

San Antonio Independent School District

Ball Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B



Ball Elementary

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Mission Statement

The mission of Ball Elementary is to produce global, compassionate citizens that possess the skill sets necessary to be college and career-ready

Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to have all students graduate and prepare them for success beyond graduation. Our ideology is reflected in our core beliefs, values, and commitments that guide us in our daily practices.

Value Statement

Student-Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

CORE BELIEFS

Every student and staff member should be valued and that their differences should be honored and respected.
Every student should have equitable access to an excellent educational experience and can learn and achieve at high levels.
Every student and staff member is entitled to a safe and secure learning and work environment.
Every District operation should be managed and monitored efficiently and effectively.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ball Elementary is a PreK-5th grade campus servicing 351 students currently. Demographics data for Ball for the 2021 - 2022 school year is as follows:

Female 47%, Male 53%

Hispanic 98%, White 2%

Economically Disadvantaged 93.9%

Bilingual 31%

GT, 2%, Special Education 14%, At-Risk 65%, Section 504 3%, Dyslexia 2%, and Homeless 1%

Student enrollment has dropped by approximately 56 students in the last two years.

Our attendance averages 90.6 weekly. Our mobility rate is 12.53%.

Demographics Strengths

Our teacher population mirrors our student population in ethnicity. Students demonstrate a strong aptitude for mathematics. There is some improvement in students' behavior outcomes and teachers using MTSS to assist students with learning. Intermediate grade level teachers believe a more robust system of SEL is needed to provide support when students interact with their peers 75% of teachers are trained in Cooperative structures and 100% are trained in Project-Based Learning. The campus has increased its number of veteran teachers in every grade level. The campus has two state-approved Master Teachers ranked as Exemplary and three more qualified for the ranking. The campus will continue only serving Pre-K through 5th grade in person with no restrictions. The campus will retain 76% of its teaching staff for the upcoming year and all but one position has been filled for next year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus attendance rate has decreased from 93.4% to 90.6% **Root Cause:** Historical and current data indicate that the campus has ineffectively communicated the importance of consistent Pre-K/EE attendance (2022, 75% Average Daily Rate) and First Grade attendance (2022 90% Average Daily Attendance Rate).

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Student Learning

Student Learning Summary

Campus made gains in CIRCLE MAP and STAAR assessments. This year's goal was to increase students' growth on all assessments by 75% This goal was accomplished by most teachers in both reading and math. STAAR scores in reading continue to increase with only 38 students who did not gain a passing score at or above grade level. Overall campus accountability rating is a B (85)

Math **Approaches** 53% **Meets** 20% **Masters** 9%

Reading: **Approaches** 64% **Meets** 35% **Masters** 18%

Science: **Approaches** 50% **Meets** 13% **Masters** 2%

Student growth data was in the 90 Percentile while on grade level performance did not meet expected expectations.

Student Learning Strengths

Students in Kinder, First, and Second have shown significant improvement in the EOY data with over 70% of students meeting or exceeding their growth goal. STAAR data has shown double-digit growth in reading and math compared to 2021-2022. Students' growth was the focus of this year's return to in-person learning which would improve domain two performance from the previous year. Preliminary data suggest that the campus met an A or B, which can be significant due to over 80% of students achieving accelerated growth in STAAR. Only 28 students did not pass the STAAR reading assessment. This year's focus will be on increasing the number of students who score Meets and Masters on their assessments as the growth goal of last year was met or even surpassed. Preliminary accountability results show that the campus is projected to score an 85 (B) meeting all goals from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus rate of students scoring Meets on the STAAR math test is 25% well below the goal set for 2021-2022 of 35%. **Root Cause:** The campus was not successful in prioritizing time to develop TEKS aligned interventions plan to address learning gaps in math

Problem Statement 2 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

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Perceptions

Perceptions Summary

Parent surveys indicate that the lines of communication and support from the campus and teachers are consistent and supportive. Students and parents actively participate and support Project-Based Learning. Students feel safe and welcome on the campus.

Perceptions Strengths

Campus utilizes STEAM through Project-Based Learning inviting parents and the community members to participate in PBL Fares. The campus has some of the best Dual Language teachers in the district with more than 60% of dual Language students scoring meets and almost 30% masters in STAAR. All campus teachers create strong relationships with parents as shared through parent survey results. The campus continues to develop a systemic method of analyzing students' data in which Root Cause analysis is discovered and shared with staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the 21-22 school the campus focus on student growth to set a foundation for increasing the number of students who can meet grade level skills in MAP and STAAR which is below 35% **Root Cause:** Students need aligned lessons and reviews that will improve their performance on grade-level standards. Lessons and reviews were not aligned to ensure increased performance on grade-level standards.

