

# San Antonio Independent School District

## Schenck Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Schenck Elementary School is a Title I, Pre-K thru 5th grade Dual Language campus located on the southeast side of San Antonio, TX in San Antonio ISD. Schenck ES students feed into Rogers Middle School, then to Highland's High School. We are predominantly a neighborhood school. The campus has been in operation for 66 years. We are a TEA A-rated campus and Lighthouse school.

TOTAL ENROLLMENT: 546

HISP 92% , AMER IND 0% , ASIAN 0% , AF AMER 3% , WHITE 4% , PAC ISLAND 0% , MULTIRACE 0% , ECO DIS 89.74% GT 3%

English Learner 32% , Special Education 18% , Mobility Rate 20.5% , AT-RISK 76% , 504 4.5% , MIGRANT 0.0% , HOMELESS 4%

Our campus houses the federally funded Head Start Program. We serve the ACE and PPCD units on our campus for the surrounding schools. Our Dual Language program is a late exit program.

We are a uniform program campus with low discipline referrals. Our student attendance rate for EOY 2022 was **89.68%**. Average class size is 19.3.

Among the highest results on the Effective School Framework Insight Survey. We scored in SAISD Top Quartile in all domains for Spring 2022.

We have 30 monolingual and 10 Dual Language teachers. **32.5% are certified GT teachers. 25% are ESL certified to meet our growing English Learner population.**

Ten of our teachers participate in the Master Teacher Program.

Years of Experience: 15% with 20 or more, 37.5% with 10-19, 20% with 5-9.

We are fortunate to have a Family Engagement Specialist and Communities In School liaison.

We are a neighborhood school with some apartment complexes. The residents are multiple generations, largely Hispanic. The surrounding community is growing with the new city initiative to revitalize our city. Our families are hardworking, middle to low income residents. The surrounding establishments are mostly locally owned.

### **Demographics Strengths**

Schenck Elementary has a multitude of demographic strengths including:

- Our families come with long ties to the community and consider attending Schenck Elementary a family tradition.
- Schenck serves a variety of special programs that are inclusive of all students regardless of language and/or program they participate in.
- Schenck teachers actively participate on campus committees, in Professional Learning Communities (PLCs), and regularly attend district professional development during EPIC Saturdays.
- Schenck has a high number of Master Teachers. We have at least one Master Teacher in each grade level. All fourth and fifth grade teachers are Master Teachers.
- All K-3rd grade, Special Education teachers and Administration have completed the Reading Academies State Program.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We only have 3% of students identified as GT. **Root Cause:** We are not identifying sufficient GT students.

# Student Learning

## Student Learning Summary

See Addendums for Circle Data, MAP Data.

2022 EOY MAP DATA										
3 <sup>rd</sup> GRADE			Did Not Meet		APPROACHES		MEETS		MASTERS	
Subject	Teacher	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	Harrison	17	5	29%	4	71%	5	47%	3	18%
	Reyna	22	5	23%	13	77%	4	18%	0	0%
	Steedle	14	5	36%	6	64%	3	21%		0%
	All	53	15	28%	23	72%	12	28%	3	6%
Rdg	Harrison	17	3	18%	5	76%	4	47%	4	24%
	Reyna	21	6	29%	9	71%	3	29%	3	14%
	Steedle	16	3	19%	2	69%	6	56%	3	19%
	All	54	12	22%	16	72%	13	43%	10	19%
4 <sup>th</sup> GRADE			Did Not Meet		APPROACHES		MEETS		MASTERS	
Subject	Teacher	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	Gomez	17	4	24%	6	76%	3	41%	4	24%
	Walker	10	1	10%	4	90%	4	50%	1	10%
	Rodriguez	18	5	28%	7	72%	4	33%	2	11%
	Aker	14	3	21%	6	79%	4	36%	1	7%
	All	59	13	22%	23	78%	15	39%	8	14%

**2022 EOY MAP DATA**

	Gomez	18	3	17%	2	72%	7	61%	4	22%
	Walker	9	2	22%	3	78%	2	44%	2	22%
Rdg	Rodriguez	20	5	25%	6	65%	6	35%	1	5%
	Aker	17	2	12%	5	71%	5	41%	2	12%
	All	64	12	19%	16	70%	20	45%	9	14%

**5th GRADE**

**Did Not Meet**

**APPROACHES**

**MEETS**

**MASTERS**

Subject	Teacher	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	Frierson	16	7	44%	5	56%	4	25%	0	0%
	Moreno	23	2	9%	18	91%	1	13%	2	9%
	Vrana	18	4	22%	9	78%	3	28%	2	11%
	All	57	13	23%	32	77%	8	21%	4	7%
	Frierson									
Rdg	Moreno	15	2	13%	8	87%	5	33%		0%
	Vrana									
	All	15	2	13%	8	87%	5	33%	0	0%

**CAMPUS**

**Did Not Meet**

**APPROACHES**

**MEETS**

**MASTERS**

Subject	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	169	41	24%	78	76%	35	30%	15	9%
Reading	133	26	20%	40	73%	38	43%	19	14%
<b>TOTAL</b>	<b>302</b>	<b>67</b>	<b>22%</b>	<b>118</b>	<b>75%</b>	<b>73</b>	<b>35%</b>	<b>34</b>	<b>11%</b>

**STAAR**

READING      Did Not Meet      Approaches      Meets      Masters

**STAAR**

2019	18%	82%	53%	22%
2021	44%	60%	24%	15%
2022	28%	72%	51%	21%

<b>MATH</b>	<b>Did Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
2019	19%	81%	47%	24%
2021	47%	53%	25%	10%
2022	36%	64%	35%	13%

<b>Science</b>	<b>Did Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
2019	23%	77%	43%	23%
2021	45%	55%	17%	3%
2022	27%	73%	38%	20%

<b>2022 Domain</b>	<b>Raw Score</b>	<b>Scale Score</b>
Achievement Domain	43	72
Academic Growth	88	93
Relative Performance	43	80
Closing the Gap	85	80

## Student Learning Strengths

- The implementation with fidelity to School Wide Intervention initiative has demonstrated proven effects (small group instruction for leveled groups)
- 1 to 1 Electronic devices through the Lighthouse initiative, has supported the development our 21st century skills for our students.
- The continued implementation of Professional Learning Communities, supports our teachers in strengthening their craft with reflections and analyzing of data deficits.
- All Kinder-3rd grade teachers including Special Education and administration participated and completed Reading Academies.
- All 4th and 5th grade levels are Master Teachers

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. **Root Cause:** Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.

