wide.

Campus newsletter (from campus principal) is sent weekly

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The word "bullying" is often used incorrectly by both students and families. **Root Cause:** Lack of appropriate campus-wide training for all

stakeholders.

Priority Problem Statements

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause 1: A diverse population requires an understanding of the needs of various learners while implementing a common set of values and expectations at school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Building relationships with, and between, teachers and students is a continual process. Through RtI, various data and vertical alignment documents, teachers identify needs and know where students were at the end of the previous year; and, what is needed to help them grow.

Root Cause 2: Academic gaps exist due to lack of educational experience, the pandemic, and other traumas.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Building relationships with various levels of teachers and students is a continual process. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

Root Cause 3: Academic gaps exist due to lack of school experience for some students. Additionally, there continue to be challenges due to the pandemic and trauma.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Fifty percent of K-2 students are not approaching grade level on Istation.

Root Cause 4: Cycles and interventions are not discussed at data meetings and are not implemented with fidelity.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on the STAAR raw score data we have estimated 50-60% of students are likely to pass STAAR across all grade levels and subjects.

Root Cause 5: Essential TEKS are not internalized during Tier 1 instruction; and, time in intervention blocks, guided reading and math blocks needs to be maximized.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Weinert Elementary Special Education students are under-performing on state assessments.

Root Cause 6: Limited grade level PLC discussions with special education teachers, lack of staff development and differentiation in the classrooms.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Special education teachers are limited in their ability to collaborate with grade level teachers during PLC time.

Root Cause 7: The special education teacher's main focus is meeting IEP minutes for their students.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Academic nights have lower attendance than non-academic nights.

Root Cause 8: Agendas and information is not clearly communicated from grade levels.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: New teachers need more support.

Root Cause 9: Insufficient onboarding process.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for more time to plan vertically.

Root Cause 10: Difficulty finding coverage and scheduling.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The word "bullying" is often used incorrectly by both students and families.







Root Cause 11: Lack of appropriate campus-wide training for all stakeholders.







Problem Statement 11 Areas: Perceptions

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 37% meets to 46% meets by August 2025.

Performance Objective 1: By the end of the 2023 / 2024 school year, Weinert Elementary will increase student writing performance in grades K-5.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement writing across the curriculum into their lesson plans and during PLCs.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration (principal, AP, AD) will attend The Writing Academy training. We will turn the training around and present to our campus during a super PLC.</p> <p>Strategy's Expected Result/Impact: An increase in the understanding of SCR and ECR; providing strategies for both teachers and students to use to continue to build their writing skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Registration / Per Diem / Parking - 211 Title I - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Weinert Elementary will purchase STAAR master reading (teacher guide/student practice) books for grades 2-5.</p> <p>Strategy's Expected Result/Impact: STAAR Master is aligned to state standards and curriculum. Additionally, it aligns with STAAR 2.0 and will help increase student growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: STAAR Master Books - 211 Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Weinert Elementary will provide students with an incentive to support ISIP reading growth for December. The class in each grade level with the most growth will receive a popcorn and pickle party.</p> <p>Strategy's Expected Result/Impact: Increased ISIP scores - overall students who are performing at grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: Popcorn, Pickles, Popcorn Bags, Pickle Bag - 211 Title I - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Weinert Elementary Kinder students will utilize dry erase sentence strips to build writing stamina and improve their foundational writing.</p> <p>Strategy's Expected Result/Impact: Improved writing skills</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers</p> <p>Title I: 2.6</p> <p>Funding Sources: Dry Erase Sentence Strips Whiteboards - 211 Title I - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 6 Details	Reviews			
<p>Strategy 6: We will give our new 4th grade ELA teacher time to plan and collaborate with our academic dean.</p> <p>Strategy's Expected Result/Impact: Increased student performance on module assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Substitute - 211 Title I - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 7 Details	Reviews			
<p>Strategy 7: To support reading and writing in the primary grades, Kinder teachers will attend a virtual professional development on Sound Walls.</p> <p>Strategy's Expected Result/Impact: Increase reading and writing competencies.</p> <p>Staff Responsible for Monitoring: Kinder Teachers AD Assistant Principal Principal</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Registration Fee and Substitutes - 211 Title I - \$980</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 8 Details	Reviews			
<p>Strategy 8: Weinert Elementary will purchase six Lead4Ward Comprehension Strategy Kits and one Elementary Field Guides Campus Bundle.</p> <p>Strategy's Expected Result/Impact: Increased academic growth in students K-5.</p> <p>Staff Responsible for Monitoring: Principal AP AD Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3</p> <p>Funding Sources: Lead4Ward Instructional Resources - 211 Title I - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires an understanding of the needs of various learners while implementing a common set of values and expectations at school.

Problem Statement 2: Building relationships with, and between, teachers and students is a continual process. Through RtI, various data and vertical alignment documents, teachers identify needs and know where students were at the end of the previous year; and, what is needed to help them grow. **Root Cause:** Academic gaps exist due to lack of educational experience, the pandemic, and other traumas.

Student Learning

Problem Statement 1: Building relationships with various levels of teachers and students is a continual process. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students. Additionally, there continue to be challenges due to the pandemic and trauma.

Problem Statement 2: Fifty percent of K-2 students are not approaching grade level on Istation. **Root Cause:** Cycles and interventions are not discussed at data meetings and are not implemented with fidelity.





Problem Statement 3: Based on the STAAR raw score data we have estimated 50-60% of students are likely to pass STAAR across all grade levels and subjects. **Root Cause:** Essential TEKS are not internalized during Tier 1 instruction; and, time in intervention blocks, guided reading and math blocks needs to be maximized.





Problem Statement 4: Weinert Elementary Special Education students are under-performing on state assessments. **Root Cause:** Limited grade level PLC discussions with special education teachers, lack of staff development and differentiation in the classrooms.

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 36% meets to 49% meets by August 2025.

Performance Objective 1: By the end of the 2023/2024 school year, Weinert Elementary will see growth in STAAR Math across grade levels.