Priority Problem Statements

Problem Statement 1: The campus attendance rate has decreased from 93.4% to 90.6%

Root Cause 1: Historical and current data indicate that the campus has ineffectively communicated the importance of consistent Pre-K/EE attendance (2022, 75% Average Daily Rate) and First Grade attendance (2022 90% Average Daily Attendance Rate).

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus rate of students scoring Meets on the STAAR math test is 25% well below the goal set for 2021-2022 of 35%.

Root Cause 2: The campus was not successful in prioritizing time to develop TEKS aligned interventions plan to address learning gaps in math

Problem Statement 2 Areas: Student Learning

Problem Statement 3: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 3: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As measured by School Performance Reports, the Campus growth goal has Ball elementary at 3.45 out of a possible 5 points. Even though intervention sections are part of the campus master schedules.

Root Cause 4: The campus did not provide ongoing professional learning and coaching opportunities for teachers in the area of differentiation to ensure areas of intervention sections were being successfully implemented.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: During the 21-22 school the campus focus on student growth to set a foundation for increasing the number of students who can meet grade level skills in MAP and STAAR which is below 35%

Root Cause 5: Students need aligned lessons and reviews that will improve their performance on grade-level standards. Lessons and reviews were not aligned to ensure increased performance on grade-level standards.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: Increase the campus student achievement domain under the STAAR performance from 58% to 63% on STAAR by EOY.

High Priority

Evaluation Data Sources: STAAR 2022-2023 Results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Increase the use of Dual Language Strategies in Monolingual English classes by vertical alignment meeting in PLC's

KPI/Metric/Measure: MAP Fluency Test, CFA's CBA's

Staff Responsible for Monitoring: Principal, Instructional Coach

ESF Levers:

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 1 Details Reviews

- Targeted Support Strategy - Additional Targeted Support Strategy
Problem Statements: Student Learning 1

Formative Summative Oct Jan Apr June



Strategy 2 Details Reviews

Strategy 2: Build a comprehensive daily review structure in Math and Reading classes to ensure students' deliberate practice and mastery of TEKS.

KPI/Metric/Measure: aggressive monitoring sheets, CBA, CFA scores

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Coach



TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1



Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% well below the goal set for 2021-2022 of 35%. **Root Cause:** The campus was not successful in prioritizing time to develop TEKS aligned interventions plan to address learning gaps in math

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: Extended Day of learning by providing additional support for kinder through 5th grade to emphasize mastery of taught standards and front loading for students who need extra support by EOY.

Summative Evaluation: Met Objective

Strategy 1 Details Reviews

Strategy 1: After School Tutoring (Tiger Night at the Den-STEM Enrichment Activities) to provide additional support for kinder through 5th grade on standards not met at mastery.

KPI/Metric/Measure: CFA, CBA, and MAP Scores

Staff Responsible for Monitoring: instructional Coach, Principal, Assistant Principal, Teachers,

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Funding Sources: After school or Saturday tutoring supplemental pay - 282 - ESSER - \$4,000



Formative Summative Oct Jan Apr June



Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% well below the goal set for 2021-2022 of 35%. **Root Cause:** The campus was not successful in prioritizing time to develop TEKS aligned interventions plan to address learning gaps in math

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Performance Objective 1: Increase the number of Kinder students at grade level by 15% to 25% by the end of the year.

High Priority

Evaluation Data Sources: MAP BOY and EOY Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Reviews

Strategy 1: Project Base learning field trips to various places for reveal day or culminating activity for pre-k through 5th grade.

Students will use the district Reading programs and monitor their progress with bi-weekly in data meetings. **KPI/Metric/Measure:** MAP Fluency, MAP Reading, IStation, Heggerty Reading phonic, Raz-Plus (A-Z) **Staff Responsible for Monitoring:** Instructional Coach, Principal, Assistant Principal, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven**

Accountability Problem Statements: Student Learning 1

Funding Sources: Educational Field trips and transportations - 282 - ESSER - \$3,000

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Strategy 2 Details Reviews

Strategy 2: Utilize Total Participation Techniques and Kagan structures including team building to increase engagement a cooperative learning environment.

KPI/Metric/Measure: classroom walk-throughs, Lesson Plans, Professional Learning participation, GAP Analysis (PLC)

Staff Responsible for Monitoring: Principal, Instructional Coach Assistant Principal, Teacher

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

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ESF Levers:

No Progress Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% well below the goal set for 2021-2022 of 35%. **Root Cause:** The campus was not successful in prioritizing time to develop TEKS aligned interventions plan to address learning gaps in math

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR by 10% at the EOY.

