

San Antonio Independent School District

Neal Elementary

2022-2023 Goals/Performance Objectives/Strategies



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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: POSITIVE BEHAVIOR INTERVENTION SUPPORT: By the end of the year, 100% of our students will be supported through PBIS practices

Evaluation Data Sources: SEAD Surveys
Frontline Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS team members will organize, train, and monitor the implementation of PBIS expectations. PBIS team will review and analyze data and plan next steps.</p> <p>KPI/Metric/Measure: Gym, cafeteria and classroom discipline referrals will reduce by 10% each quarter.</p> <p>Staff Responsible for Monitoring: PBIS Admin</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Social Emotional Support - 204 - Change for Good - PBIS (Sp Ed) - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and students of pre-k through 5th grade will create and sign a discipline plan/social contract with tenets of CHAMPS AND PBIS and post in their classroom.</p> <p>KPI/Metric/Measure: Classroom discipline referrals will decrease by 5% each grading period. Posted contracts Frontline Discipline Reports Staff Responsible for Monitoring: PBIS Lead Member</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Teaching Supplies - 164 - State Compensatory Education (SCE) - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Neal will implement daily Rhythm lessons, Morning Meetings and Kindness Store in grades pre-k - 5th to help foster individual responsibility and promote social and emotional wellness.</p> <p>KPI/Metric/Measure: Discipline referrals will decrease by 10% each quarter. Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Kindness Store Supplies - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the latest student survey, 52% of third - fifth-grade students reported feeling safe in school. Root Cause: Consistent implement of our systematic program aimed at developing/addressing the social and emotional needs of students is required of all Neal faculty.</p>

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: ATTENDANCE: By the end of the year (2022-2023), increase the attendance rate from 88% to 92%

Evaluation Data Sources: Frontline Attendance Reports
iData Portal Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Neal will establish a variety of activities to motivate student and family daily attendance:</p> <ul style="list-style-type: none"> - Monthly raffle for families with 100% attendance - Homeroom teacher classroom incentive -Data clerk call home re tardy or absence student (daily) -Intercom acknowledgement of classroom perfect (100%) attendance daily - Two minutes of whole school dancing for any day with 95-100% attendance - Ribbons for students and families with perfect attendance each quarter (grading period) and medals for perfect attendance all year - Attendance Clerk monthly grade level competition - Face Specialist led quarterly attendance extravaganzas for pre-k through 5th students with perfect attendance. - Home visits (Counselor, Social Worker, Attendance Clerk & FACE Specialist) <p>KPI/Metric/Measure: The number of students who receive perfect attendance incentives each quarter will increase by 8%</p> <p>Staff Responsible for Monitoring: Admin FACE Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Registration and Attendance Incentives - 199 - Local Maintenance - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 85% of attendance incentives are geared at motivating students and teachers on campus while 15% addresses families/community Root Cause: Uniformed communication methods to reach families/community members regarding attendance expectations and incentives lacking.</p>

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: PARENT INVOLVEMENT: By the end of the year (2022-2023), the percentage of parents represented at district and campus activities will increase by 10%.

Evaluation Data Sources: Meeting Evaluation
Meeting Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: With the assistance of our FACE Specialist/faculty/staff, Neal will host Open House, Academic Night Out, Culture Awareness Sessions, Monthly Principal Coffees (Staggered days (M/T/W/T/F) and times (8:30/1:30/5:30/etc.) and Monthly PTO Meetings (1st Tuesday of each month) to engage parents and community members in the school community. (Refreshments needed)</p> <p>KPI/Metric/Measure: Parent and community participation in school events will increase by 10% each quarter</p> <p>Staff Responsible for Monitoring: Administrators Face Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Refreshments - 211 - ESEA Title I, Part A - Regular - \$350</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: With the assistance of our Face Specialist, Neal will annually engage parents in the revision of our School Parent Compact and our Campus Parent and Family Engagement Policy- English and Spanish. (Refreshments needed)</p> <p>KPI/Metric/Measure: Obtain 100% Completion Rate on Federal Programs Review</p> <p>Staff Responsible for Monitoring: Administrators Face Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Refreshments - 211 - ESEA Title I, Part A - Regular - \$350</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Support parents' participation in our Effective Schools Framework Survey to gather information about our community's needs and expectations of our campus.</p> <p>KPI/Metric/Measure: The number of parents who respond to the SPF survey will increase by 10%</p> <p>Staff Responsible for Monitoring: Administrators FACE Specialist</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
	 25%	 35%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: Family Involvement (The degree to which families become involved with and interacts with our school) measured 34% on our spring 2022 survey. Root Cause: Lack of regular promotion of ways parents/families can become involved and interact with our campus.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: 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: COMMUNICATION: During 2022-2023, 100% of campus communication will be timely and conveyed through multiple mediums.