Evaluation Data Sources: Exit Tickets
 Unit Assessments
 Benchmarks
 Anecdotal data

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary will purchase STAAR Master Math (teacher guide/student practice) books for grades 2-5. Strategy's Expected Result/Impact: STAAR Master Math is aligned to state standards and curriculum. Additionally, it is aligned to STAAR 2.0. By utilizing STAAR Master as a resource, we will see student growth and achievement. Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Weinert Elementary will provide substitutes for grades 3-5 math teachers for planning and disaggregating data. Strategy's Expected Result/Impact: Increased student achievement and student growth. Staff Responsible for Monitoring: Principal Academic Dean Assistant Principal Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Substitute Teacher - 211 Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase Lead4Ward instructional materials to support student growth.</p> <p>Strategy's Expected Result/Impact: Student growth in math across the campus.</p> <p>Staff Responsible for Monitoring: Principal AP AD Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Lead4Ward Instructional Materials - 211 Title I - \$6,388</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Building relationships with various levels of teachers and students is a continual process. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. Root Cause: Academic gaps exist due to lack of school experience for some students. Additionally, there continue to be challenges due to the pandemic and trauma.</p>
<p>Problem Statement 3: Based on the STAAR raw score data we have estimated 50-60% of students are likely to pass STAAR across all grade levels and subjects. Root Cause: Essential TEKS are not internalized during Tier 1 instruction; and, time in intervention blocks, guided reading and math blocks needs to be maximized.</p>
<p>Problem Statement 4: Weinert Elementary Special Education students are under-performing on state assessments. Root Cause: Limited grade level PLC discussions with special education teachers, lack of staff development and differentiation in the classrooms.</p>

Goal 3: Weinert Elementary will support awareness of the College, Career, and Military Readiness (CCMR) requirements.

Performance Objective 1: Weinert Elementary will host a variety of events to support College, Career, and Military Readiness.

Evaluation Data Sources: By the end of the 2025 school year, Weinert Elementary will host at least two CCMR events to support students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary will host a fall Career Day on December 6, 2023.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of careers in various fields within our community.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CIS</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Light Snacks for presenters - 211 Title I - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Weinert Elementary will purchase college flags to support CCMR and our AVID strategies.</p> <p>Strategy's Expected Result/Impact: More awareness of CCMR.</p> <p>Staff Responsible for Monitoring: Counselor AD</p> <p>Funding Sources: College Flags - 211 Title I - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: A diverse population requires an understanding of the needs of various learners while implementing a common set of values and expectations at school.</p>







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

Performance Objective 1: By May 2024, the Panorama Student Survey SEL scores (Emotional Regulation, Grit, Social Awareness) in grades K-5 will improve to 85% or better.

Evaluation Data Sources: Survey Data

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

Performance Objective 2: Weinert Elementary will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary will purchase iPads to be used in our specials rotations so that interactive lessons can be shared with students.</p> <p>Strategy's Expected Result/Impact: Reinforce health and wellness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Specials Team</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: iPads, Caes, Logitech Crayon - 211 Title I - \$1,196.70</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: A diverse population requires an understanding of the needs of various learners while implementing a common set of values and expectations at school.</p>

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







Performance Objective 3: By the end of the 2023/2024 school year, Weinert's Leadership Team will evaluate and track safety, appearance, and cleanliness in all areas of the campus.

Summative Evaluation: Significant progress made toward meeting Objective

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

Performance Objective 4: By the end of the 2023/2024 school year, Weinert Elementary will increase student attendance from 95% to 96%.







Evaluation Data Sources: Increased student achievement
 Attendance committee meetings/notes
 Number of attendance contracts implemented
 Number of truancy cases filed



Strategy 1 Details	Reviews			
Strategy 1: Weinert Elementary will work with CIS to create attendance incentives. Strategy's Expected Result/Impact: Increased attendance and increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Counselor CIS	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Weinert Elementary will increase the amount of teacher support throughout the school year.


Evaluation Data Sources: Teacher Retention
 Teacher Feedback
 Teacher Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary's principal and assistant principal will attend the Effective Documentation of Teachers virtual, interactive training provided by ED311 and TASB.</p> <p>Strategy's Expected Result/Impact: Support classroom teachers and instructional staff through effective appraisals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Registration Fees and Documentation Handbook - 211 Title I - \$488</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Weinert Elementary's principal and assistant principal will attend the Spring Conference for Special Education Law.</p> <p>Strategy's Expected Result/Impact: Support our special education teachers and staff, find meaningful ways for parent participation, and increase achievement in student's receiving special education services.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1, 3</p> <p>Funding Sources: Registration Fees - 211 Title I - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Weinert Elementary administrative team will attend TEPSA Summer Conference.</p> <p>Strategy's Expected Result/Impact: Increased support for classroom educators. Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Registration Fees, Hotel / Per Diem - 211 Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			


Strategy 4 Details	Reviews			
<p>Strategy 4: Weinert Elementary principal, assistant principal and academic dean will conduct a book study on coaching so that we can best support our teachers. We will read "Simply Instructional Coaching" and utilize the Simply Instructional Coaching planner to support our learning and plan for our essential coaching functions.</p> <p>Strategy's Expected Result/Impact: Help teachers become more effective in the classroom, reflect on their growth and improve classroom instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean</p> <p>Funding Sources: Simply Instructional Coaching / Simply Instructional Coaching Planner - 211 Title I - \$257</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: A diverse population requires an understanding of the needs of various learners while implementing a common set of values and expectations at school.</p>
Student Learning
<p>Problem Statement 1: Building relationships with various levels of teachers and students is a continual process. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. Root Cause: Academic gaps exist due to lack of school experience for some students. Additionally, there continue to be challenges due to the pandemic and trauma.</p>
<p>Problem Statement 4: Weinert Elementary Special Education students are under-performing on state assessments. Root Cause: Limited grade level PLC discussions with special education teachers, lack of staff development and differentiation in the classrooms.</p>
School Processes & Programs
<p>Problem Statement 1: Special education teachers are limited in their ability to collaborate with grade level teachers during PLC time. Root Cause: The special education teacher's main focus is meeting IEP minutes for their students.</p>
<p>Problem Statement 3: New teachers need more support. Root Cause: Insufficient onboarding process.</p>

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

Performance Objective 1: At least 75% of Weinert Families will attend an "in-the-community" event once a semester.