**Problem Statement 2 (Prioritized):** There is a need for improvement in math across grade levels. 64% were not at the Meets level on STAAR. **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

**Problem Statement 3 (Prioritized):** STAAR Math results have decreased since 2019. Approaches decreased by 17 percentage points, Meets by 12 percentage points, Masters by 11 percentage points. **Root Cause:** Teachers are trying to teach pre-requisite skills along with grade level TEKS. Students lack the foundational number sense skills that were not learned of the 2 year Covid-19 pandemic and virtual teaching.

**Problem Statement 4 (Prioritized):** TELPAS Composite results show that we need to strengthen our English Speaking and Writing Domains if grades 2-5. **Root Cause:** Opportunities to practices speaking and writing are under developed in classrooms.

**Problem Statement 5 (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

### Personnel - Policy and Procedures

**ESF 2.1:** With the closing of every academic year teachers are asked to fill out a survey to inform the decision-making process of strategically placing teachers for the following school year. Administration attends the district job fair to meet first-hand with potential candidates for vacant positions. As a guideline a teacher participating in the Master Teacher program is on every grade level to ensure the progression of academic excellence. Fifth grade is departmentalized with each teacher instructing the content area of their strength. Every employee at Schenck Elementary is considered a teacher and is treated as such.

### Professional Practices

**ESF 1.1:** Weekly Monday Faculty meetings are utilized to keep staff updated with any information necessary. The Leadership Coalition team which is made up of a grade level representative per grade level, librarian, Instructional Coach, administration, and counselors. The team meets once a month to discuss pertinent academic information that should be disseminated to grade levels. The Administration team meets on Mondays to take care of non-academic and logistical matters. The instructional coach meets with grade levels bi-weekly to focus on student progress and formative data. Administration attends any professional development that is offered for new initiatives from the district in order to ensure a clear understanding of objectives.

**ESF 1.2:** Professional Learning Communities are implemented across grade level meetings during PLC time to plan and discuss their plans for the coming week. Teachers are asked to bring in student work to review how lesson activities went and teachers collect data to show how the curriculum is being implemented by the success of the students. Administration requires the teacher to turn in lesson plans electronically the week before they are taught so they can be reviewed and changes made as deemed necessary.

MAP, STAAR, CBA's and PA from the district curriculum for unit assessments are all used to measure student achievement. Students measure their own achievement on individual trackers. Most teachers post graphs or charts for student success so the student can see if they are above, at, or below level. MAP data is used by the teacher to create intervention groups according to individual student needs and to scaffold TEKS that are low overall as well as to guide daily and weekly instruction. STAAR measures student growth in 3rd to 5th grades. October and January CBA's are used to review student success over standards taught over the nine weeks and group students that need to be retaught.

**Campus Committees:** Consists of a grade level member that meet monthly to discuss and implement campus and district initiatives.

- Technology Committee
- PBIS Committee
- Academic Committees

- Dual Language/Bilingual Committee

## **Programs and Opportunities for Students**

**ESF 3.1:** Schenck is a PK-5 grade Dual Language campus. We also offer Head Start and Specialized Special Education classes for PK, K and 1-5 grades. We service GT and Dyslexia.

Schenck utilizes the district resources and pacing guides to guide instruction at all grade levels. The expectations for students is to engage in authentic work and solve complex, real world problems. Students work collaboratively together in small groups to solve problems that require them to use their higher order skills and problem solving strategies to complete the tasks assigned. Students make connections with complex concepts and skills across one or more disciplines to solve questions and problems presented to them. All lesson plans strive to provide differentiated instruction that reaches all students including those who have accommodations and/or modifications needed to be successful and those who have a home language that is not English

Schenck Elementary follows the Gradual Release of Responsibility model daily when delivering instruction to our students in our classroom. Through the consistent use of this GRR model, state assessments score at Schenck have remained consistent even as the requirements for success continue to increase. The math and reading scores continues to make incremental improvement that has been sustained over time. Science and writing continue to be inconsistent but have shown improvement as well as more writing training opportunities and expository text related to science have been introduced

In addition, we also implemented the School Wide Intervention Time. It is an intentional carved out time of the morning that is strictly used to provide intervention for reading across grade levels. Students are selected to participate in small group instruction based on data. Interventions are researched-based and progress monitored. Students not participating in the intervention group are working independently on reading activities.

Technology has improved on our campus over the past several years. As part of the Lighthouse Initiative we have increased the students' access to both Chromebooks and iPads, and each classroom now has a Smart board. Students have access to web sites for research and inquiry, word processing, MAP Reading system, iStation and IXL (grades 3-5). Technology is now in use to assist with science instruction in both the lab and classroom setting with the STEM scope. All staff members are comfortable using the technology available on campus and have the ability to register for district technology staff development. Schenck teachers and students make use of Canvas LMS, Google Classroom, Seesaw, and the district Digital Learning Playground to reinforce concepts and develop technological skills. With the implementation of the Lighthouse initiative, we have ensured that every student on campus has access to their own technology device that will be utilized in the classroom. Pre-K through 2nd grades will be using iPads and grades 3-5 will use Chrome books. We have provided students with an opportunity to learn and expand their knowledge and skills through technology.

## **Procedures**

**ESF 4.1:** Schenck’s educational staff will identify instructional campus and district goals for the teachers to focus throughout the school year. The data analyzed from campus and district assessments will be used to select measurable performance objectives. In addition, the data sources will be used to monitor progress throughout the school year as well. During PLC’s, grade level, vertical planning, and professional development meetings all goals, performance objectives and strategies will be communicated to the teachers. There will be formative and summative reviews with expectations provided daily by the teacher and obtained from data analyzed based on assessment results.

The school’s instructional calendar will be used as a method to help teachers monitor student’s success through a formative assessment process. Teachers at Schenck will continue to have a voice in decision making and school practices through Schenck’s open door policy, collaboration in PLC sessions, and participating in campus leadership organizations. All campus schedules will be created by administration to help support daily instruction and classroom transitions throughout the school day. In addition, Kate Schenck will provide a various selection of before and after school programs as enrichment activities for our children.