Evaluation Data Sources: Social Media Campus Postings
School Messenger

Strategy 1 Details	Reviews			
<p>Strategy 1: Neal Elementary will continue to maintain a web page and utilize Facebook, Twitter, Instagram, Remind AP, School Messenger, Marquee, Monthly Calendar, Flyers and phone calls, etc. to enhance communication with students, parents and other community members.</p> <p>KPI/Metric/Measure: Parent and school connection on surveys will increase by 12%.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Communication Subscription - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 2: Family Involvement (The degree to which families become involved with and interacts with our school) measured 34% on our spring 2022 survey. Root Cause: Lack of regular promotion of ways parents/families can become involved and interact with our campus.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: 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: PROFESSIONAL DEVELOPMENT: 100% of our instructional staff will receive training in research-based practices over the course of the year (2022-2023).

Evaluation Data Sources: PD Certificates
 TELPAS
 STAAR
 MAP
 IStation and Imagine Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Neal faculty and staff will engage in high-quality, standard-aligned professional learning sessions in PLCs, Campus PD Days and District PD to enhance pedagogy, deepen content knowledge and increase student achievement.</p> <ul style="list-style-type: none"> - Gap Analysis Protocol - STAR Item Types- The Change - Science of Teaching Reading including Writers' Workshop - Webb's Depth of Knowledge - Formative Assessment Practices - Data Analysis to Inform Instruction - Gradual Release of Responsibility - Techniques of Teach Like a Champion - Lead4ward Instructional Strategies - Branching Minds <p>KPI/Metric/Measure: Teacher TTESS ratings improved by 10%, and student performance increases by 12%</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Teaching Supplies - 211 - ESEA Title I, Part A - Regular - \$3,000, Teaching Supplies - 199 - Local Maintenance - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 2: In 2019, forty-two percent (42%) of Neal's math students scored on level and 23% scored at Masters based on STAAR criteria. In 2022, the results were 25% meets and 13% master. **Root Cause:** Inconsistent, systematic implementation of a balanced math instructional framework.

Problem Statement 3: About 54% of students at Neal are at grade level literacy expectations. **Root Cause:** Consistent implementation of common systems which govern reading/writing expectations is a work in progress across all grade levels

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 6: By the end of 2022-2023, students will receive intervention and enrichment through the implementation of a multitiered system of support to increase reading and math readiness by 10% as measured by EOY assessments.