Evaluation Data Sources: The number of families that sign-in for the event.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weinert Elementary will host a Veterans Day event on November 10, 2023. Strategy's Expected Result/Impact: Increase parent and family engagement. Staff Responsible for Monitoring: Principal Assistant Principa</p> <p>Problem Statements: School Processes & Programs 2 Funding Sources: Light refreshments - 211 Title I - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p>Strategy 2: Fall Literacy Night will be held on November 7, 2023. Strategy's Expected Result/Impact: Increased family engagement. Staff Responsible for Monitoring: Principal Assistant Principal Librarian</p> <p>Problem Statements: School Processes & Programs 2 Funding Sources: Light Refreshments - 211 Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 3 Details	Reviews			
<p>Strategy 3: Weinert Elementary will host a "Jingle-Bell Run" in December. This will encourage families to join us on campus and exercise with their student. Strategy's Expected Result/Impact: Increased family engagement. Staff Responsible for Monitoring: Principal Counselor CIS</p> <p>Problem Statements: Demographics 2 Funding Sources: Bell Necklaces - 211 Title I - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	100%	100%	

Strategy 4 Details	Reviews			
<p>Strategy 4: Weinert Elementary hosts a number of movie nights throughout the school year. Weinert Elementary will purchase an inflatable screen that can be used for indoor and outdoor movie/family engagement nights.</p> <p>Strategy's Expected Result/Impact: Increased family engagement and the opportunity for families to get to know each other.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Inflatable Movie Screen - 211 Title I - \$175</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Building relationships with, and between, teachers and students is a continual process. Through RtI, various data and vertical alignment documents, teachers identify needs and know where students were at the end of the previous year; and, what is needed to help them grow. Root Cause: Academic gaps exist due to lack of educational experience, the pandemic, and other traumas.</p>
School Processes & Programs
<p>Problem Statement 2: Academic nights have lower attendance than non-academic nights. Root Cause: Agendas and information is not clearly communicated from grade levels.</p>

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

Performance Objective 2: By the Spring of 2024, Weinert Elementary will increase the number of parents who are involved in parent groups on campus.










Evaluation Data Sources: Sign-in sheets









Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Parenting Partners.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



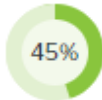

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.





Performance Objective 1: By August 2024, Weinert Elementary will be a B rated campus.





Evaluation Data Sources: STAAR accountability data

Strategy 1 Details	Reviews			
Strategy 1: Weinert Elementary will utilize the ACE program after-school to support student academic needs.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weinert Elementary will support student achievement by purchasing headphones for students to use on assessments across the campus. Strategy's Expected Result/Impact: Student growth on assessments. Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Title I: 2.4, 2.5 Funding Sources: Headphones - 211 Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Weinert Elementary will increase student attendance from 95% to 96%. Strategy's Expected Result/Impact: Increased student academic achievement Staff Responsible for Monitoring: Principal Assistant Principal CIS Attendance Committee	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Weinert Elementary will support Science TEKS by bringing in the SkyDome Planetarium.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Science.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Science Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Mobile Ed SkyDome Planetarium - 211 Title I - \$1,895</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Weinert Elementary will work CIS to create attendance incentives. Weinert Elementary will incentivize students who attend school on November 1, 2023 - which is an early release day.</p> <p>Strategy's Expected Result/Impact: Reach at least 96% attendance as a campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CIS</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Weinert Elementary attendance committee will work with CIS to create an attendance incentive for the week of November 13th-17th. This incentive is geared towards parents.</p> <p>Strategy's Expected Result/Impact: Increased student attendance before a holiday break.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CIS</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers from third and fourth grade, along with the campus principal and academic dean, will attend Lead4Ward Rockin' Review in February.</p> <p>Strategy's Expected Result/Impact: Increased student performance by planning and implementing instruction and meaningful engagement and strategies. Additionally, the team will receive resources to plan for a 10-day, targeted review to help ensure student success.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3, 4 - School Processes & Programs 3</p> <p>Funding Sources: Registration Fee and Substitute Costs - 211 Title I - \$1,995</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 8 Details	Reviews			
<p>Strategy 8: Weinert Elementary Principal and Assistant Principal will attend Solution Tree's "Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes," in March.</p> <p>Strategy's Expected Result/Impact: Build a school culture that believes all students can succeed, examine collaborative structures to support high levels of learning and identify IEP goals specific to student areas of deficit and aligned to priority standards.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: Registration, Travel, Per Diem - 211 Title I - \$3,250</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 9 Details	Reviews			
<p>Strategy 9: Weinert Elementary will send one instructional paraprofessional to Texas ASCD's "Instructional Aides Academy - Spring 2024."</p> <p>Strategy's Expected Result/Impact: More effective small group instruction, strengthen questioning strategies, TEKS resources, and improved reading.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Special Education Teacher</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p> <p>Funding Sources: Registration Fee - 211 Title I - \$525</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 10 Details	Reviews			
<p>Strategy 10: Math and Reading teachers in grades 3-5 will analyze Benchmark data and create targeted intervention plans to support student growth. Additionally, the 5th grade science teacher will analyze Benchmark data and create targeted intervention plans to support student growth.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers</p> <p>Problem Statements: Student Learning 3, 4 - School Processes & Programs 4</p> <p>Funding Sources: Substitutes - 211 Title I - \$1,250</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 11 Details	Reviews			
<p>Strategy 11: Weinert Elementary will send a team to the Summer AVID Institute.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal AP AD Teachers</p> <p>Title I: 2.4</p> <p>Funding Sources: Registration, Per Diem, Lodging, Gas - 211 Title I - \$5,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