Performance Objective 1: Increase the number of Grade 3 students performing at Meets by 10% and Masters at 3% by end of the year in Reading and Math.

High Priority

Evaluation Data Sources: MAP EOY BOY, Map Reading Fluency, STAAR Reading Assessment

Summative Evaluation: Exceeded Objective

Strategy 1 Details Reviews

Strategy 1: Utilize Scholastic high-frequency phrases to build sight word and fluency skills in 1st -5th grade. **KPI/Metric/Measure:** MAP, CBA's, CFA, STAAR
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coach

- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements:** Student Learning 1

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

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Strategy 2 Details Reviews

Strategy 2: Use a daily routine of reviewed standards taught in math to provide students with ample practice for mastery. Use materials and instructional applications needed to promote reading and math in all grade levels. Applications to include Reading A-Z , supplies needed to continue project-based learning and the maker space lab.

KPI/Metric/Measure: Map, CBA, CFA, STAAR

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional Coach, Teachers

- **Additional Targeted Support Strategy - Results Driven Accountability Problem Statements:** Student Learning 1
Funding Sources: Instructional Resources - 282 - ESSER - \$7,000

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

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Strategy 3 Details Reviews

Strategy 3: Providing 90 minutes of Reading and Math to increase student achievement and student progress to close the achievement gap.

KPI/Metric/Measure: MAP Fluency, IStation, Progress Learning, Imagine Math, Zern, Raz A-Z, CFA, CBA **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers

Problem Statements: Student Learning 1

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% well below the goal set for 2021-2022 of 35%. **Root Cause:** The campus was not successful in prioritizing time to develop TEKS aligned interventions plan to address learning gaps in math

Goal 4: ENSURE PROFICIENCY

2c: Increase student academic achievement by 10% of all students on grade level (all grades/all subjects at the Meets grade level standard) by EOY.

Performance Objective 1: Increase student academic achievement by using review strategies during class and intervention times . Track TEK mastery to ensure students meet grade-level demands by creating a review system in reading and math and specifically targeting areas of need.

High Priority

Evaluation Data Sources: MAP MOY and EOY Data, CFA's and CBA's, Intervention Applications (Education Galaxy, I-Station, Imagine Math) Map Fluency

Summative Evaluation: Met Objective

Strategy 1 Details Reviews

Strategy 1: Utilize TEK related Project-Based Learning every nine weeks and anchor PBL that focuses on challenging standards to increase student performance on assessments including MAP and STAAR

KPI/Metric/Measure: MAP MOY and EOY Data, CFA's and CBA's, Intervention Applications (Education Galaxy, I-Station, Imagine Math) Map Fluency

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Coaches

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% well below the goal set for 2021-2022 of 35%. **Root Cause:** The campus was not successful in prioritizing time to develop TEKS aligned interventions plan to address learning gaps in math

Goal 4: ENSURE PROFICIENCY

2c: Increase student academic achievement by 10% of all students on grade level (all grades/all subjects at the Meets grade level standard) by EOY.

Performance Objective 2: The campus will ensure parent and community support by offering the following events :

High Priority

- Evaluation Data Sources:** Open House/Back to School Night, Annual Title I meeting with Families(2), and Compact and Policy meeting with families, School-wide Parent/Teacher Conferences
- Grandparent Breakfast,
- Muffins with Moms,
- Doughnuts with Dad
- Literacy, Math, Reading, and Science Night
- Grandparent support group,
- Parenting classes,
- Nutrition classes with Food Bank,
- Basic English classes
- Bingo Night, Cowboy Breakfast, Monthly parent coffee,

Strategy 1 Details Reviews

Strategy 1: The campus will ensure parent and community support by offering the following events **Staff Responsible for Monitoring:** Principal, Assistant Principal, Face Specialist

Problem Statements: Student Learning 2

Funding Sources: materials and supplies, Refreshments for Parent Meeting - 211 - ESEA Title I, Part A - Regular - \$1,167

ESF Levers:

Lever 3: Positive School Culture

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

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Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

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Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details Reviews

Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.

KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%
Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors

- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$4,681

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Campus Needs Assessment was reviewed in May 2022 by a Administration, ACT committee members, FACE Specialist, and is available upon request in spanish. Based on CFA, CBA and current STAAR data the committee reviewed a Root Cause Analysis which was developed at the beginning of 3rd 2021-2022 school year

2. Challenges for our School

Ball Academy is making significant progress while continually closing the learning gap in all academic areas; however, this is an ongoing process. After reviewing data and student needs; we have determined our top three critical issues:

1. Mastery of Content

Specifically, in English Language Arts (ELAR), which include reading and writing.