**ESF 5.1** The master schedule is developed by the campus IC to protect critical learning time. Our lesson plans are housed on the campus Google Drive and reviewed weekly by admin to ensure they are objective and data driven. PLCs occur during conference time every other week. Master teachers tutor students Tuesday and Thursday from 3:30-4:30. Club opportunities are offered on Wednesdays. To plan for professional development, we review common assessments to determine areas of student need.

Teachers are given sufficient time at the beginning of the year to bond and develop relationships with students and implement classroom management strategies.

### **Student Activities:**

- UIL
- Cooking Club
- Spanish Spelling Bee
- Girls Scouts

### **School Processes & Programs Strengths**

- We offer programs to fit the needs of all students and their families.
- Committees are used to ensure everyone has a voice. CLT committee includes a parent representative.
- Use of technology throughout all grade levels
- Technology based interventions: IXL, Imagine Math, Istation
- PLC conducted biweekly

- Low faculty/Staff turnover
- PBIS Postive Behavior Intervention Support
- We have an Instructional Coach on campus
- CIS partnership

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** During the 21-22 school year we only had one vertical planning session per year for all grade level teachers. **Root Cause:** As a campus were were not able to hire enough subs, limited available subs to implement the vertical planning sessions. .

# Perceptions

## Perceptions Summary

### Student Engagement:

2021-2022 EOY Attendance Rate: 89.68%

### Staff Engagement:

Zero Turnover Rate.

2022 Insight Survey Results:

3.8	5.7	6.2	6.5	6.6	6.8	6.8	7.0	7.2
HIRING PROCESS	CARRER PROGRESSION	ACADEMIC OPPORTUNITY	INSTRUCTIONAL PLANNING FOR STUDENT GROWTH	PROFESSIONAL DEVELOPMENT	EVALUATION	OBSERVATION FEEDBACK	FAMILY AND COMMUNITY ENGAGEMENT	LEADERSHI

### Parent/Community Engagement:

We have a Parent Teacher Organization (PTO)

Parent Survey Results: 85% Favorable in School Climate a 1% increase compared to 2020, 84% Favorable in School Safety a 4% increase, 80% Favorable in Family Engagement a 2% increase, 79% Favorable in School Fit a 1% increase, and 39% Favorable in Family Involvement a 21 % increase.

### Students:

Student Survey Results: 72% of students grades 3-5 feel that they are valued members of the school community. 64% of grades 3-5 have a perception of student physical and psychological safety at school.

### Perceptions Strengths

Teachers choose to stay and work at Schenck.

Staff feel supported by administration.

There is a positive increase in percentage of parents and community regarding school climate, school safety and family engagement.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** On scholastic and academic meetings only 2-5 percent of parents are in attendance. Parent Teacher Organization is made up primarily of Teachers. **Root Cause:** The campus does not have a consistent number of engaged families who participate on a regular basis in positive, constructive, and personalized way.

**Problem Statement 2 (Prioritized):** Attendance has decrease to 89.68% **Root Cause:** Lack of systems for parent contact and early attendance intervention; lack of connection to the school community.

**Problem Statement 3 (Prioritized):** Enrollment has decreased by 11% over the past 5 years. **Root Cause:** The campus needs to strengthen the critical recruitment positions or processes.

# Priority Problem Statements

**Problem Statement 3:** Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores.

**Root Cause 3:** Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** On scholastic and academic meetings only 2-5 percent of parents are in attendance. Parent Teacher Organization is made up primarily of Teachers.

**Root Cause 4:** The campus does not have a consistent number of engaged families who participate on a regular basis in positive, constructive, and personalized way.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There is a need for improvement in math across grade levels. 64% were not at the Meets level on STAAR.

**Root Cause 5:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 2:** Attendance has decrease to 89.68%

**Root Cause 2:** Lack of systems for parent contact and early attendance intervention; lack of connection to the school community.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 6:** STAAR Math results have decreased since 2019. Approaches decreased by 17 percentage points, Meets by 12 percentage points, Masters by 11 percentage points.

**Root Cause 6:** Teachers are trying to teach pre-requisite skills along with grade level TEKS. Students lack the foundational number sense skills that were not learned of the 2 year Covid-19 pandemic and virtual teaching.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 1:** Enrollment has decreased by 11% over the past 5 years.

**Root Cause 1:** The campus needs to strengthen the critical recruitment positions or processes.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 7:** TELPAS Composite results show that we need to strengthen our English Speaking and Writing Domains if grades 2-5.

**Root Cause 7:** Opportunities to practices speaking and writing are under developed in classrooms.

**Problem Statement 7 Areas:** Student Learning

**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 8:** 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 8 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Employee Data**

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

## **Parent/Community Data**

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

# Goals

Revised/Approved: August 30, 2022

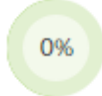
## Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


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 1:** By the end of 2022-2023 school year we will increase the percentage of parent representation by 50% at campus activities utilizing the FACE specialist and CIS.