Strategy 12 Details	Reviews			
<p>Strategy 12: Weinert Elementary will send one teacher from each grade level to Region 20 for a review of the new Science TEKS.</p> <p>Strategy's Expected Result/Impact: Increased Science instruction in all grade levels.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Dean Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Substitutes - 211 Title I - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Building relationships with various levels of teachers and students is a continual process. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. Root Cause: Academic gaps exist due to lack of school experience for some students. Additionally, there continue to be challenges due to the pandemic and trauma.</p>
<p>Problem Statement 2: Fifty percent of K-2 students are not approaching grade level on Istation. Root Cause: Cycles and interventions are not discussed at data meetings and are not implemented with fidelity.</p>
<p>Problem Statement 3: Based on the STAAR raw score data we have estimated 50-60% of students are likely to pass STAAR across all grade levels and subjects. Root Cause: Essential TEKS are not internalized during Tier 1 instruction; and, time in intervention blocks, guided reading and math blocks needs to be maximized.</p>
<p>Problem Statement 4: Weinert Elementary Special Education students are under-performing on state assessments. Root Cause: Limited grade level PLC discussions with special education teachers, lack of staff development and differentiation in the classrooms.</p>
School Processes & Programs
<p>Problem Statement 1: Special education teachers are limited in their ability to collaborate with grade level teachers during PLC time. Root Cause: The special education teacher's main focus is meeting IEP minutes for their students.</p>
<p>Problem Statement 3: New teachers need more support. Root Cause: Insufficient onboarding process.</p>
<p>Problem Statement 4: There is a need for more time to plan vertically. Root Cause: Difficulty finding coverage and scheduling.</p>

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Registration / Per Diem / Parking		\$2,500.00
1	1	3	STAAR Master Books		\$2,000.00
1	1	4	Popcorn, Pickles, Popcorn Bags, Pickle Bag		\$300.00
1	1	5	Dry Erase Sentence Strips Whiteboards		\$200.00
1	1	6	Substitute		\$150.00
1	1	7	Registration Fee and Substitutes		\$980.00
1	1	8	Lead4Ward Instructional Resources		\$600.00
2	1	2	Substitute Teacher		\$500.00
2	1	3	Lead4Ward Instructional Materials		\$6,388.00
3	1	1	Light Snacks for presenters		\$250.00
3	1	2	College Flags		\$150.00
4	2	1	iPads, Caes, Logitech Crayon		\$1,196.70
5	1	1	Registration Fees and Documentation Handbook		\$488.00
5	1	2	Registration Fees		\$450.00
5	1	3	Registration Fees, Hotel / Per Diem		\$2,000.00
5	1	4	Simply Instructional Coaching / Simply Instructional Coaching Planner		\$257.00
6	1	1	Light refreshments		\$350.00
6	1	2	Light Refreshments		\$500.00
6	1	3	Bell Necklaces		\$100.00
6	1	4	Inflatable Movie Screen		\$175.00
7	1	2	Headphones		\$1,000.00
7	1	4	Mobile Ed SkyDome Planetarium		\$1,895.00
7	1	7	Registration Fee and Substitute Costs		\$1,995.00
7	1	8	Registration, Travel, Per Diem		\$3,250.00
7	1	9	Registration Fee		\$525.00
7	1	10	Substitutes		\$1,250.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	11	Registration, Per Diem, Lodging, Gas		\$5,500.00
7	1	12	Substitutes		\$750.00
Sub-Total					\$35,699.70
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$25,699.70
Grand Total Budgeted					\$10,000.00
Grand Total Spent					\$35,699.70
+/- Difference					-\$25,699.70

Addendums



WEINERT ELEMENTARY

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus

Serving Grades KG-05

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF WEINERT ELEMENTARY

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Weinert Elementary annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Weinert Elementary utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Weinert Elementary continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Weinert Elementary regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Weinert Elementary has a total student population of 456 students. Of the total population of students, ethnic distributions are as follows: 3.9% African American, 60.1% Hispanic, 32.7% White, 0.0% American Indian, 0.0% Asian, 0.0% Pacific Islander and 2.6% Two or More Races. Additional identifiers of the total population include: 70.8% Economically Disadvantaged, 29.2% Non-Educationally Disadvantages, 2.2% Emergent Bilingual and English Learners, and 1.6% with discipline placements. Specific to the intent and purpose of SCE program support, 48.0% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen “at-risk” categories. Depending on the indicator, students can be counted in more than one category.

Weinert Elementary School			Readiness Test		Not Advanced		Failed STAAR		AEP		LEP		Homeless		DO Prev	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%
K	79	16%	30	38%	0	0%			0	0%	0	0%	6	8%	1	1%
1	75	16%	36	48%	0	0%			0	0%	1	1%	1	1%	0	0%
2	87	18%	36	41%	1	1%			0	0%	1	1%	2	2%	0	0%
3	70	15%	43	61%	0	0%	0	0%	0	0%	3	4%	3	4%	0	0%
4	89	18%			1	1%	36	40%	1	1%	5	6%	4	4%	0	0%
5	82	17%			1	1%	36	44%	1	1%	0	0%	2	2%	0	0%
Totals	482	100%	145	30%	3	1%	72	15%	2	0%	10	2%	18	4%	1	0%