Evaluation Data Sources: MAP
 Progress Monitoring Tools
 GT Assessments
 TELPAS
 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on MTSS determinations, retired certified teachers will provide in school/virtual reading, writing, science or mathematics tutorial for grades kinder through fifth students.</p> <p>KPI/Metric/Measure: Tutored students' progress will increase by 10% each grading period.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2, 3, 5</p> <p>Funding Sources: Certified Retired Teachers - 211 - ESEA Title I, Part A - Regular - \$39,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Based on MTSS team discussions, provide intervention/enrichment (including tech supported, web-based platforms/programs) for all students in math/reading/writing/science/social studies to help students meet or exceed expected growth/achievement.</p> <p>KPI/Metric/Measure: Each quarter, increased math and reading meets performance by 5 % and growth by 10%</p> <p>Staff Responsible for Monitoring: MTSS Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 2, 3, 5</p> <p>Funding Sources: TECH Support - 211 - ESEA Title I, Part A - Regular - \$15,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Head Start teachers will purchase classroom, nurse, office and custodial supplies to support students' needs.</p> <p>KPI/Metric/Measure: Academic progress increased by 12 % each quarter</p> <p>Staff Responsible for Monitoring: Head Start ACT</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 6</p> <p>Funding Sources: Supplies - 205 - Head Start Program - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Social Emotional Resources will be used to support faculty/staff/students and families with a variety of needs such as social emotional development, counseling support, positive behavior choices, and attendance motivators.</p> <p>KPI/Metric/Measure: Attendance will increase by 2% each quarter.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3</p> <p>Funding Sources: Counseling Supplies - 211 - ESEA Title I, Part A - Regular - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will provide before/ after school/ Saturday tutorials in reading, writing, math, science and/or social studies in grades Kg-5th.</p> <p>KPI/Metric/Measure: Monthly student progress will increase by at least 10%</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2, 3, 4, 5</p> <p>Funding Sources: Teacher Extra Duty - 211 - ESEA Title I, Part A - Regular - \$13,000, Reading Materials - 211 - ESEA Title I, Part A - Regular - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide field experiences for all students to support academic, social and emotional learning.</p> <p>KPI/Metric/Measure: Students' growth performance will increase by 10% each grading period.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 5, 7</p> <p>Funding Sources: Field Trip Transportation - 211 - ESEA Title I, Part A - Regular - \$5,383</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: 85% of attendance incentives are geared at motivating students and teachers on campus while 15% addresses families/community Root Cause: Uniformed communication methods to reach families/community members regarding attendance expectations and incentives lacking.</p>
Student Learning
<p>Problem Statement 1: About 60% of teachers at Neal Elementary use data (MAP, CBAs, CA, STAAR, etc.) effectively to inform their instruction. Root Cause: Inconsistent implementation of effective use of data by all teachers and the change of staff at varied grade levels.</p>
<p>Problem Statement 2: In 2019, forty-two percent (42%) of Neal's math students scored on level and 23% scored at Masters based on STAAR criteria. In 2022, the results were 25% meets and 13% master. Root Cause: Inconsistent, systematic implementation of a balanced math instructional framework.</p>
<p>Problem Statement 3: About 54% of students at Neal are at grade level literacy expectations. Root Cause: Consistent implementation of common systems which govern reading/writing expectations is a work in progress across all grade levels</p>
<p>Problem Statement 4: According to kinder through second grade EOY MAP Fluency results, 53% of students exhibit difficulty with phonemic awareness skills. Root Cause: Consistent implementation of a specific, systematic phonemic awareness guide in grades pre-k through 2nd grade is a work in progress.</p>
<p>Problem Statement 5: Thirty-four percent (34%) of Neal students performed at the "meets" level on the STAAR science assessment 2019 and 17% in 2022 Root Cause: There is not a consistent, systematic approach to the teaching of science TEKS in grades Kg-5.</p>
<p>Problem Statement 6: According to CIRCLE EOY reading results, 65% of pre-k students performed at Tier 1. Root Cause: Consistent implementation of effective language development skills in Neal's early grades is a work in progress.</p>
<p>Problem Statement 7: In 2019, 55% of Emergent Bilingual students made growth on TELPAS. In 2022, 45% made growth. Root Cause: Inconsistent implementation of common systems which govern reading/writing/speaking/listening expectations across grade levels and the lack of teaching staff in fifth, 2nd and 1st for large portions of the school year.</p>

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: By end of 2021-2022, 90% of students in Pre-K will have the prerequisite literacy and math skills to succeed in kindergarten

