San Antonio Independent School District

Graebner Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: May 31, 2022

Demographics

Demographics Summary

Graebner is a large neighborhood school with a current population of 660 students serving Head Start & PK- 5th grades. Graebner's 2019 Accountability Rating: B Distinction with Top 25 Percent Comparative Academic Growth. 2021 Accountability Rating: Not Rated: Declared State of Disaster.

We are located on the Southside of San Antonio near the major intersection of 2 main highways and within a community that is primarily made up of small family houses. The stakeholders of Graebner include administration, teacher, support staff, district support staff and leadership, school board, students, parents and family members, the community, and local business owners. Graebner is a Title One school consisting of 94.20% -Economically Disadvantaged students. We have a student population consisting of 96.2% Hispanic and 3.6% White & 0% Black. 66.7% of our students are At-risk. Graebner has a bilingual population of 40.5% with a LEP population consisting of 37.4%. Our Special Education population is 10.2% and our GT population is 5.6%. 0% Retention rate exists at Graebner.

Teacher data: Data Source TAPR from 2020-21 was used. TAPR for 2021-22 does not exist at this time. Graebner has about 44 teachers, with 10 instructional assistants and 12 campus professionals on staff. 15 teachers have 0-5 years of experience. 11 teachers have 6-10 years of experience. 10 teachers have 11-20 years of experience. 7 teachers have 21-30 years of experience. The attendance rate for staff is: Teachers-96.7%, Instructional Assistants-97.6%, Professional Staff 97.7%. The majority of the staff at Graebner have Bachelor's degrees (72.4%). 25.37% of staff hold a Master's degree.

Demographics Strengths

Demographics Strengths

Graebner has 1 Master teacher on staff.

Graebner has high turn outs for Meet the Teacher, mariachi and choral showcases and other campus events.

Graebner has strong cultural student backgrounds and supports.

Learning Walk data provides teachers with feedback to improve instruction.

Overall campus staff attendance is 97% attendance rate; Teachers worked collaboratively to analyze data and plan for student intervention; Shifts to higher rigor have been evident through use of systems in place at campus: Learning Walks, TTESS, Conferencing, Data Analysis, TEK tracking; Detailed Weekly TEK Lesson Planning per content area.

District is partnering with universities to secure highly qualified candidates; campus recruiting within our staff. Constant data anaylsis allows administration to pair students with the highest needs with teachers who have strong data; flexible grouping

Weekly Campus Smore, emails, faculty meetings and trainings, ACTs for each content area, Implementation of the Gradual Release model through self-study & book studies.

Teacher Mentor Program, meetings, collaboration, additional resources, professional development are utilized to support new teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of new teachers on campus has increased to 12. **Root Cause:** There is no established teacher retention program in place.

Student Learning

Student Learning Summary

2021-22 Very Preliminary Accountability Results with Domain Scores
129 Graebner Elementary

ACHIEVEMENT DOMAIN

	Tested	DNM		APP		MTS		MAS	
	#	#	%	#	%	#	%	#	%
MATHEMATICS	247	153	62%	60	38%	20	14%	14	6%
READING	247	126	51%	61	49%	36	24%	24	10%
SCIENCE	95	67	71%	21	29%	5	7%	2	2%
Achievement	589	346	59%	142	41%	61	17%	40	7%

Achievement Domain Raw Score 22   **Scale Score 49**

Academic Growth

Subject	Total Possible	Total Earned		Total Possible	Total Earned	# Met Progress
Math	161	120.0	**Campus Total**	320	240.0	75%
Reading	159	120.0				