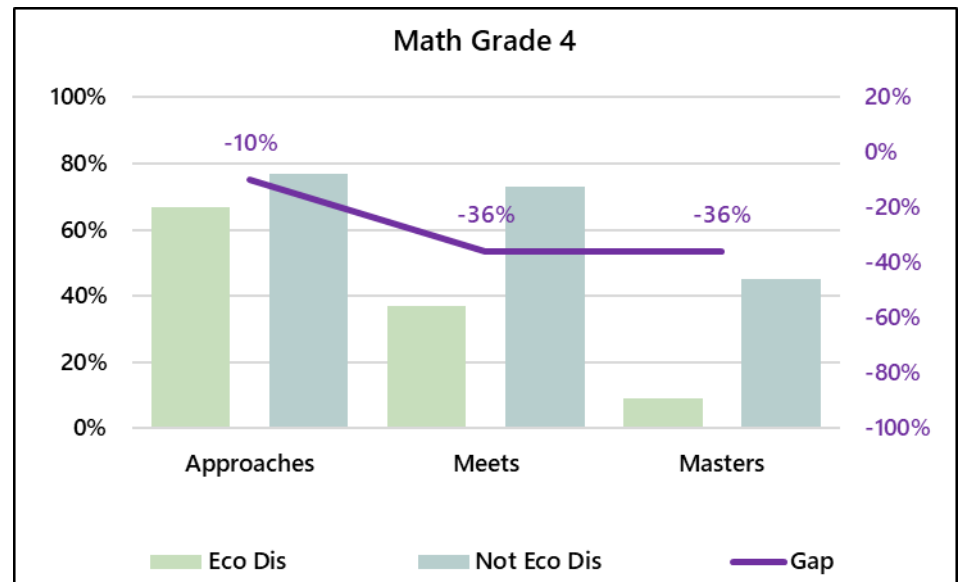
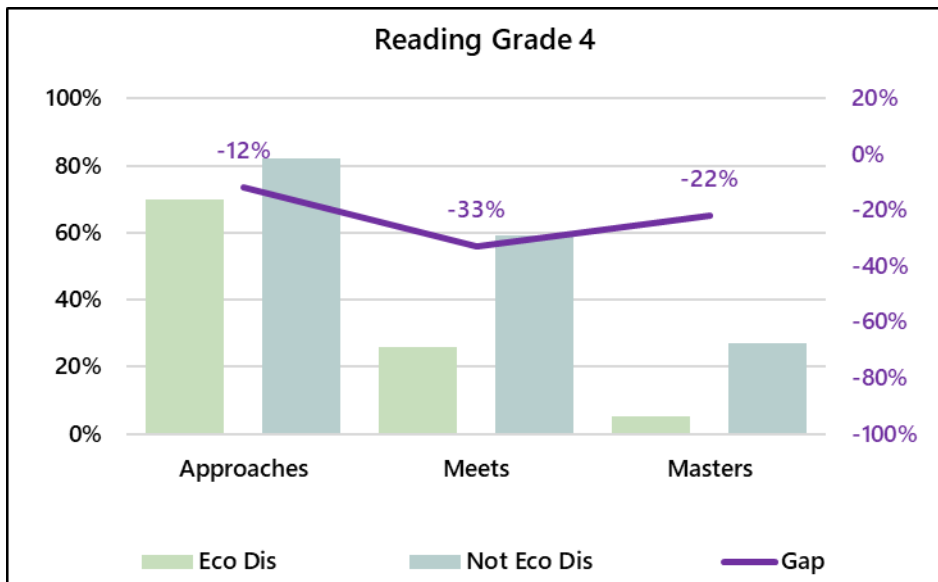
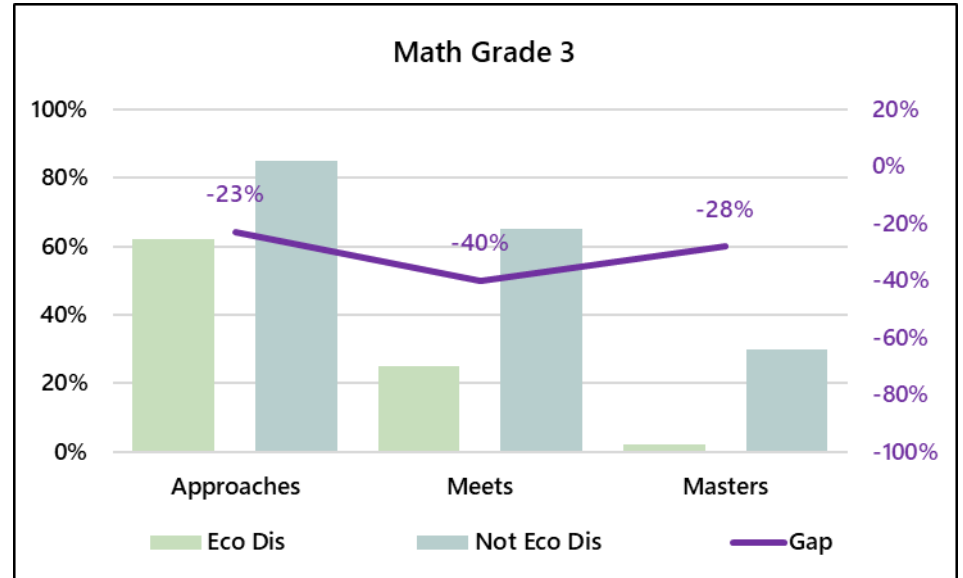
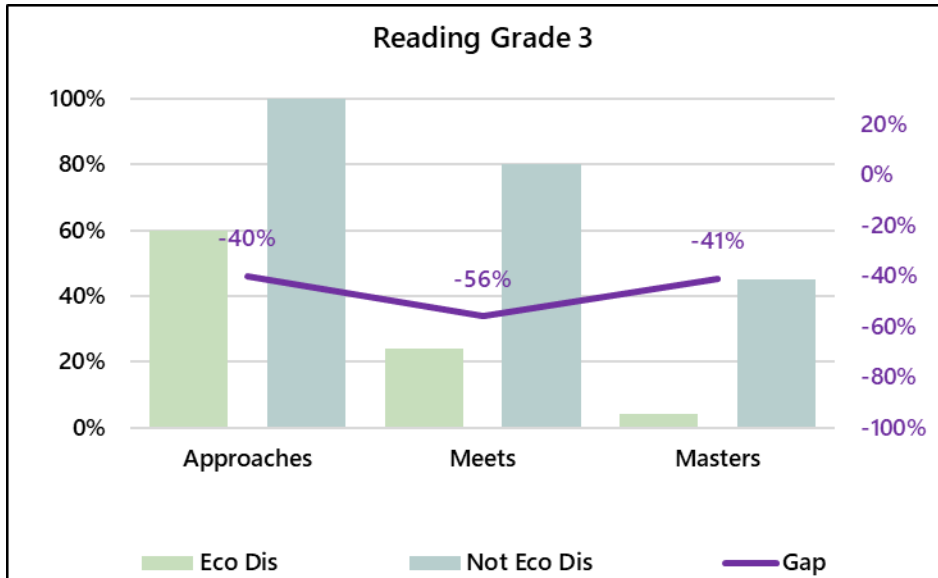
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

