South Waco Elementary CIP (Waco ISD)

Performance Objectives & Strategies for Goal #1

Goal #1: Student Achievement & Growth: Ensure all students experience measurable academic growth and achieve grade-level standards through strong Tier 1 instruction and timely intervention.

Performance Objective Component	Campus Response
Performance Objectives for Goal 1:	* By June 2027, 80% of students in Kinder and 1st grade will be at DIBELS Benchmark and/or at Above/Well Above growth. *The campus will increase the STAAR Domain I scaled score from 45 to 60 or higher, the Domain II score from 50 to 70 or higher, and the Domain III score from 48 to 71 or higher, resulting in an overall performance score of a C or higher. * In the 2026-2027 school year, students will grow at 1.7 times the average U.S. growth in ELAR and Math, as measured by the NWEA MAP assessment, using the mean RIT score for grades 2-5. * Teachers will receive a proficient or higher score on the LSAE learning rubric assessed in December 2026 and May 2027. * 55% of the students will be above the 50th percentile in reading as measured by the NWEA MAP assessments. *By the end of the 2026-2027 school year, the percentage of students making significant progress on TELPAS will be high enough to obtain 2 or more points in Domain III - Component 3.
Person(s) Responsible:	TFS/Campus Admin and Instructional staff
Strategy 1:	Teachers will effectively implement the Amplify Core Knowledge Language Arts (CKLA) curriculum in grades K-2 and use the data-driven literacy program, mClass, during a daily hour-long intervention block.
Aligned Problem Statements:	1,2,3
Milestone 1.1:	1st- and 2nd-grade teachers will receive up-front professional development in the summer and monthly throughout the year.

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Milestone 1.2:	Teachers will implement the Amplify Core Knowledge Language Arts (CKLA) curriculum effectively.
Milestone 1.3:	Teachers will implement mClass effectively every day.
Strategy 2:	Third Future Schools (TFS) will provide TEKS-aligned Curriculum Maps and daily lessons that include learning objectives aligned with the Texas Essential Knowledge and Skills (TEKS), LSAE student instructional materials with differentiation, multiple-response strategies (MRS), and demonstration-of-learning (DOL) assessments. Multiple response strategies are embedded throughout the lessons, requiring students to listen, read, write, and discuss at approximately 4-minute intervals.
Aligned Problem Statements:	1,2
Milestone 2.1:	TFS TEKS-aligned Curriculum MAPs, daily lessons, and LSAE materials will be on campus, ready for classroom use before school begins in August.
Milestone 2.2:	Instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 2.3:	Teachers will implement the Curriculum MAPs, lessons, and LSAE materials effectively each day.
Strategy 3:	Teachers will implement the TFS-Ready Characteristics effectively every day. These characteristics ensure that teachers use high-leverage practices while delivering instruction.
Aligned Problem Statements:	1,2,3
Milestone 3.1:	The implementation expectations of the TFS-Ready Characteristics will be clearly documented and on campus before school begins in August.
Milestone 3.2:	Instructional staff will receive upfront professional development in July and monthly throughout the year, as needed, from campus leaders and/or the TFS administration.
Milestone 3.3:	Teachers will implement the TFS-Ready Characteristics effectively every day.

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Strategy 4:	Teachers will implement the TFS LSAE Model effectively each day. The model has two instructional periods per subject each day. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. The student's DOL performance determines which differentiated assignment they receive during the 2nd instructional period. The students identified as "L" or "S1" learners remain with the teacher for a more targeted reteach lesson/assignment. The "S2" and "A" students move to a team room to complete an assignment designed to deepen their understanding of the content learned. Learning coaches are assigned to the team room to provide support to the "S2" and "A" students. The LSAE Model, along with the differentiated assignments, supports All student populations and students not on grade level.
Aligned Problem Statements:	1,2,3
Fund Source:	Title I
Amount:	$193,062
Brief Description:	Learning Coach Salary & Benefits
Milestone 4.1:	A master schedule will be created to provide a 90-minute instructional block, and the implementation expectations for the TFS LSAE Model will be clearly documented and posted on campus before school begins in August.
Milestone 4.2:	Instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 4.3:	Teachers will effectively implement the TFS LSAE Model daily.
Strategy 5:	All students in grades 3-5 will participate in STAAR Interim Assessments during the fall and spring assessment windows. Teachers, campus leaders, and instructional support staff will use interim assessment data to monitor student progress, identify standards-based gaps, analyze movement across Approaches, Meets, and Masters performance levels, and adjust instruction based on student needs.
Aligned Problem Statements:	1,2
Milestone 5.1:	The campus will create a schedule and add administration dates to the school calendar for the STAAR Interim fall and spring assessments.