Academic Growth Raw Score 75   **Scale Score 80**

Relative Performance

Eco Dis %	94.3%	Achievement Domain Raw Score 22

Relative Performance 22   **Scale Score 51**

CLOSING THE GAPS

	All Students	African American	Hispanic	White	Eco Dis	SPED Current	ELL +4 Yr Exit	Contin. Enrolled	Non Cont. Enrolled
ACADEMIC ACHIEVEMENT *(Meets Grade Level)*									
% Meets Math	14	***	14	***	13	8	13	13	17
% Meets Read	24	***	25	***	23	14	21	24	26
Targets Met: 0		Total Targets: 14		% Targets Met: 0		Weight: 30.0		Points: 0.0
ACADEMIC GROWTH									
% Growth Math	75	***	75	***	74	44	81	74	77
% Growth Read	75	***	76	***	75	65	71	74	83
Targets Met: 13		Total Targets: 14		% Targets Met: 93		Weight: 50.0		Points: 46.5
ENGLISH LANGUAGE PROFICIENCY									
# Met: 54		Total Tested: 158		% Met Growth:34		Weight: 10.0		Points: 0.0
STUDENT SUCCESS - STAAR Component									
	22		22		21	11	19	22	22
Targets Met: 0		Total Targets: 7		% Targets Met: 0		Weight: 10.0		Points: 0.0

Closing the Gaps Raw Score 47   **Scale Score 69**

Early Projected Accountability Score: 77 - *B/C

PK- 3

Phonological Awareness

	Listening			Rhym. 1			Rhym. 2			Alliteration			Words in a Sentence			Syllab.			Onset Rime			PA Composite		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Out of Range	14	11	15	10	12	17	16	13	18	13	13	19	16	13	19	13	14	15	10	8	13	0	0	0
Monitor	17	16	9	16	22	15	23	19	17	18	21	17	21	21	19	20	20	14	17	13	12	15	10	21
On Track	8	10	17	6	3	9	0	3	6	1	3	5	2	1	3	0	3	12	0	3	2	18	27	20
%On Track	32%	38%	65%	27%	12%	38%	0%	14%	26%	5%	13%	23%	9%	5%	14%	0%	13%	46%	0%	19%	14%	55%	73%	49%

Math

	Rote Counting			Shape Naming			Number Discrimination			Number Naming			Shape Discrimination			Operations			Set Counting			Math Composite		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Out of Range	17	12	15	13	8	7	13	10	14	15	6	11	13	7	10	15	11	18	15	10	15	0	0	0
Monitor	23	18	10	15	8	8	14	8	10	21	15	7	12	9	5	22	20	18	20	17	11	6	6	8
On Track	0	7	16	12	21	26	13	19	17	4	16	23	15	21	26	2	6	5	4	10	15	34	31	33
%On Track	0%	28%	62%	44%	72%	76%	48%	70%	63%	16%	52%	77%	56%	70%	84%	8%	23%	22%	17%	37%	58%	85%	84%	80%

Literacy

	Letter Names			Letter Sounds			Vocabulary			Story Telling			Book and Print		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Out of Range	15	8	7	0	3	5	0	0	0	0	0	0	0	0	0
Monitor	20	6	5	0	0	0	14	7	8	15	9	10	16	9	12
On Track	5	25	29	0	26	32	26	32	33	18	24	31	23	24	29
%On Track	20%	81%	85%	0	100%	100%	65%	82%	80%	46%	73%	76%	59%	73%	71%

PK- 4

Phonological Awareness

	Listening			Rhym. 1			Rhym. 2			Alliteration			Words in a Sentence			Syllab.			Onset Rime			PA Composite		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Needs Support	47	24	23	53	35	35	70	42	36	61	43	44	59	44	46	67	40	26	36	33	27	27	23	26
On Track	26	43	54	17	33	41	3	25	40	9	26	33	14	24	30	5	33	51	10	8	20	45	50	51
%On Track	36%	64%	70%	24%	49%	54%	4%	37%	53%	13%	38%	43%	19%	35%	39%	7%	45%	66%	22%	20%	43%	63%	68%	66%