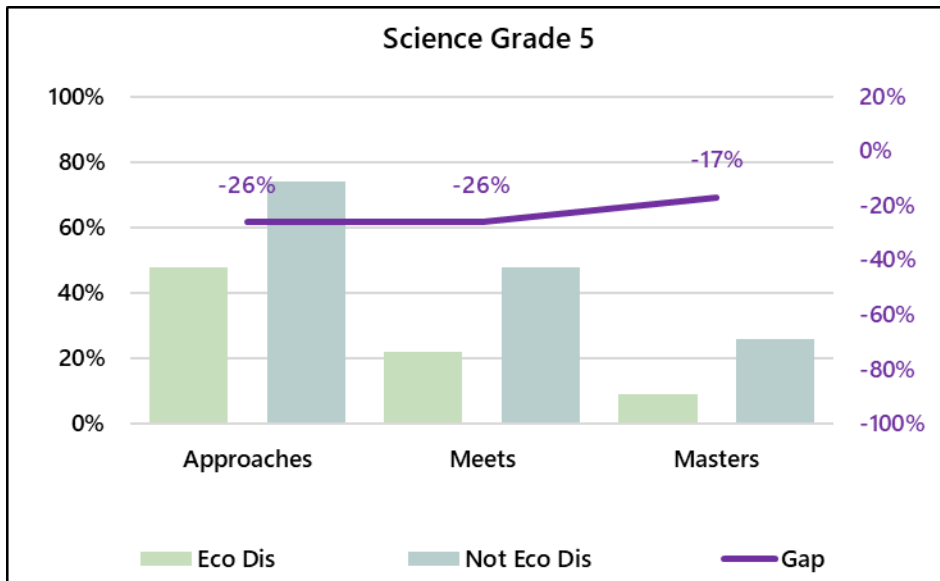
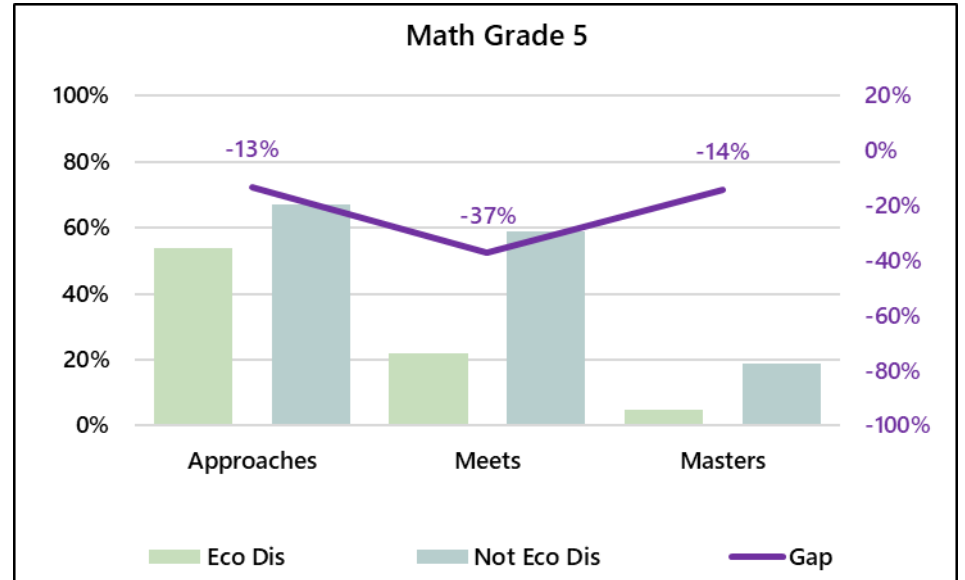
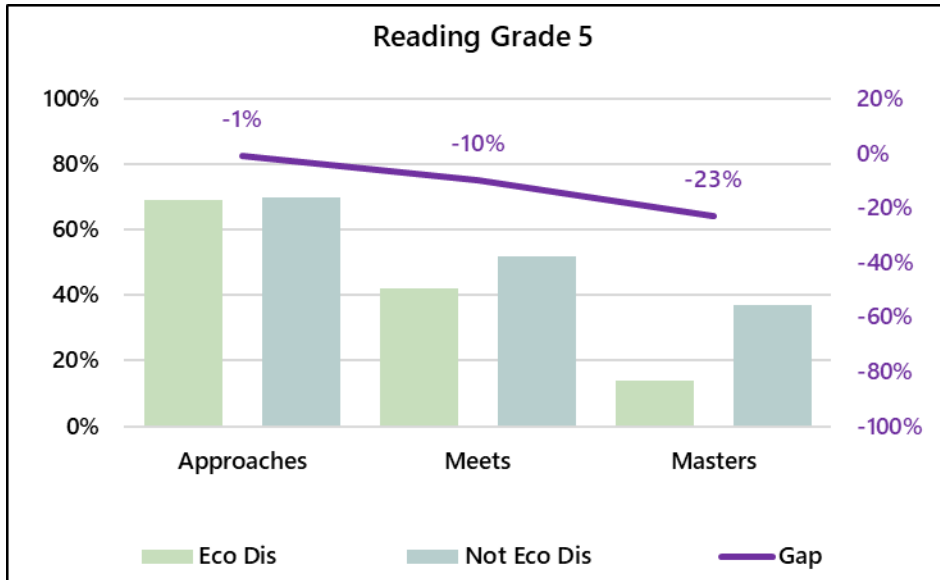
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Weinert Elementary’s accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