Our overall ELAR scores have increased throughout the years (See Appendix A); however, this change is insignificant when compared to other contents. Based on STAAR data and teacher and parent input, it was determined that the low growth is due to a lack of a systematic approach to teaching ELAR on campus. Allow us to elaborate on what we mean by systemic approach:

As mentioned earlier, the lowest STAAR scores on campus are that of ELAR; this is evident in all grade levels, hence our first indication that a school-wide system is lacking. In July 2022, teachers from various grade levels collaborated to identify schoolwide challenges and the root causes using the 5 Whys methods. They determined that ELAR was a primary concern, in particular, phonemic awareness, sight word acquisition in the lowers, which then the upper grades concluded that this influences the ability of students to comprehend complex texts. Hence, the teachers agreed that a system needs to be set in place to support students throughout the different grade levels.

In October 2022, a random survey was conducted with parents who attended their child's SMART goal setting This is a parent-teacher conference to discuss their child's academic need. Surveying parents before they met with the teachers concluded that 95% of participating parents believe that their child needs more academic support in ELAR. So, this helped us determine that there is a lack in a systemic approach on campus when it comes to reading.

We believe that STEAM will allow us to engage the students at a high rigor level in ELAR through STEAM units that allow students to critically and creatively think about literacy as they solve authentic real-world problems. It will also allow our younger student to engage with language in a hands-on method enhanced with technology.

2. Campus Improvement Plan

2.3: Available to parents and community in an understandable format and language

<https://schools.saisd.net/page/103.homepage>

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Family Engagement Policy was distributed at a meeting held on October 21, 24, 2022 from 8:00 am-4:00 pm through teacher conferences with parents in their classrooms. The meeting and refinement of policy was conducted in English and Spanish. Campus Compact on is available in English and Spanish directly from the campus website.

<https://schools.saisd.net/page/103.homepage>

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are offered throughout the school year.

Meet the Teacher, August 15, 2022 4-6

Principal Coffee-August 25, 2022 8:30-9:30, September 29, 2022 @ 8:30-9:30, October 20, 2022 8:30-9:30, November 15, 2022 @ 8:30-9:30, December 25, 2022 @ 8:30-9:30, January 24, 2023 @ 8:30-9:30

Taco Tuesday, August 30, 2022 7:30-8:00

Family ad Parent Engagement Annual Title I Parent Meeting, September 29, 2022 8:30-9:30

Parent Classes: October 11, 18, 25 8:30-9:30, November 29, 2022, December 13, 2022 8:30-10:00

Math and Science STEM Night, September 22, 2022 @ 3:30-6:00

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October 20, 2022 Night @ The Tiger Den/STEM Night/Annual Title I 3:30-6:00

Refresh Yourself with Dual Language, October 27, 2022 4:00-5:30

Characters on Parade, October 31, 2022 @ 2:00 pm

Turkey Loteria, November 17, 2022 @ 4:30-6:30

Reading and Writing Night, January 19, 2023 @ 5:00-6:30

Ball Talent Show, January 25, 2023 @ 5:00-6:30

5. Targeted Assistance Schools Only

2022-2023 1st Grade PLC Committee

Committee Role Name Position

Classroom Teacher Marissa Cox

Administrator Donna Casso

Classroom Teacher Evelyn Cruz

Classroom Teacher Carmen Iturralde

Classroom Teacher Carmen Hurtado

Non-classroom Professional Irene Ramirez

Secretary Elizabeth Ojeda

Reading Coach Jeanette Cruz

Administrator Gregory Rivers

Classroom Teacher Maria Espinosa

Campus Funding Summary

164 - State Compensatory Education (SCE)

Goal Objective Strategy Resources Needed Account Code Amount 11 1 1 MAP Assessment Platform \$4,681.00 **Sub-Total** \$4,681.00

211 - ESEA Title I, Part A - Regular

Goal Objective Strategy Resources Needed Account Code Amount 4 2 1 materials and supplies, Refreshments for Parent Meeting \$1,167.00 **Sub-Total** \$1,167.00

282 - ESSER

Goal Objective Strategy Resources Needed Account Code Amount 1 2 1 After school or Saturday tutoring supplemental pay \$4,000.00 2 1 1 Educational Field trips and transportations \$3,000.00 3 1 2 Instructional Resources \$7,000.00 **Sub-Total** \$14,000.00