### High Priority

**Evaluation Data Sources:** Parental Involvement sign in sheets  
Agendas  
Increased CBA scores  
Parent surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> FACE specialist will provide ALL parents with a variety of workshops on ways they can help students at home and how to use the technology/learning platforms their students are working with. We will reimburse our FACE Specialist for mileage obtained while conducting or attending home visits, campus needs visits, and other community events. Our FACE specialist will utilize a multimedia approach to communicate with parents: such as Zoom, school messenger (text, phone, e-mail), fliers, newsletters, campus web-pages, and social media. The specialist will communicate and organize a variety of learning activities for families to include: Principal's Coffee, Family Night, Open House, Parent Symposiums, ESL parent courses, and PTO meetings.</p> <p><b>KPI/Metric/Measure:</b> Family Survey will be used to measure parent involvement. FACE Specialist will increase the campus family survey response rate by 5% from the previous year by June 2023. Participation at family engagement meetings will provide percentage of involvement. FACE Specialist will work with community members, teachers, and Schenck Staff to increase family involvement by 5% every semester.</p> <p><b>Staff Responsible for Monitoring:</b> FACE Specialist</p> <p><b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 211 - ESEA Title I, Part A - Regular - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schenck Elementary and FACE Specialist will partner with PTO to organize family engagement activities and community events (Fiesta Parade, Fall Festival and fund raisers).</p> <p><b>KPI/Metric/Measure:</b> Sign up Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Face Specialist</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will beautify the campus to make it a more welcoming environment for families and parents</p> <p><b>KPI/Metric/Measure:</b> Family Survey will be used to measure parent involvement. FACE Specialist will increase the campus family survey response rate by 5% from the previous year by June 2023. Participation at family engagement meetings will provide percentage of involvement. FACE Specialist will work with community members, teachers, and Schenck Staff to increase family involvement by 5% every semester. Sign up sheets</p> <p><b>Staff Responsible for Monitoring:</b> FACE Specialist Beautification Committee</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p> <p><b>Funding Sources:</b> - 199 - Local Maintenance - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Our FACE specialist will utilize a multimedia approach to communicate with parents: such as Zoom, school messenger (text, phone, e-mail), fliers, newsletters, campus web-pages, and social media. The specialist will communicate and organize a variety of learning activities for families to include: Principal's Coffee, Family Night, Open House, Parent Symposiums, ESL parent courses, and PTO meetings.</p> <p><b>KPI/Metric/Measure:</b> Social Media followers</p> <p><b>Staff Responsible for Monitoring:</b> Face Specialist Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> On scholastic and academic meetings only 2-5 percent of parents are in attendance. Parent Teacher Organization is made up primarily of Teachers. <b>Root Cause:</b> The campus does not have a consistent number of engaged families who participate on a regular basis in positive, constructive, and personalized way.</p>
<p><b>Problem Statement 2:</b> Attendance has decrease to 89.68% <b>Root Cause:</b> Lack of systems for parent contact and early attendance intervention; lack of connection to the school community.</p>
<p><b>Problem Statement 3:</b> Enrollment has decreased by 11% over the past 5 years. <b>Root Cause:</b> The campus needs to strengthen the critical recruitment positions or processes.</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:** By the end of 2022-2023 school year we will increase our student attendance percentage to 95% by utilizing the PBIS incentive activities and events.

**High Priority**

**Evaluation Data Sources:** Attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PBIS committee will create attendance incentive activities.</p> <p><b>KPI/Metric/Measure:</b> Attendance reports</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee Office staff Assistant Principal</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p> <p><b>Funding Sources:</b> - 204 - Change for Good - PBIS (Sp Ed) - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>0%</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Social Emotional Resources will be used to support students and families with the following: attendance motivators, PBIS behavior incentives, social emotional development, violence prevention and intervention, drop prevention strategies and school counseling support.</p> <p><b>KPI/Metric/Measure:</b> teacher referrals attendance monitoring Rhithm reports PBIS monthly winners Student Surveys</p> <p><b>Staff Responsible for Monitoring:</b> teachers and admin</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p> <p><b>Funding Sources:</b> - 282 - ESSER - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will submit attendance cards every morning to the front office for students that have not arrived by 8:30. Office staff will document follow up results. The Schenck Attendance Committee will work with both our district Truancy Officer and Face Specialists to organize wellness checks and home visits when students show a pattern of attendance issues .</p> <p><b>KPI/Metric/Measure:</b> Meeting agendas Log of home visits</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and staff will nominate students for Student of the Month, based on the behavior trait of each month. Student of the month will be given a t-shirt and create their student of the month plaque to be displayed outside of their classroom. Student will also be featured on the Student of the Month bulletin board.</p> <p><b>KPI/Metric/Measure:</b> Behavior traits  Rhithm reports  Discipline reports  Teacher nomination</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p> <p><b>Title I:</b>  2.5, 2.6</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p> <p><b>Funding Sources:</b> T-shirts and print materials - 282 - ESSER - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will work with their grade levels to plan and take students on high interest and academically aligned field trips.</p> <p><b>KPI/Metric/Measure:</b> TEKS  Teacher lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b>  2.5, 2.6</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Field Trip Entrance fees and buses - 281 - ESSER Funds II - \$5,000, - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. **Root Cause:** Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.

### Perceptions

**Problem Statement 1:** On scholastic and academic meetings only 2-5 percent of parents are in attendance. Parent Teacher Organization is made up primarily of Teachers. **Root Cause:** The campus does not have a consistent number of engaged families who participate on a regular basis in positive, constructive, and personalized way.

**Problem Statement 2:** Attendance has decrease to 89.68% **Root Cause:** Lack of systems for parent contact and early attendance intervention; lack of connection to the school community.

**Problem Statement 3:** Enrollment has decreased by 11% over the past 5 years. **Root Cause:** The campus needs to strengthen the critical recruitment positions or processes.





**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:** By the end of 2022-2023 school year we will increase our teacher attendance percentage to 95% by positive culture and supportive climate.

**High Priority**

**Evaluation Data Sources:** Attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will have a monthly pot lock lunch "Fat Fridays" for all staff and faculty. Each grade level will bring food to share with everyone.</p> <p><b>KPI/Metric/Measure:</b> Teacher participation</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher are nominated to be "Teacher of the Month" by colleagues monthly. Teacher will receive preferred parking and posting of their picture bulletin board.</p> <p><b>KPI/Metric/Measure:</b> nominations</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will be provided meaningful and timely professional development that is aligned to our instructional goals and supports teacher pedagogy.</p> <p><b>KPI/Metric/Measure:</b> campus goals</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>-</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Professional Development consultants - 282 - ESSER - \$10,000, Professional Development consultants - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide teachers with a space to decompress and meet some of their self care needs.</p> <p><b>KPI/Metric/Measure:</b> campus goals</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 2</p> <p><b>Funding Sources:</b> - 282 - ESSER - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. <b>Root Cause:</b> Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.</p> <p><b>Problem Statement 2:</b> There is a need for improvement in math across grade levels. 64% were not at the Meets level on STAAR. <b>Root Cause:</b> High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>

### Student Learning

**Problem Statement 3:** STAAR Math results have decreased since 2019. Approaches decreased by 17 percentage points, Meets by 12 percentage points, Masters by 11 percentage points. **Root Cause:** Teachers are trying to teach pre-requisite skills along with grade level TEKS. Students lack the foundational number sense skills that were not learned of the 2 year Covid-19 pandemic and virtual teaching.