Math

	Rote Counting			Shape Naming			Number Discrimination			Number Naming			Shape Discrimination			Operations			Set Counting			Math Composite		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Needs Support	57	27	13	33	18	11	29	19	14	51	20	13	20	13	8	61	46	45	45	22	17	12	16	15
On Track	17	46	64	41	55	66	44	54	63	22	53	64	53	60	69	12	27	32	28	51	60	62	57	62
%On Track	23%	63%	83%	55%	75%	86%	60%	74%	82%	30%	73%	83%	73%	82%	90%	16%	37%	42%	38%	70%	78%	84%	78%	81%

Literacy

	Letter Names			Letter Sounds			Vocabulary			Story Telling			Book and Print		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Needs Support	40	20	21	0	10	9	36	33	37	38	15	11	21	13	22
On Track	34	55	56	0	57	68	38	42	40	35	51	64	52	51	55
%On Track	46%	73%	73%	0	85%	88%	51%	56%	52%	48%	77%	85%	71%	80%	71%

	# Tested	# Tier 1	% Tier 1	# Met Growth	% Met Growth
Reading	70	32	46%	39	56%
Math	73	52	71%	60	82%

Student Learning Strengths

STAAR Learning Strengths: Graebner students show strengths in Academic Growth for All students in Reading and for all populations but SPED in Math.

All Students	African American	Hispanic	White	Eco Dis	SPED Current	ELL +4 Yr Exit	Contin. Enrolled	Non C Enrol

ACADEMIC GROWTH

% Growth Math	75	***	75	***	74	44	81	74	7
% Growth Read	75	***	76	***	75	65	71	74	8

Targets Met: 13	Total Targets: 14	% Targets Met: 93	Weight: 50.0	Po

Circle Learning Strengths: Graebner PK 4 students show strengths in Literacy's Letter Sounds with 88% on track and Story Telling at 85%. Math strengths were in Rote Counting and Number Naming both at 83% on track. Phonological Awarness strenth was Listening with 70% on track. Data is based on EOY for both English and Spanish assessments combined.

	Letter Sounds			Story Telling			Rote Counting			Number Naming		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Needs Support	0	10	9	38	15	11	57	27	13	51	20	13
On Track	0	57	68	35	51	64	17	46	64	22	53	64
%On Track	0	85%	88%	48%	77%	85%	23%	63%	83%	30%	73%	83%

Circle Learning Strengths: Graebner PK 3 students show strengths in Literacy's Letter Sounds at 100% and Letter Names with 85% on Track. Math strength was in Number Naming at 77% on Track. Phonological Awareness str

ength was in Listening at 65% on Track. Data is based on EOY for both English and Spanish assessments combined.

	Letter Sounds			Letter Names			Listening		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Out of Range	0	3	5	15	8	7	14	11	15
Monitor	0	0	0	20	6	5	17	16	9
On Track	0	26	32	5	25	29	8	10	17
%On Track	0	100%	100%	20%	81%	85%	32%	38%	65%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to preliminary STAAR data, 62% of students are below grade level in math in grades 3rd-5th. **Root Cause:** There was lack of alignment and training, use of intervention and tracking of student data.

Problem Statement 2 (Prioritized): According to preliminary STAAR data, 51% of students are below grade level in Reading in grades 3rd-5th. **Root Cause:** Inconsistent use of strategies and lack of training and collaboration opportunities.

Problem Statement 3 (Prioritized): According to preliminary STAAR data, 71% of students are below grade level in science in 5th grade. **Root Cause:** Lack of fidetlity to daily minutes and number of activities allotted to science in all grade levels.

Problem Statement 4 (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.

School Processes & Programs

School Processes & Programs Summary

ESF

Campus wide Morning Reading Intervention with data tracking

ESF

Parent Newsletter and clasroom Remind App

School Processes & Programs Strengths

Grabener school processes and program strengths are School Wide Intervention, Teacher PLN opportunities, Extended planning and collaboratin periods, implementation of Dual Language program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance is less than 97% **Root Cause:** No campus based attendance plan in place.