Evaluation Data Sources: CIRCLE (Math)
 CIRCLE (Reading)
 Multidisciplinary Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-K teachers will teach phonics/phonemic awareness skills for 10-12 minutes daily using an explicit, systematic phonics program.</p> <p>KPI/Metric/Measure: Students' quarterly progress will increase by 10%</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 2, 6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-k teachers (adhering to pre-k guidelines) will teach students emergent writing techniques (including visuals) to encourage students to express their ideas in writing.</p> <p>KPI/Metric/Measure: Students will increase their emergent writing levels by 10% each quarter.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 6</p> <p>Funding Sources: Teaching Supplies - 199 - Local Maintenance - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement (daily) a balanced math instructional model for all students which includes seven essential components- environment of numeracy, math warm-ups, focused instruction, guided math instruction (whole and small group), math workshop, individual conferences and on-going system of assessment.</p> <p>KPI/Metric/Measure: At least 80% of students will score at Tier 1 by EOY.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Teaching Supplies - 205 - Head Start Program - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: In 2019, forty-two percent (42%) of Neal's math students scored on level and 23% scored at Masters based on STAAR criteria. In 2022, the results were 25% meets and 13% master. Root Cause: Inconsistent, systematic implementation of a balanced math instructional framework.</p>
<p>Problem Statement 3: About 54% of students at Neal are at grade level literacy expectations. Root Cause: Consistent implementation of common systems which govern reading/writing expectations is a work in progress across all grade levels</p>
<p>Problem Statement 6: According to CIRCLE EOY reading results, 65% of pre-k students performed at Tier 1. Root Cause: Consistent implementation of effective language development skills in Neal's early grades is a work in progress.</p>

Goal 3: ENSURE PROFICIENCY

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

Performance Objective 1: By the end of 2022-2023, increase the on level reading performance of all kinder students from 60% -70%; first grade students from 45%- 65%; second grade students from 35% to 50%; third grade students from 22% to 50% and English Language Growth Proficiency from 45% to 65%

Evaluation Data Sources: EOY MAP Reading (Grades Kg-2nd)
STAAR (3rd Grade)
TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the science of teaching reading through a Balanced Literacy Instructional Model to facilitate students' acquisition of the essential components of reading- phonemic awareness, phonics, fluency, vocabulary and comprehension- and writing. TEKS aligned practice items will be bought.</p> <p>KPI/Metric/Measure: Students will increase their meets performance by 5% each quarter.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4, 7</p> <p>Funding Sources: Teaching Supplies - 211 - ESEA Title I, Part A - Regular - \$3,000, Teaching Supplies - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze student assessment data each quarter by sub- populations (LEP, Special Education, At-Risk, GT, dyslexia, etc.) to determine student needs, and scaffold instructional practices to help students achieve mastery of the TEKS. Students will maintain data trackers. TEKS-based testing material/resources in preparation for STAAR assessments will be provided to support this strategy.</p> <p>KPI/Metric/Measure: Students progress will increase by 10% each quarter.</p> <p>Staff Responsible for Monitoring: Instructional Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: About 60% of teachers at Neal Elementary use data (MAP, CBAs, CA, STAAR, etc.) effectively to inform their instruction. Root Cause: Inconsistent implementation of effective use of data by all teachers and the change of staff at varied grade levels.</p> <p>Problem Statement 3: About 54% of students at Neal are at grade level literacy expectations. Root Cause: Consistent implementation of common systems which govern reading/writing expectations is a work in progress across all grade levels</p> <p>Problem Statement 4: According to kinder through second grade EOY MAP Fluency results, 53% of students exhibit difficulty with phonemic awareness skills. Root Cause: Consistent implementation of a specific, systematic phonemic awareness guide in grades pre-k through 2nd grade is a work in progress.</p> <p>Problem Statement 7: In 2019, 55% of Emergent Bilingual students made growth on TELPAS. In 2022, 45% made growth. Root Cause: Inconsistent implementation of common systems which govern reading/writing/speaking/listening expectations across grade levels and the lack of teaching staff in fifth, 2nd and 1st for large portions of the school year.</p>

Goal 3: ENSURE PROFICIENCY

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

Performance Objective 2: By the end of the year, increase the on level mathematics performance of all kinder students from 67%-75%; first grade students from 45% to 72%; second grade students from 30% to 68% and third grade students from 22% to 50%

Evaluation Data Sources: EOY MAP Mathematics (Grades Kg-2nd)
STAAR (3rd Grade)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement (daily) a balanced math instructional model for all students which includes seven essential components- environment of numeracy, math warm-ups, focused instruction, guided math instruction (whole and small group), math workshop, individual conferences and on-going system of assessment to facilitate students' procedural and conceptual understanding of math content. Practice materials will be bought.</p> <p>KPI/Metric/Measure: Students will increase their meets performance by 5% each quarter.</p> <p>Staff Responsible for Monitoring: Instructional Coach Administrators Grade Level ACTs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: TEKS Supported Practice Materials - 211 - ESEA Title I, Part A - Regular - \$5,000, TEKS Supported Practice Materials - 282 - ESSER - \$3,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: In 2019, forty-two percent (42%) of Neal's math students scored on level and 23% scored at Masters based on STAAR criteria. In 2022, the results were 25% meets and 13% master. Root Cause: Inconsistent, systematic implementation of a balanced math instructional framework.</p>