### Perceptions

**Problem Statement 2:** Attendance has decrease to 89.68% **Root Cause:** Lack of systems for parent contact and early attendance intervention; lack of connection to the school community.






**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 the end of 2022-2023, teachers will reduce this year's Kindergarten through 2nd grade' Map Reading Levels at "Low < 21%" performance from 45% to 40% in the English Learner and by at least 5% in all other student groups by end of year.

**High Priority**

**Evaluation Data Sources:** Map Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School-wide Intervention will be implemented PK-5th grade. Teachers will create data driven interventions for 30 minutes of targeted small group instruction every morning for 30 minutes.</p> <p><b>KPI/Metric/Measure:</b> CBA, STAAR, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will include researched based practices such as Depth and Complexity, 5 Steps to Language Acquisition, Think time, and GRR to add rigor and depth in their lessons.</p> <p><b>KPI/Metric/Measure:</b> CBA, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> classroom materials - 211 - ESEA Title I, Part A - Regular - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. **Root Cause:** Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.

**Problem Statement 2:** There is a need for improvement in math across grade levels. 64% were not at the Meets level on STAAR. **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.

**Problem Statement 3:** STAAR Math results have decreased since 2019. Approaches decreased by 17 percentage points, Meets by 12 percentage points, Masters by 11 percentage points. **Root Cause:** Teachers are trying to teach pre-requisite skills along with grade level TEKS. Students lack the foundational number sense skills that were not learned of the 2 year Covid-19 pandemic and virtual teaching.

**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 2:** By the end of 2021-2022, reduce this year's Kindergarten through 2nd grade's Math Map Level at "Low < 21%" performance from 45 % to 40% in the English Learner and by at least 5% in all other student groups by end of year.

**High Priority**

**Evaluation Data Sources:** Map

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kinder through 2nd grade teachers will implement Eureka Math curriculum, IXL, and imagine math with fidelity.</p> <p><b>KPI/Metric/Measure:</b> Map</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> digital and concrete manipulatives - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All grade levels will increase student's math fluency through a variety of math drills, mental math strategies, and number talks. Students will track their progress on recording sheets and will reflect on their thinking in math journals or data binders.</p> <p><b>KPI/Metric/Measure:</b> CBAs, STAAR, Map, math fluency activities, student tracking sheets</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Manipulatives and student journals - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide tutoring for students who are struggling with or at risk of failing math in grades K-5.</p> <p><b>KPI/Metric/Measure:</b> Teacher assessments, Map, STAAR, CBAs, and other district measures</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, and Campus IC.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Tutoring pay - 211 - ESEA Title I, Part A - Regular - \$10,000, Tutoring pay - 164 - State Compensatory Education (SCE) - \$5,000, Tutoring pay - 282 - ESSER - \$5,000, Tutoring pay - 199 - Local Maintenance - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. <b>Root Cause:</b> Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.</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 the year, all 3rd grade students will be within 3 points of their grade level reading and math Map Goals.

**High Priority**

**Evaluation Data Sources:** Map

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers in 2nd-5th will utilize IXL, Istation, Imagine Math, and other digital resources that provides students with differnated skill practice in reading &amp; math.</p> <p><b>KPI/Metric/Measure:</b> Map, STAAR, Teacher assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin., Campus I.C.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 164 - State Compensatory Education (SCE) - \$15,000, - 282 - ESSER - \$10,000, - 211 - ESEA Title I, Part A - Regular - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will use the following instructional practices to meet the learning needs of their students: depth and complexity, the 7 steps to a Language rich classroom, learning targets, graphic organizers, manipulatives, hands on experiences, and the gradual release of responsibility.</p>	Formative			Summative
	Oct	Jan	Apr	June



**KPI/Metric/Measure:** Map, STAAR, teacher assessments

**Staff Responsible for Monitoring:** Teachers, admin., and campus instructional coach.

**TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

**Funding Sources:** Professional development and materials - 282 - ESSER - \$10,000, classroom materials - 211 - ESEA Title I, Part A - Regular - \$5,000

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. **Root Cause:** Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.

**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:** By the end of year all students will, increase the percent of 3rd-5th grade students who are on grade level in Reading/Writing & Math STAAR.





**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will analyze 3rd-5th STAAR data and vertically align their focus TEKS according to our student's math needs. Teachers will meet through campus level PLC's to: Analyze assessment data, align instruction to state standards, plan immediate intervention, &amp; create plans of action. Classroom teachers and support staff will provide differentiated learning opportunities to strengthen and enhance learning for high performing students. Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas, including: small group work, digital platforms, and tutoring. Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. Focus TEKS, identified by teachers, will be implemented in weekly lessons through whole group, small group, and individual instruction.</p> <p><b>KPI/Metric/Measure:</b> STAAR                      Monthly Writing Prompts                      CBA's                      Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers                      Instructional Coach                      Admin Team</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> - 164 - State Compensatory Education (SCE) - \$1,200, - 211 - ESEA Title I, Part A - Regular - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School-wide Intervention will be implemented PK-5th grade. Teachers will provide reading intervention for students based on data in small group every morning for 30 minutes.</p> <p><b>KPI/Metric/Measure:</b> CBA            Benchmarks            MAP            STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Instructional Coach</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> - 199 - Local Maintenance - \$2,000, - 164 - State Compensatory Education (SCE) - \$5,000, - 164 - State Compensatory Education (SCE) - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> English Learner students will be progress monitored, provided interventions and offered tutorials to increase second language acquisition to increase TELPAS proficiency progress in all domains.</p> <p><b>KPI/Metric/Measure:</b> TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/Dual/ESL Teachers, AP, LPAC</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> STEM-related resources will be used by teachers and in After School Challenge programs to support and enrich student's understanding of problem solving in math and science.</p> <p><b>KPI/Metric/Measure:</b> Science CBA</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of 21st Century Learning, Director of Extended Learning &amp; Summer School, Coordinator of Extended Learning &amp; Summer School</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 478 - After School Challenge Program - \$1,600</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will provide before and/or after-school tutoring to 3rd-5th grade students who are not meeting expectations based on data and or did not pass STAAR, utilizing research-based interventions.</p> <p><b>KPI/Metric/Measure:</b> CBA, Benchmarks, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will utilize campus targeted instructional strategies (Seven Step to Language Development, Depth and Complexity, Math routines, school wide intervention, Reading Academies, kid friendly content objectives, GRR, and ect.) and instructional platforms (IXL, Imagine Math, Istation, and ect.) with fidelity.</p> <p><b>KPI/Metric/Measure:</b> Map</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Books and digital materials - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. <b>Root Cause:</b> Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.</p>
<p><b>Problem Statement 2:</b> There is a need for improvement in math across grade levels. 64% were not at the Meets level on STAAR. <b>Root Cause:</b> High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>
<p><b>Problem Statement 3:</b> STAAR Math results have decreased since 2019. Approaches decreased by 17 percentage points, Meets by 12 percentage points, Masters by 11 percentage points. <b>Root Cause:</b> Teachers are trying to teach pre-requisite skills along with grade level TEKS. Students lack the foundational number sense skills that were not learned of the 2 year Covid-19 pandemic and virtual teaching.</p>
<p><b>Problem Statement 4:</b> TELPAS Composite results show that we need to strengthen our English Speaking and Writing Domains if grades 2-5. <b>Root Cause:</b> Opportunities to practices speaking and writing are under developed in classrooms.</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 2:** By the end of the school year 3rd grade will increase Reading STAAR Level Masters performance from 0% to 5% in the English Learner student group and by at least 2% in all other student groups.