Problem Statement 3 (Prioritized): 50% Teachers do not have the background of early literacy and best practices. **Root Cause:** Inconsistent opportunities for job embedded training

Problem Statement 4 (Prioritized): Low academic performance across grade levels/subject areas. Less than 50% of our students are not on grade level. **Root Cause:** There was lack of alignment and training, use of intervention and tracking of student data.

Perceptions

Perceptions Summary

We did multiple parent and family surveys to gather data on how to strengthen our campus. Parents noted they wanted expanded extracurricular activities, more parent engagement, and a community school. Teacher survey stated teachers felt they were not sufficiently supported in areas for professional development and learning. They stated they wanted additional support with attendance and discipline.

Implementation of Special Programs such as SPED, 504 and MTSS

Use of restorative practices as a behavior tool to decrease antisocial behavior

Professional development on evidence based strategies and progress monitoring

Addition of AP and MTSS coordinator for academic support

Additional courses in specials such as Mariachi, STEM and weekly library for attendance/academic/SEL support

Increase practices such as counselor provided weekly lessons and use of programs such as Harmony SEL and Rhithm to establish and track student

Perceptions Strengths

Our students who engage in Mariachi had higher grades and attendance than the rest of the student population.

Our Mariachi/ choir concerts had the largest parent turn-out for an event with over 400 people attending.

Increase in classroom support services

Graebner attendance rates are greater that District rates

Shift change in behavioral administrative responses from traditional punitive discipline to a restorative approach to improve school climate and strengthen student emotional and social skills

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More than 20% of teachers didn't feel supported with discipline issues. **Root Cause:** Students lack social emotional learning opportunities in the past year.

Problem Statement 2 (Prioritized): Opportunities were limited for parent involvement to two indoor activities. **Root Cause:** Due to staffing and safety due to the pandemic regulations put in place for social distancing.

Priority Problem Statements

Problem Statement 1: 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 1: 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 1 Areas: Student Learning

Problem Statement 2: The number of new teachers on campus has increased to 12.

Root Cause 2: There is no established teacher retention program in place.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to preliminary STAAR data, 62% of students are below grade level in math in grades 3rd-5th.

Root Cause 3: There was lack of alignment and training, use of intervention and tracking of student data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to preliminary STAAR data, 51% of students are below grade level in Reading in grades 3rd-5th.

Root Cause 4: Inconsistent use of strategies and lack of training and collaboration opportunities.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to preliminary STAAR data, 71% of students are below grade level in science in 5th grade.

Root Cause 5: Lack of fidetlity to daily minutes and number of activities allotted to science in all grade levels.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Attendance is less than 97%

Root Cause 6: No campus based attendance plan in place.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Low academic performance across grade levels/subject areas. Less than 50% of our students are not on grade level.

Root Cause 7: There was lack of alignment and training, use of intervention and tracking of student data.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 50% Teachers do not have the background of early literacy and best practices.

Root Cause 8: Inconsistent opportunities for job embedded training

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Opportunities were limited for parent involvement to two indoor activities.
Root Cause 9: Due to staffing and safety due to the pandemic regulations put in place for social distancing.
Problem Statement 9 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
- HB3 Reading and math goals for PreK-3
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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: Campus will have a daily rate attendance of 97%.

High Priority

Evaluation Data Sources: Daily attendance reports

Strategy 1 Details		Reviews			
Strategy 1: Student will be provided with incentives every 3 weeks based on their attendance.		**Formative**			**Summative**
KPI/Metric/Measure: Frontline Attendance Reports		Oct	Jan	Apr	June
Staff Responsible for Monitoring: teachers, attendance clerk and F.A.C.E. specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1		25%			
Strategy 2 Details		**Reviews**			
Strategy 2: Every 9 weeks we will have an attendance field trip for school.		**Formative**			**Summative**
KPI/Metric/Measure: attendance report		Oct	Jan	Apr	June
Staff Responsible for Monitoring: attendance clerk **Title I:** 2.5, 2.6, 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability** **Problem Statements:** School Processes & Programs 1		0%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Attendance is less than 97% **Root Cause**: No campus based attendance plan in place.