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Milestone 5.2:	After the fall Interim Assessment, teachers, campus leaders, and instructional support staff will use the data to monitor student progress, identify standards-based gaps, analyze movement across Approaches, Meets, and Masters performance levels, and adjust instruction based on student needs.
Milestone 5.3:	After the spring Interim Assessment, campus staff will compare the results to the fall results to monitor student progress and adjust instruction based on student needs.
Strategy 6:	Campus leaders will provide a master schedule that will include daily time for lesson planning and biweekly time for data analysis in a PLC setting. Data from the daily DOL assessments will be analyzed to pinpoint student misconceptions and to inform planning for future lessons. Data from spot observations will be analyzed to inform instructional quality. Data from the STAAR Interim and NWEA MAP assessments will be analyzed to ensure reteach, intervention, acceleration, and LSAE support align with student performance trends.
Aligned Problem Statements:	1,2,3
Milestone 6.1:	The school's master schedule will provide daily time for lesson planning and biweekly time for data analysis in a PLC setting.
Milestone 6.2:	Data from spot observations will be effectively analyzed to inform instructional quality.
Milestone 6.3:	Data from the STAAR Interim and NWEA MAP assessments will be analyzed to ensure reteach, intervention, acceleration, and LSAE support align with student performance trends.
Strategy 7:	Campus leaders define/facilitate/model and support a consistent process for teachers, individually and in PLCs, to use as they analyze data, identify trends in student misconceptions, and create plans for differentiated instruction, including reteaching.
Aligned Problem Statements:	1,2,3
Milestone 7.1:	All instructional staff will receive summer and monthly professional development on the process they will use to analyze data in a PLC setting.

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Milestone 7.2:	Campus leaders will facilitate and model the data analysis process in the PLC setting.
Milestone 7.3:	PLCs will run effectively and efficiently as teachers perfect their instructional delivery, identify student misconceptions, and create intervention plans.
Strategy 8:	Students will attend Art of Thinking (AOT) classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the AOT curriculum in response to evolving workforce demands, community interests, and societal changes.
Aligned Problem Statements:	2
Fund Source:	Title IV
Amount:	$18,752
Brief Description:	Art of Thinking Teacher Salary & Benefits
Milestone 8.1:	The master schedule will ensure students attend AOT classes daily.
Milestone 8.2:	(TFS) will provide AOT Curriculum Maps and daily lessons that include learning objectives, multiple-response strategies (MRS), and demonstration-of-learning (DOL) assessments.
Milestone 8.3:	70% of students in grades 3 through 5 will be proficient in critical thinking, as measured by Third Future Schools' end-of-year Art of Thinking exams.
Strategy 9:	The campus will use the Wayground learning platform with Secure 2 (S2) and Advanced (A) students during the LSAE 2nd instructional period in the team room. This lets students work on their STAAR-aligned assignments while learning coaches get timely performance data and misconceptions, so students get the targeted academic support they need to move to the next STAAR proficiency level: meets or masters. Teachers and learning coaches can use the data to make real-time decisions in the team center and in the classroom during direct instruction.
Aligned Problem Statements:	1,2,3
Milestone 9.1:	Professional Development will be provided for learning coaches and teachers in the summer before school starts.