**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every 9 weeks teacher will administer district or teacher created CBA and use the data to monitor and adjust lesson delivery and review student understanding.</p> <p><b>KPI/Metric/Measure:</b> CBA, STAAR, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, AP, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will provide oral language and written expression development through vocabulary building activities, reader's theater and class read-alouds to enhance students' academic language and improve creative writing skills.</p> <p><b>KPI/Metric/Measure:</b> STAAR, Writing Journals, CBA's, Benchmark's</p> <p><b>Staff Responsible for Monitoring:</b> CLT, 1st-5th grade teachers, Support Staff, Principal</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide an adaptive, online math program designed to complement classroom instruction that responds to learners' actions and decisions by continuously adapting to support the complexity of student learning, promoting strategies for fluency and application and provides real time data to inform instruction for targeted intervention.</p> <p><b>KPI/Metric/Measure:</b> Certificates of skills mastered</p> <p><b>Staff Responsible for Monitoring:</b> Teachers IC Administration</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement flexible pedagogy to increase rigor in mathematics by providing high quality, standards aligned instructional resources and professional development promoting conceptual understanding and student-centered cooperative activities.</p> <p><b>KPI/Metric/Measure:</b> Exit Tickets MAP STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration IC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. <b>Root Cause:</b> Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.</p>
<p><b>Problem Statement 2:</b> There is a need for improvement in math across grade levels. 64% were not at the Meets level on STAAR. <b>Root Cause:</b> High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with consistency and fidelity.</p>
<p><b>Problem Statement 3:</b> STAAR Math results have decreased since 2019. Approaches decreased by 17 percentage points, Meets by 12 percentage points, Masters by 11 percentage points. <b>Root Cause:</b> Teachers are trying to teach pre-requisite skills along with grade level TEKS. Students lack the foundational number sense skills that were not learned of the 2 year Covid-19 pandemic and virtual teaching.</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 3:** By the end of the school year, 100% students will show increased Map Reading scores on the EOY Map Growth and will have exceeded, met or be no less than 3 point away from meeting their Map Reading goal.

**High Priority**

**Evaluation Data Sources:** MAP Reading Growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus librarian will ensure that our library is stocked with high interest and culturally relevant text that engaging and appealing to our students</p> <p><b>KPI/Metric/Measure:</b> Map Reading Growth, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Librarian and campus administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our math scores on STAAR and Map assessments are 15 to 20% lower than our reading scores. <b>Root Cause:</b> Teacher instruction is lacking in diversity, depth, and hands on experiences that students need in order to become successful problem solvers in math.</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 4:** By the end of 22-23 school year, 100% of eligible students will participate in the Fitness Gram

**High Priority**

**Evaluation Data Sources:** Data collection

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coaches introduce and track the student heart rate before and after every physical education class.  <b>KPI/Metric/Measure:</b> coaches graph students responses in data binders  <b>Staff Responsible for Monitoring:</b> P.E. coaches</p> <p><b>Title I:</b>                      2.4, 2.5  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$7,483</p>	Formative			Summative
	Oct	Jan	Apr	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> 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>



# Campus Funding Summary

<b>164 - State Compensatory Education (SCE)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Tutoring pay		\$5,000.00
3	1	1			\$15,000.00
4	1	1			\$1,200.00
4	1	2			\$5,000.00
4	1	2			\$5,000.00
11	1	1	MAP Assessment Platform		\$7,483.00
<b>Sub-Total</b>					<b>\$38,683.00</b>
<b>199 - Local Maintenance</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,000.00
2	2	3	Tutoring pay		\$5,000.00
4	1	2			\$2,000.00
<b>Sub-Total</b>					<b>\$10,000.00</b>
<b>204 - Change for Good - PBIS (Sp Ed)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$3,000.00
<b>Sub-Total</b>					<b>\$3,000.00</b>
<b>211 - ESEA Title I, Part A - Regular</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,000.00
1	2	5			\$1,000.00
1	3	3	Professional Development consultants		\$2,000.00
2	1	2	classroom materials		\$6,000.00
2	2	1	digital and concrete manipulatives		\$10,000.00
2	2	2	Manipulatives and student journals		\$10,000.00
2	2	3	Tutoring pay		\$10,000.00
3	1	1			\$7,000.00

211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	classroom materials		\$5,000.00
4	1	1			\$6,000.00
4	1	3			\$2,000.00
4	1	6	Books and digital materials		\$10,000.00
<b>Sub-Total</b>					\$73,000.00
281 - ESSER Funds II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Field Trip Enterance fees and buses		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,000.00
1	2	4	T-shirts and print materials		\$8,000.00
1	3	3	Professional Development consultants		\$10,000.00
1	3	4			\$2,000.00
2	2	3	Tutoring pay		\$5,000.00
3	1	1			\$10,000.00
3	1	2	Professional development and materials		\$10,000.00
<b>Sub-Total</b>					\$48,000.00
478 - After School Challenge Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$1,600.00
<b>Sub-Total</b>					\$1,600.00