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: READING/Mathematics/Science: By the end of 2022-2023, increase 4th graders' reading meets performance from 34%- 40%, 5th graders' meets performance from 31% to 40%; 4th graders' math meets performance from 21%-35% and 5th graders from 31% -42%; 5th graders' meets science performance from 17%-25% and English Language Growth Proficiency from 45% to 55%.

Evaluation Data Sources: Grade level common assessments
 District CBAs and Simulations
 STAAR
 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the science of teaching reading through a Balanced Literacy Instructional Model to facilitate students' acquisition of the essential components of reading- phonemic awareness, phonics, fluency, vocabulary and comprehension- and writing. TEKS aligned practice items will be bought.</p> <p>KPI/Metric/Measure: Students will increase their meets performance by 5% each quarter.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 5</p> <p>Funding Sources: TEKS Supported Practice Materials - 211 - ESEA Title I, Part A - Regular - \$5,000, TEKS Supported Practice Materials - 282 - ESSER - \$3,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze student assessment data each quarter by sub- populations (LEP, Special Education, At-Risk, GT, dyslexia, etc.) to determine student needs, and scaffold instructional practices to help students achieve mastery of the TEKS. Students will maintain data trackers. TEKS-based testing material/resources in preparation for STAAR assessments will be provided to support this strategy.</p> <p>KPI/Metric/Measure: Students progress will increase by 10% each quarter.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 7</p> <p>Funding Sources: TEKS-based Materials/Resources - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will employ a variety of instructional techniques (Lead4ward, ESL, Teach Like a Champion, Patterns of Power Writing, The Seven Step of a Language Rich Classroom, GT, etc.) during daily classroom instruction so that all students may increase their academic achievement, and Emergent Bilingual learners may increase in both English and Spanish.</p> <p>KPI/Metric/Measure: Student progress will increase by 10% each quarter</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 7</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement (daily) a balanced math instructional model for all students which includes seven essential components- environment of numeracy, math warm-ups, focused instruction, guided math instruction (whole and small group), math workshop, individual conferences and on-going system of assessment to facilitate students' procedural and conceptual understanding of math content. TEKS aligned practice materials will be bought.</p> <p>KPI/Metric/Measure: Students will increase their meets performance by 5% each quarter.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p>Problem Statements: Student Learning 2, 5, 7</p> <p>Funding Sources: TEKS Supported Testing Materials - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: About 60% of teachers at Neal Elementary use data (MAP, CBAs, CA, STAAR, etc.) effectively to inform their instruction. Root Cause: Inconsistent implementation of effective use of data by all teachers and the change of staff at varied grade levels.</p>
<p>Problem Statement 2: In 2019, forty-two percent (42%) of Neal's math students scored on level and 23% scored at Masters based on STAAR criteria. In 2022, the results were 25% meets and 13% master. Root Cause: Inconsistent, systematic implementation of a balanced math instructional framework.</p>
<p>Problem Statement 3: About 54% of students at Neal are at grade level literacy expectations. Root Cause: Consistent implementation of common systems which govern reading/writing expectations is a work in progress across all grade levels</p>

Student Learning

Problem Statement 5: Thirty-four percent (34%) of Neal students performed at the "meets" level on the STAAR science assessment 2019 and 17% in 2022 **Root Cause:** There is not a consistent, systematic approach to the teaching of science TEKS in grades Kg-5.

Problem Statement 7: In 2019, 55% of Emergent Bilingual students made growth on TELPAS. In 2022, 45% made growth. **Root Cause:** Inconsistent implementation of common systems which govern reading/writing/speaking/listening expectations across grade levels and the lack of teaching staff in fifth, 2nd and 1st for large portions of the school year.

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			
<p>Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$8,012</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 8: 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.</p>