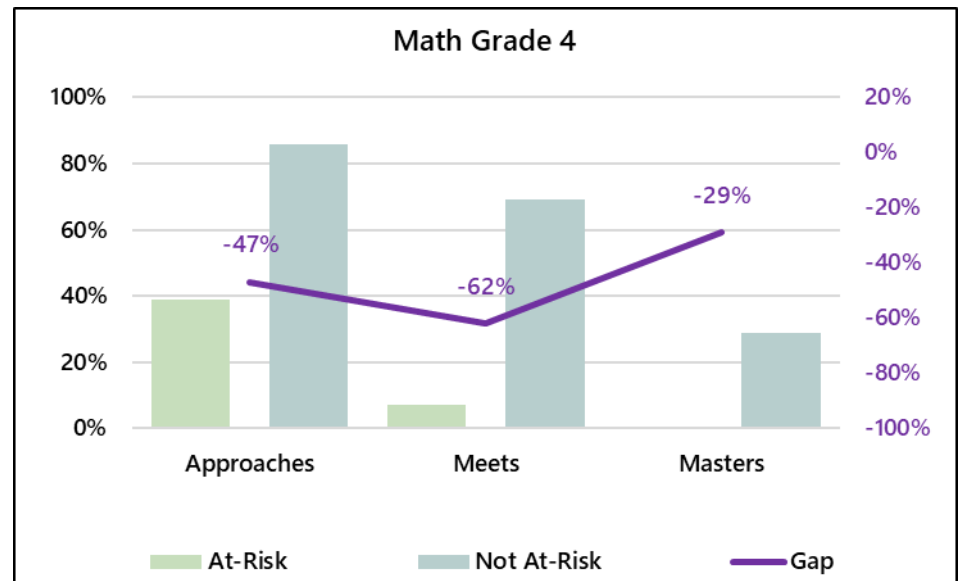
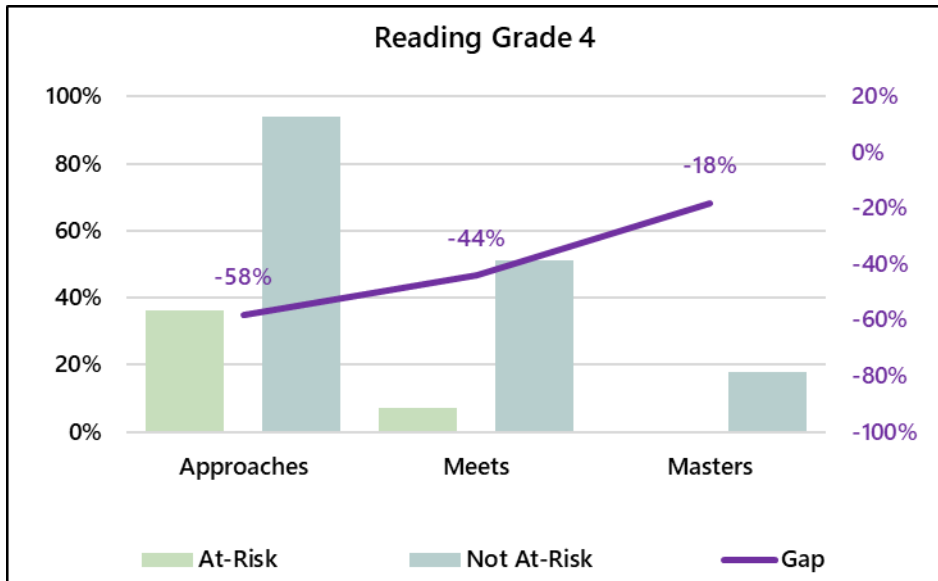
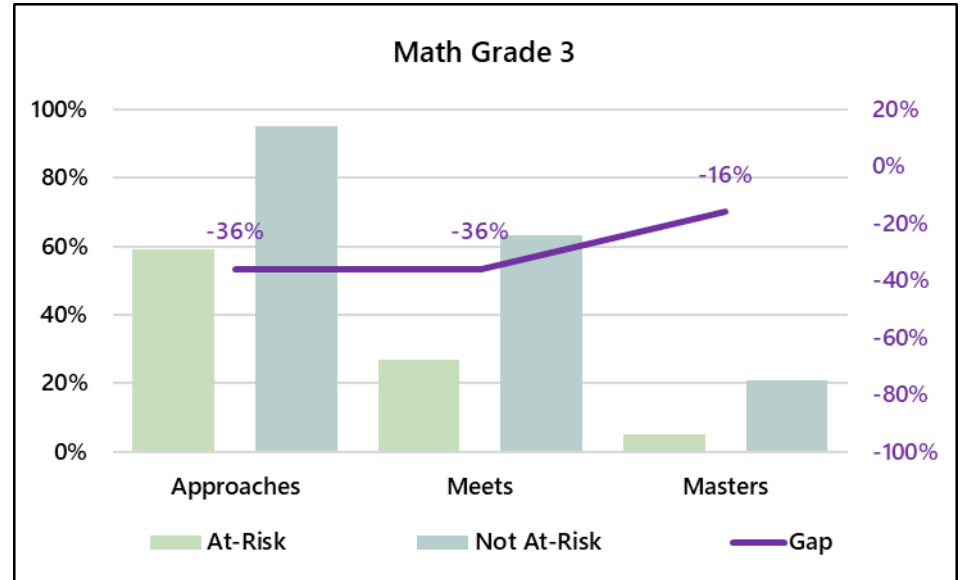
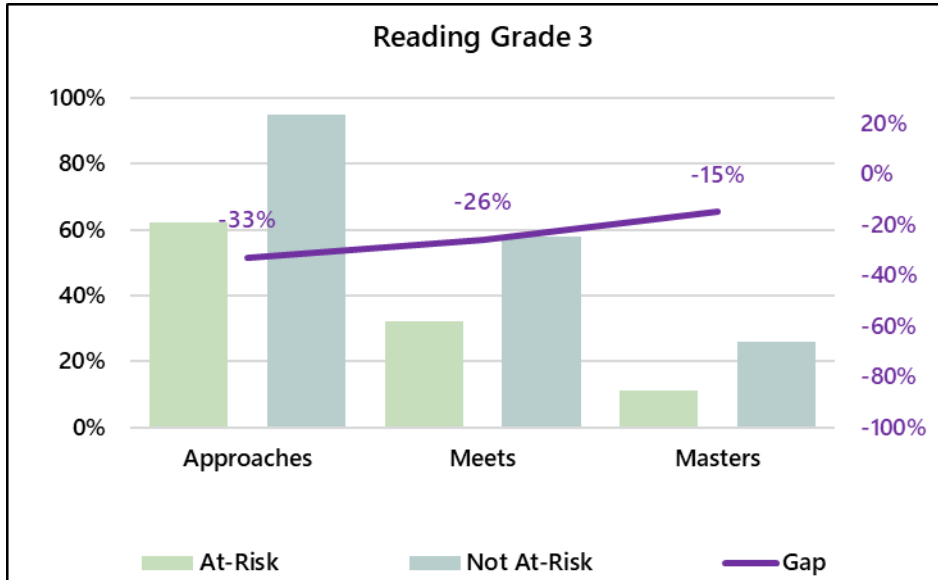
Economically disadvantaged compared to not economically disadvantaged