# Addendums



# 2022 TELPAS Results

164 Schenck Elementary

## 2022 School Year Student Roster

<u>ID</u>	<u>NAME</u>	<u>TELPAS Read</u>	<u>TELPAS Write</u>	<u>TELPAS Listen</u>	<u>TELPAS Sneak</u>	<u>TELPAS Composit</u>
<b>Grade 01</b>						
835177	ACOSTA, XIMENA	BEG	BEG	ADV	INT	INT
834180	AGUIRRE GAONA, STEPHANIE	BEG	BEG	BEG	BEG	BEG
841018	ALVAREZ PARRA, MARCOS ANTUAN	BEG	BEG	INT	INT	INT
841008	ARGUIJO, ELIAS	INT	INT	INT	INT	INT
860064	AVALOS, YOEL	BEG	BEG	BEG	BEG	BEG
851986	BATISTA, JORDAN JEREMIAH	ADV	INT	INT	ADV	ADV
835186	CADENA, CHLOE VIANNEY	BEG	BEG	ADV	INT	INT
831967	CASTELLANOS, MATTHEW	INT	BEG	INT	INT	INT
862305	CERVANTES BERMEA, KEMBLY DAYAN	BEG	BEG	INT	BEG	BEG
836212	CID, ALEXIS	BEG	INT	ADV	ADV	INT
832101	DE HOYOS, AVERY E	BEG	BEG	ADV	ADV	INT
828405	ESCALANTE OROZCO, URIEL	INT	INT	INT	INT	INT
835171	ESPINOZA, GIANLUKA MATTHIAS	BEG	BEG	ADV	ADV	INT
831009	FONSECA, ALEXANDRIA GRACE	INT	INT	ADV	ADV	ADV
835172	GOMEZ, SOFIA	INT	BEG	INT	INT	INT
833594	GONZALEZ, AMANDA	BEG	BEG	BEG	BEG	BEG
830628	GONZALEZ, MILAN REYNALDO	BEG	BEG	BEG	BEG	BEG
841009	MARQUEZ, ELIZABETH	BEG	BEG	INT	BEG	BEG
830500	MENDOZA MORENO, CALEB FERNAND	INT	BEG	INT	INT	INT
835188	OCHOA CASTELLANOS, GABRIEL	BEG	BEG	BEG	BEG	BEG
846572	RICARIO CORDERO, EMILY	BEG	BEG	INT	INT	INT
835184	SERAFICO FLORES, GENESIS JAZMIN	BEG	BEG	INT	INT	INT
853133	SILVA-ESQUIVEL, SOPHIA ALEJANDRA	BEG	BEG	INT	BEG	BEG
835181	VALLADOLID TAMAYO, JUAN	BEG	BEG	INT	BEG	BEG
842565	VILLARREAL, ANGELA	BEG	BEG	INT	INT	INT
<b>Grade 02</b>						
831916	ABELLA CASTRO, MATEO	INT	INT	INT	INT	INT
833641	BENITEZ, KAILY ESTER	BEG	INT	ADV	INT	INT
831919	CASTELLANOS, VALENTINA	BEG	INT	INT	INT	INT
850434	CLANTON, JACOB JOSEPH	INT	INT	ADV	ADV	ADV
817121	DE HOYOS, GAEL E	BEG	BEG	AH	INT	INT
823469	ESPARZA ORTIZ, ANTONIO					
832100	GOMEZ, JAIME DAMIAN	BEG	BEG	INT	INT	INT
826258	HERNANDEZ, EVELIN YOSELIN	INT	INT	ADV	ADV	ADV
835513	HERNANDEZ, MIGUEL ANGEL	INT	INT	ADV	ADV	ADV
823449	MARTINEZ, DYLAN	ADV	INT	ADV	INT	ADV
820591	MARTINEZ, EVAN DIEGO	BEG	BEG	INT	INT	INT
831912	PANTOJA, JUAN PABLO	AH	ADV	AH	ADV	AH
824171	RIVERA, YAISA GABRIELA	ADV	INT	ADV	INT	ADV
820876	SANTIAGO GOMEZ, KENYA NICOLE	BEG	BEG	INT	BEG	BEG
840783	TORRES, JOSEPH ALEXANDER	BEG	BEG	ADV	INT	INT



# 2022 TELPAS Results

164 Schenck Elementary

## 2022 School Year Student Roster

ID	NAME	TELPAS Read	TELPAS Write	TELPAS Listen	TELPAS Speak	TELPAS Composit
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### Grade 02

### Grade 03

837110	CANDELARIA, ANGEL GABRIEL					
826062	CARCAMO-DUARTE, ALFONSO	INT	ADV	ADV	INT	ADV
826056	CARCAMO-DUARTE, HEYDI	INT	AH	ADV	INT	ADV
816152	CORTEZ, VALENTINA	BEG	INT	ADV	INT	INT
819178	HERNANDEZ-SALINAS, YARELI	ADV	ADV	AH	ADV	ADV
814971	MARES, CRISTIAN GUADALUPE	AH	AH	AH	ADV	AH
827287	MONTEZ, SOFIA ISABELLA	ADV	ADV	AH	ADV	ADV
820714	PARRA, AEDEN ALEXANDER	ADV	INT	ADV	ADV	ADV
811957	PRECIADO, DEIBRY ILENE	AH	ADV	AH	INT	ADV
840534	QUIROZ, ANGEL OSWALDO	INT	BEG	INT	INT	INT
817248	RIOJAS REYNA, KIMBERLY	ADV	INT	AH	ADV	ADV
832634	RIVERA, EDUARDO	INT	ADV	ADV	INT	ADV
820795	RIVERA, GABRIEL ALEXANDER	BEG	INT	AH	ADV	INT
814075	RODRIGUEZ CEDILLO, JOSE ERICK					
859479	SAEZ BERRIOS, ALANYS NICOLE	BEG	BEG	ADV	INT	INT
831699	TAMAYO, NOEL SEBASTIAN	INT	INT	ADV	INT	INT
817280	VAZQUEZ PADILLA, EMILIA ZULEIMA	BEG	BEG	INT	INT	INT
815401	VAZQUEZ, JESUS	INT	INT	AH	INT	INT