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Milestone 9.2:	Learning coaches will use data from the Wayground learning platform to target student misconceptions.
Milestone 9.3:	Learning coaches and teachers will efficiently make real-time decisions in the team-center and in the classroom during instructional delivery.
Strategy 10:	The campus will improve English language proficiency for English Learners (ELs) through consistent, language-rich instruction; instructional materials and resources that provide supplemental language development support for English Learners (ELs); purposeful differentiation; progress monitoring; and targeted intervention. Teachers will give students frequent opportunities to listen, speak, read, and write across content areas, using student performance data to adjust instruction and provide additional support.
Aligned Problem Statements:	3
Fund Source:	Title III
Amount:	$11,928
Brief Description:	Materials and Supplies for EL students
Milestone 10.1:	PD will be provided in the summer and throughout the school year on effectively instructing English language learners.
Milestone 10.2:	Teachers will consistently use language-rich instruction and instructional materials and resources that provide supplemental language development support for ELs.
Milestone 10.3:	Teachers will provide frequent opportunities for students to listen, speak, read, and write across content areas while using student performance data to adjust instruction and provide additional support.

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Strategy 11:	Campus leaders will monitor EB student progress throughout the year, review TELPAS domain performance, and ensure instructional strategies address identified language-development needs. The TFS EB Supports Checklist will document and provide feedback/next steps on EB students' progress in accessing rigorous grade-level instruction, active engagement, demonstrating understanding, and receiving responsive support based on evidence of learning. This aligns with the Network Action Plan's emphasis on measurable English Learner growth and high-quality differentiated instruction.
Aligned Problem Statements:	3
Milestone 11.1:	The TFS EB Supports Checklist will be created before school starts in August and will be used to document and provide coaching feedback/next steps for teachers.
Milestone 11.2:	EB students will access rigorous grade-level instruction, remain engaged throughout the lesson, and demonstrate understanding. They will receive responsive support based on evidence of learning.
Milestone 11.3:	Teachers will receive coaching/feedback/next steps on the effectiveness of their instruction for English learners.

Performance Objectives & Strategies for Goal #2

Goal #2: Instructional Quality & Talent: Recruit, support, and retain high-quality educators and leaders through intentional compensation, strategic staffing, and growth-focused pathways.

Performance Objective Component	Campus Response
Performance Objectives for Goal #2:	* Build and sustain a high-quality, stable instructional workforce by aligning compensation to effectiveness, developing strong internal pipelines, and implementing staffing models that prioritize teacher impact on student learning. * 65% of teachers will be proficient or higher in delivering high-quality instruction, as measured by that section of the teacher evaluation rubric, in December 2026; that percentage will increase to 75% in May 2027.

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Person(s) Responsible:	Campus Admin
Strategy 1:	TFS will deploy marketing materials via the website that present the school as an attractive workplace and define the characteristics of a high-quality teacher candidate.
Aligned Problem Statements:	2
Milestone 1.1:	Create marketing materials on TFS website.
Milestone 1.2:	Define the characteristics of a high-quality teacher candidate.
Milestone 1.3:	The website will effectively attract teacher candidates.
Strategy 2:	TFS will offer high salaries to attract effective teachers and implement the Distinguished Teacher Evaluation process to retain them.
Aligned Problem Statements:	22
Milestone 2.1:	A budget will be created to support high salaries and distinguished teacher bonuses.
Milestone 2.2:	Professional Development will be provided for teachers before school starts on the Distinguished Teacher Evaluation Process.