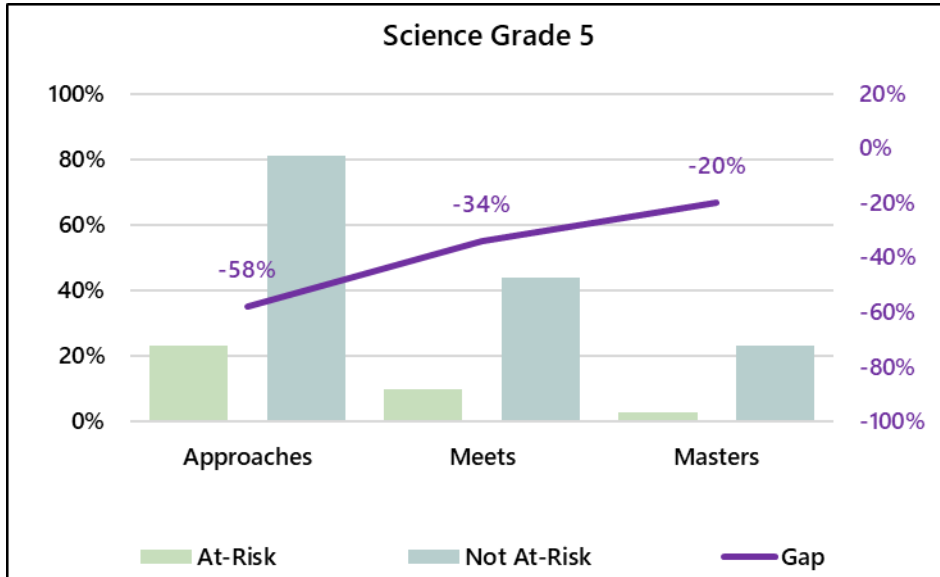
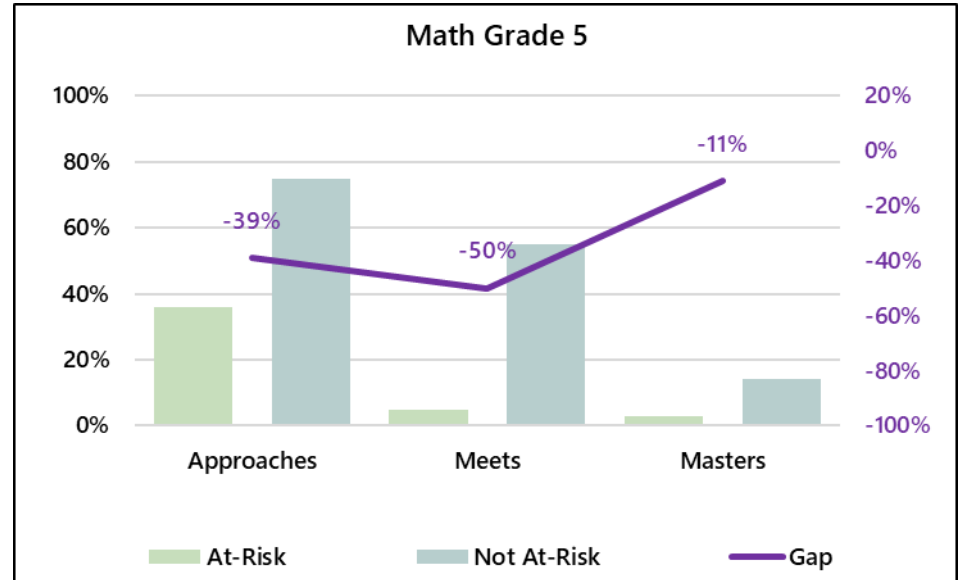
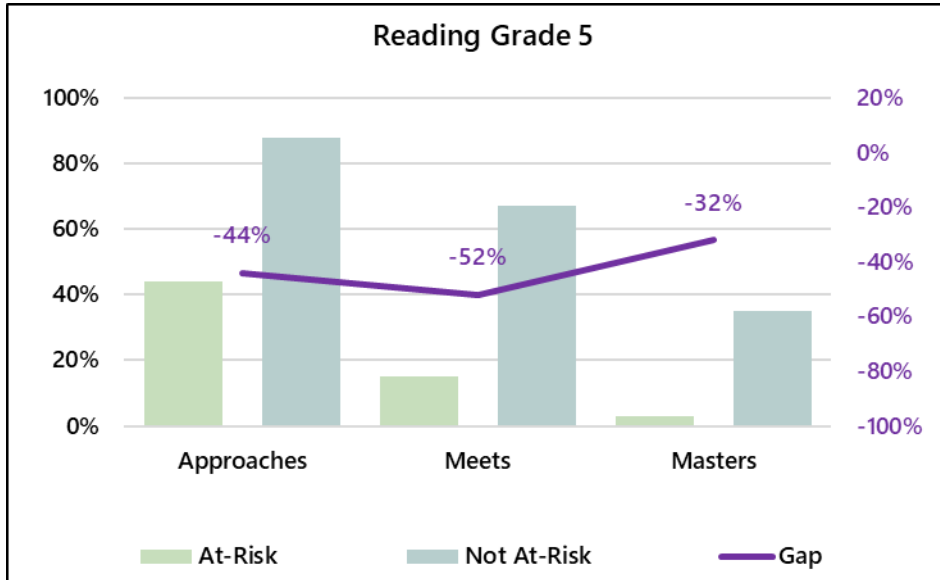
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Weinert Elementary SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk			
Grade Level	Reading	Math	Science
Grade 3	-26%	-36%	-
Grade 4	-44%	-62%	-
Grade 5	-52%	-50%	-34%

Expectation" (Grades 3-5) Economically Disadvantaged Compared to Not Economically Disadvantaged			
Grade Level	Reading	Math	Science
Grade 3	-56%	-40%	-
Grade 4	-33%	-36%	-
Grade 5	-10%	-37%	-26%

SCE Programs and Services of WEINERT ELEMENTARY

Weinert Elementary provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Weinert Elementary conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Weinert Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Weinert Elementary chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Weinert Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Weinert Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Weinert Elementary: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Weinert Elementary is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.