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: By the end of August, the master schedule will reflect additional 45 PD ND 45 PLC time for teachers.

High Priority

Evaluation Data Sources: Master Schedule

Strategy 1 Details			Reviews		
Strategy 1: Create additional Specials Classes to allow teacher opportunities for training and PLC.			**Formative**		**Summative**
KPI/Metric/Measure: PLN planning agendas and the master schedule		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Specials team and additional support staff running extra classes **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The number of new teachers on campus has increased to 12. **Root Cause**: There is no established teacher retention program in place.
School Processes & Programs
Problem Statement 3: 50% Teachers do not have the background of early literacy and best practices. **Root Cause**: Inconsistent opportunities for job embedded training

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 3: We will increase parental involvement by 5% by the end of the year.

    Evaluation Data Sources: Parent / Student surveys

Strategy 1 Details		Reviews			
Strategy 1: Campus will have student performances every nine weeks.		**Formative**			**Summative**
KPI/Metric/Measure: Performance Percentage turnout / sign-in sheets		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: campus secretary					
ESF Levers: Lever 3: Positive School Culture					
Problem Statements: Student Learning 1					

Strategy 2 Details		Reviews			
Strategy 2: We will have a dedicated parent space and ways for parents to support campus through classroom support, activities before, during, and afterschool.		**Formative**			**Summative**
KPI/Metric/Measure: Sign-in sheets		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Family specialist and counselor					
Title I: 4.2 - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability**					
Problem Statements: Perceptions 2					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to preliminary STAAR data, 62% of students are below grade level in math in grades 3rd-5th. **Root Cause**: There was lack of alignment and training, use of intervention and tracking of student data.

| **Perceptions** |
|---|
| **Problem Statement 2**: Opportunities were limited for parent involvement to two indoor activities. **Root Cause**: Due to staffing and safety due to the pandemic regulations put in place for social distancing. |

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 4: By the end of the year, we will double student enrichment opportunities.

    Evaluation Data Sources: student reflection after enrichment opportunties.

Strategy 1 Details	Reviews			
Strategy 1: Students participate in two field trips a year.	**Formative**			**Summative**
KPI/Metric/Measure: Students will demonstrate a 2% gain on STAAR and MAP.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3 - School Processes & Programs 1 - Perceptions 2 **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - $6,000, - 282 - ESSER - $3,400				

Strategy 2 Details	Reviews			
Strategy 2: Students will have additional enrichment activities in the STEM classroom, Motor Lab, Mariachi, and Library.	**Formative**			**Summative**
KPI/Metric/Measure: Picture album to demonstrate new experiences for students	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Librarian and instructional assistants **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

Strategy 3 Details		Reviews			
Strategy 3: Students will have multiple enrichment opportunities afterschool such as culture club, gardening club, mariachi, art club, chess club, student council, and other clubs.		**Formative**			**Summative**
		Oct	Jan	Apr	June
KPI/Metric/Measure: Sign-in sheets for each club **Staff Responsible for Monitoring:** Teacher sponsors for each club **Title I:** 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1, 4 - Perceptions 2					

Strategy 4 Details		Reviews			
Strategy 4: Parents will attend local and out of town symposium, conferences, and parent development opportunities.		**Formative**			**Summative**
		Oct	Jan	Apr	June
KPI/Metric/Measure: Sign-up sheets **Staff Responsible for Monitoring:** family specialist and counselors **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 2					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: According to preliminary STAAR data, 71% of students are below grade level in science in 5th grade. **Root Cause**: Lack of fidetlity to daily minutes and number of activities allotted to science in all grade levels.
School Processes & Programs
Problem Statement 1: Attendance is less than 97% **Root Cause**: No campus based attendance plan in place.

School Processes & Programs
Problem Statement 4: Low academic performance across grade levels/subject areas. Less than 50% of our students are not on grade level. **Root Cause**: There was lack of alignment and training, use of intervention and tracking of student data.