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Milestone 2.3:	The Distinguished Teacher Evaluation Process will be implemented effectively.
Strategy 3:	TFS will hire teacher apprentices who will develop their instructional practice through a structured, on-the-job training model that blends classroom responsibility with professional development and ongoing coaching from identified mentor teachers and experienced staff. Teacher apprentices will work under the guidance of experienced educators and gradually take on more instructional duties, including supporting lesson delivery, working with small groups of students, assisting with classroom management, and using student performance data to inform instruction in a mastery-based learning environment.
Aligned Problem Statements:	2
Fund Source:	Title 1
Amount:	$76,498
Brief Description:	Mentor Teacher Salary & Benefits
Fund Source:	Title II
Amount:	$32,230
Brief Description:	Mentor Teacher Salary & Benefits
Milestone 2.1:	Teacher apprentices will be hired for the campus, and PD on the on-the-job training model will be provided.
Milestone 2.2:	Teacher apprentices will work under mentor teachers' guidance and gradually take on more instructional duties, including supporting lesson delivery, working with small groups of students, assisting with classroom management, and learning to use student performance data to inform instruction in a mastery-based learning environment.
Milestone 2.3:	By May of 2027, at least 70% of Teacher Apprentices who have been moved into teaching roles (no later than March 1) will be ranked as proficient in their summative evaluation.

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Strategy 4:	Campus leaders will increase teacher instructional delivery capacity by providing weekly on-the-spot observations with coaching and feedback. The focus will be on delivering high-quality lessons that engage students throughout and effectively use multiple response strategies to maximize learning. Campus leaders will provide the teacher with feedback that is communicated with action steps on the day of the observation or the next day. Time will be given for the teacher to practice the action steps before the campus leader returns for a follow-up. The web-based TFS Spot Observation Form will be utilized to document and set action steps.
Aligned Problem Statements:	1,2,3
Milestone 4.1:	The Spot Observation Form and the Data Collection Tool will be on campus, ready for implementation before school begins in August.
Milestone 4.2:	Instructional staff will receive upfront professional development on the expectations for spot observations and instructional coaching.
Milestone 4.3:	Campus instructional leaders will effectively provide weekly on-the-spot observations, coaching, and feedback. They will use the Spot Observation Form to document the observation/feedback/next steps.
Strategy 5:	Campus leaders will use the web-based Airtable to track spot observations and analyze average implementation proficiency scores across all high-leverage instructional practices. This analysis will inform decisions about which instructional practice(s) to add to the agenda and model/emphasize during biweekly PLC meetings and upcoming monthly PD days.
Aligned Problem Statements:	1,2,3
Milestone 5.1:	PD will be provided for campus leaders on the web-based Airtable and how to track spot observations proficiency scores.
Milestone 5.2:	Campus leaders will efficiently use the web-based Airtable to track spot observations and analyze average implementation proficiency scores across all high-leverage instructional practices.
Milestone 5.3:	Campus leaders will use the spot tracker data to inform decisions about which instructional practice(s) to add to the agenda and model/emphasize during biweekly PLC meetings and upcoming monthly PD days.

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Strategy 6:	Campus Leaders will provide teachers with upfront training and ongoing coaching on the following: TFS-Ready Characteristics, LSAE Model, TFS Spot Observation Expectations, and the effective use of Multiple Response Strategies. This will ensure that classroom instruction incorporates high-leverage practices that maximize learning for ALL students across content areas. The training and coaching will occur during Summer PD days and continue monthly throughout the school year.
Aligned Problem Statements:	1,2,3
Milestone 6.1:	Upfront training will be provided in July, and monthly PD dates will be scheduled on the 2026-2027 school calendar.
Milestone 6.2:	An analysis of data from the Spot Observation tracking tool will reveal patterns that will guide what we emphasize during weekly coaching.
Milestone 6.3:	An analysis of data from the Spot Observation tracking tool will reveal key trends to inform the monthly PD agendas.
Performance Objectives & Strategies for Goal #3	
Goal #3 - Trust & Partnership: Build trust with families, staff, and community through clear communication and meaningful partnerships.	
Performance Objective Component	**Campus Response**
Performance Objectives for Goal 3:	* South Waco Elementary will keep families informed with proactive, consistent, personalized updates on student academic progress, attendance, behavior, campus activities, and engagement opportunities. * South Waco Elementary will clearly and consistently communicates with internal and external stakeholders.
Person(s) Responsible:	TFS/Campus Admin