Perceptions
Problem Statement 2: Opportunities were limited for parent involvement to two indoor activities. **Root Cause**: Due to staffing and safety due to the pandemic regulations put in place for social distancing.

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 5: Improve campus culture by 25 % for students and staff by end of the year.

Evaluation Data Sources: student and staff surveys

Strategy 1 Details	Reviews			
Strategy 1: We will offer teachers weekly professional development opportunities.	**Formative**			**Summative**
KPI/Metric/Measure: Sign-In sheets for PD sessions	Oct	Jan	Apr	June
Staff Responsible for Monitoring: instructional coaches				
Title I: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Students were participate in various campus celebration to increase campus culture.	**Formative**			**Summative**
KPI/Metric/Measure: Student surveys	Oct	Jan	Apr	June
Staff Responsible for Monitoring: family specialist and counselors				
Title I: 2.5, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The number of new teachers on campus has increased to 12. **Root Cause**: There is no established teacher retention program in place.

School Processes & Programs
Problem Statement 3: 50% Teachers do not have the background of early literacy and best practices. **Root Cause**: Inconsistent opportunities for job embedded training

Perceptions
Problem Statement 2: Opportunities were limited for parent involvement to two indoor activities. **Root Cause**: Due to staffing and safety due to the pandemic regulations put in place for social distancing.

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: 100 % of teachers will attend quarterly response to intervention training.

Evaluation Data Sources: Sign-in sheets, performance Matters Records

Strategy 1 Details	Reviews			
Strategy 1: Identify PD opportunities, obtain / purchase ECE materials to implement early literacy instruction.	**Formative**			**Summative**
KPI/Metric/Measure: Circle Measures for Reading and Math; MAP BOY in Kindergarten	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: PK staff				
ESF Levers: Lever 2: Effective, Well-Supported Teachers **Problem Statements:** School Processes & Programs 4				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will monitor students writing for a progression of development and have materials for writing centers and activities.	**Formative**			**Summative**
KPI/Metric/Measure: student writing samples	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers				
Title I: 2.4 **- TEA Priorities:** Build a foundation of reading and math - **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: According to preliminary STAAR data, 62% of students are below grade level in math in grades 3rd-5th. **Root Cause**: There was lack of alignment and training, use of intervention and tracking of student data. |

School Processes & Programs
Problem Statement 4: Low academic performance across grade levels/subject areas. Less than 50% of our students are not on grade level. **Root Cause**: There was lack of alignment and training, use of intervention and tracking of student data.

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 1: Students will demonstrate a 25% increase in MAP fluency EOY scores for Kindergarten through Fifth grade.

    Evaluation Data Sources: MAP data

Strategy 1 Details		Reviews			
Strategy 1: All K -3rd grade teachers will complete the Texas Reading Academies professional development.		**Formative**			**Summative**
KPI/Metric/Measure: PD completion certificates		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: administration **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 3					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: 50% Teachers do not have the background of early literacy and best practices. **Root Cause**: Inconsistent opportunities for job embedded training

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 2: Students will demonstrate a twenty-five percent increase in MAP MATH Growth EOY scores for kindergarten through 3rd grade.

    Evaluation Data Sources: MAP Math

Strategy 1 Details			Reviews			
Strategy 1: All kindergarten through 5th grade teachers will complete the Greg Tang professional development, materials, and online curriculum throughout the school year.			**Formative**			**Summative**
			Oct	Jan	Apr	June

KPI/Metric/Measure: One hundred percent of kindergarten through 5th grade teacher will complete the Greg Tang professional development.
     Staff Responsible for Monitoring: Instructional Coaches
 	
     ESF Levers:
 Lever 5: Effective Instruction
     Problem Statements: Student Learning 1, 4						

0% No Progress	100% Accomplished	Continue/Modify		Discontinue		

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to preliminary STAAR data, 62% of students are below grade level in math in grades 3rd-5th. **Root Cause**: There was lack of alignment and training, use of intervention and tracking of student data.
Problem Statement 4: 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.

Goal 4: 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: 100% of teachers will attend monthly vertical team planning meetings by subject.

Evaluation Data Sources: STAAR and MAP Scores. Exit Tickets.

Strategy 1 Details	Reviews			
Strategy 1: K-5 alignment on subject-area practices, strategies, and goals through vertical team planning. Sufficient staffing (substitutes) will be required for coverage to allow for cross-grade level meetings. Vertically-aligned instructional resources and planning tools for teams to make use of.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: MAP scores, STAAR scores, in-class exit tickets **Staff Responsible for Monitoring:** Teachers, Vertical Team Leads **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 3				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number of new teachers on campus has increased to 12. **Root Cause**: There is no established teacher retention program in place.
School Processes & Programs
Problem Statement 3: 50% Teachers do not have the background of early literacy and best practices. **Root Cause**: Inconsistent opportunities for job embedded training

Goal 4: ENSURE PROFICIENCY

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

Performance Objective 2: Teachers will have 10% more supplemental resources (physical and digital) to plan and deliver effective instruction by end of the year.

Evaluation Data Sources: Teacher feedback / survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers access to curriculum materials will increase by 10% by the end of the year.	**Formative**			**Summative**
KPI/Metric/Measure: Sign-out sheets for materials and curriculum	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Instructional coaches				
Title I: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 3 **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - 211-12-6329-00-129-30-0-00 - $7,000				

Strategy 2 Details	Reviews			
Strategy 2: Teacher will give the MAP Science test to gather data for 5th grade students.	**Formative**			**Summative**
KPI/Metric/Measure: MAP Science data	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Teachers				
Title I: 2.4 - **TEA Priorities:** Improve low-performing schools - - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3 - School Processes & Programs 4				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The number of new teachers on campus has increased to 12. **Root Cause**: There is no established teacher retention program in place.

Student Learning
Problem Statement 3: According to preliminary STAAR data, 71% of students are below grade level in science in 5th grade. **Root Cause**: Lack of fidetlity to daily minutes and number of activities allotted to science in all grade levels.

School Processes & Programs
Problem Statement 3: 50% Teachers do not have the background of early literacy and best practices. **Root Cause**: Inconsistent opportunities for job embedded training
Problem Statement 4: Low academic performance across grade levels/subject areas. Less than 50% of our students are not on grade level. **Root Cause**: There was lack of alignment and training, use of intervention and tracking of student data.

Goal 4: ENSURE PROFICIENCY

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

Performance Objective 3: Administration will attend 5 professional development, conferences, and symposiums for academic programming, behavior and social emotional learning, and school leadership by the end of the year.

   Evaluation Data Sources: STAAR and MAP data

Strategy 1 Details	Reviews			
Strategy 1: Leadership team will attend dual language professional development conferences such as TABE, NABE, La Cosecha and others.	**Formative**			**Summative**
KPI/Metric/Measure: Presentation upon return	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: instructional coaches **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
Strategy 2: Teachers and Staff will receive various professional development opportunities to address academic programming, behavior, and social-emotional learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Cycle 1 - 2 opportunities Cycle 2 - 1 Opportunity Cycle 3 - 1 opportunity Cycle 4 - 1 opportunity **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3, 4 **Funding Sources:** Professional Development and Materials - 282 - ESSER - $18,000	0%			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: 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.

School Processes & Programs
Problem Statement 3: 50% Teachers do not have the background of early literacy and best practices. **Root Cause**: Inconsistent opportunities for job embedded training
Problem Statement 4: Low academic performance across grade levels/subject areas. Less than 50% of our students are not on grade level. **Root Cause**: There was lack of alignment and training, use of intervention and tracking of student data.

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)

**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.	**Formative**			**Summative**
KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%	Oct	Jan	Apr	June
Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** MAP Assessment Platform - 164 - State Compensatory Education (SCE) - $8,057				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 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.