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Strategy 1:	Parents will be kept up to date on school events through Various Channels, including Social Media, parent newsletters, and Parent Engagement Meetings. Parents may request meetings with school staff. The campus will encourage parent involvement through the following activities: Literacy Night, Celebration Nights, Carline/dismissal duties, parent-teacher conferences, volunteering for Fun Fridays, decision-making opportunities, and Beginning/Middle/End-of-year Open Houses. Effectiveness and participation will be tracked through: parent attendance at campus events and family engagement activities; parent-teacher conference participation, summaries, and notes; documented parent phone calls and follow-up contacts; participation in CIT and other campus committees; communication-system analytics such as Rooms, including message delivery, views, responses, and engagement; and periodic review of participation trends to determine which communication methods are most effective.
Aligned Problem Statements:	4
Milestone 1.1:	PD will be provided to campus staff on the various communication channels available to keep parents up to date on school events.
Milestone 1.2:	Families will be encouraged to participate in conferences, campus events, academic activities, and decision-making opportunities.
Milestone 1.3:	Effectiveness and participation will be tracked through: parent attendance at campus events and family engagement activities; parent-teacher conference participation, summaries, and notes; documented parent phone calls and follow-up contacts; participation in CIT and other campus committees; communication-system analytics such as Rooms, including message delivery, views, responses, and engagement; and periodic review of participation trends to determine which communication methods are most effective.

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Strategy 2:	TFS will engage with community members and groups to provide student experiences through the Dyad elective model. This model expands learning beyond traditional core courses by connecting students with community members, professionals, organizations, and specialized learning experiences aligned to student interests. DYAD opportunities support student engagement while developing Year 2035 competencies such as communication, critical thinking, problem-solving, collaboration, and real-world exposure. The model reinforces the TFS principle that the school, community, and family provide students with required experiences, not just specific courses, and that learning can occur anywhere and anytime.
Aligned Problem Statements:	4
Milestone 2.1:	TFS will engage with community members and groups to provide student experiences through the Dyad elective model.
Milestone 2.2:	The school master schedule will ensure that students can attend DYAD classes twice a week.
Milestone 2.3:	Dyad staff will receive professional development from campus leaders and/or the TFS administration.
Strategy 3:	The Campus Improvement Team will work together to review campus performance, identify needs, monitor improvement strategies, and provide input on implementing and evaluating the TFS Action Plan. Membership should include the principal, teacher leaders, and parents to ensure multiple perspectives inform campus improvement efforts. Key CIT responsibilities include reviewing academic, attendance, behavior, and engagement data; identifying campus strengths and priority areas for improvement; recommending strategies, resources, and interventions; reviewing progress toward campus goals and performance measures; monitoring the effectiveness of the Campus Improvement Plan strategies; providing stakeholder feedback and recommendations; and documenting meetings, decisions, progress, and necessary adjustments.
Aligned Problem Statements:	1,2,3,4

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Milestone 3.1:	Identify the members to serve on the Campus Improvement team (CIT).
Milestone 3.2:	Provide PD on the responsibilities and expectations of the CIT.
Milestone 3.3:	The CIT will effectively review academic, attendance, behavior, and engagement data; identify campus strengths and priority areas for improvement; recommend strategies, resources, and interventions; review progress toward campus goals and performance measures; monitor the effectiveness of Campus Improvement Plan strategies; provide stakeholder feedback and recommendations; and document meetings, decisions, progress, and necessary adjustments.
Strategy 4:	An annual teacher survey will monitor teacher perceptions of communication, the effectiveness of school initiatives, and their understanding of campus priorities. TFS and campus leadership will review teacher feedback and use the results to adjust school initiatives as needed.
Aligned Problem Statements:	4
Milestone 4.1:	Create a platform to collect answers to a teacher survey.
Milestone 4.2:	In the climate survey conducted in December 2026 and May 2027, at least 80% of teachers will agree or strongly agree that the staffing plan helps them deliver higher-quality instruction.
Milestone 4.3:	In the climate survey conducted in December 2026 and May 2027, at least 70% of the Teacher Apprentices and Learning Coaches agree or strongly agree that they understand their responsibilities and have the support and coaching needed to perform them well.