### Grade 04

814676	ABELLA CASTRO, ALEXANDER	ADV	ADV	ADV	INT	ADV
806758	CADENA, JORGE GIOVANNIE	ADV	INT	ADV	ADV	ADV
815334	CANTU, BRISEIDA GUADALUPE	AH	ADV	AH	ADV	AH
801051	CARDENAS, HUGO	BEG	INT	INT	INT	INT
803147	CASTELLANOS, ALEJANDRO	AH	ADV	AH	AH	AH
802685	GARCIA, ISMAIL ALIMAHDI	INT	INT	BEG	INT	INT
827237	HUERTA, LIA	INT	ADV	ADV	ADV	ADV
817337	MARES-GAYTAN, VANESSA DENISSE	AH	AH	AH	ADV	AH
815380	PALACIOS, JOHN PABLO	BEG	BEG	BEG	INT	BEG
805587	RAMIREZ, ALEX	INT	INT	ADV	AH	ADV
861801	RIVERA GARCIA, ANDREA	BEG	BEG	BEG	BEG	BEG
801334	RIVERA, EDWARD	INT	ADV	INT	INT	INT
799427	RODRIGUEZ, ALBERTO					
815398	SALINAS, ELYTANIA ASHLEY	ADV	ADV	INT	ADV	ADV
840865	VAZQUEZ, MAXIMILIANO	INT	INT	ADV	ADV	ADV
814678	ZERTUCHE REYES, JOSE ALBERTO	BEG	BEG	INT	ADV	INT

### Grade 05

801540	ACOSTA, BRISSA ALYN	AH	AH	ADV	ADV	AH
789289	ACOSTA-CORREA, GENESIS	ADV	ADV	ADV	ADV	ADV



# 2022 TELPAS Results

164 Schenck Elementary

## 2022 School Year Student Roster

<u>ID</u>	<u>NAME</u>	<u>TELPAS Read</u>	<u>TELPAS Write</u>	<u>TELPAS Listen</u>	<u>TELPAS Speak</u>	<u>TELPAS Composit</u>
<b>Grade 05</b>						
856278	ALLENDE-SANJURJO, GENESIS DIANIS	INT	BEG	BEG	INT	INT
793368	ALVARADO, ELISEO	INT	INT	INT	ADV	INT
803902	BERLANGA, ANGIELEE	AH	AH	AH	ADV	AH
826640	CERVANTES, LUIS EMILIANO	AH	ADV	ADV	ADV	ADV
790266	ESTRADA, KAYNA LIZETH	AH	ADV	ADV	ADV	ADV
791466	GARCIA AGUILAR, AIRAM SUSEJ	AH	AH	ADV	ADV	AH
857789	GIGENA BINAGHI, PIA SELENA	AH	ADV	ADV	ADV	ADV
835407	GONZALEZ FLORES, AYLIN JOLETTE	INT	INT	ADV	ADV	ADV
805371	HERNANDEZ, JOSE GUADALUPE	AH	ADV	AH	AH	AH
844315	ISSARRARAS, ARIANNA NAOMI	INT	ADV	ADV	AH	ADV
794871	MENDEZ-GAYTAN, ARIETTE ARIZAH	AH	ADV	ADV	ADV	ADV
795002	MONTELONGO, KATHRYN	AH	ADV	ADV	ADV	ADV
795016	MOTA LOPEZ, ILAY EMILIANO	AH	ADV	ADV	ADV	ADV
845034	PALOMEQUE OLIVEROS, TANIA	INT	INT	ADV	ADV	ADV
803895	PANTOJA, GISELLE	AH	ADV	AH	ADV	AH
814803	PEREZ-ESQUIVEL, JOSHUA AXEL	AH	INT	ADV	ADV	ADV
806167	RAMOS, EVELYNN DANIELLA	AH	ADV	AH	INT	ADV
846571	RICARIO CORDERO, CRISTIAN YAEL	INT	INT	INT	INT	INT
831829	ROBLES, MILAGROS ARLET	AH	ADV	ADV	AH	AH
850433	SHAFFER, PAUL EDWIN	INT	INT	INT	ADV	INT
831827	TAMAYO, JOSE RAMON	ADV	ADV	INT	ADV	ADV
801486	VILLARREAL, ALEXA	AH	ADV	AH	AH	AH
794232	VILLARREAL, DEBANHI	INT	ADV	INT	ADV	ADV



# 2021-22 Very Preliminary Accountability Results with Domain Scores 164 Schenck Elementary

## ACHIEVEMENT DOMAIN

	Tested	DNM		APP		MTS		MAS	
	#	#	%	#	%	#	%	#	%
MATHEMATICS	198	72	36%	56	64%	44	35%	26	13%
READING	195	54	28%	41	72%	60	51%	40	21%
SCIENCE	66	18	27%	23	73%	12	38%	13	20%
<b>Achievement</b>	<b>459</b>	<b>144</b>	<b>31%</b>	<b>120</b>	<b>69%</b>	<b>116</b>	<b>42%</b>	<b>79</b>	<b>17%</b>

**Achievement Domain Raw Score 43** **Scale Score 72**

## Academic Growth

Subject	Total Possible	Total Earned	Total Possible	Total Earned	# Met Progress
Math	115	97.5	Campus Total	225	198.5
Reading	110	101.0			
<b>Academic Growth Raw Score 88</b>			<b>Scale Score 93</b>		

## Relative Performance

Eco Dis %	90.3%	Achievement Domain Raw Score	43	<b>Relative Performance 43</b>	<b>Scale Score 80</b>
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## CLOSING THE GAPS

	All Students	African American	Hispanic	White	Eco Dis	SPED Current	ELL +4 Yr Exit	Contin. Enrolled	Non Cont. Enrolled	
<b>ACADEMIC ACHIEVEMENT (Meets Grade Level)</b>										
% Meets Math	36	***	36	***	33	32	42	38	31	
% Meets Read	54	***	54	***	52	35	46	57	46	
Targets Met: 9	Total Targets: 14		% Targets Met: 64		Weight: 30.0		Points: 19.2			
<b>ACADEMIC GROWTH</b>										
% Growth Math	85	***	89	***	84	***	95	85	83	
% Growth Read	92	***	92	***	93	***	89	91	93	
Targets Met: 12	Total Targets: 12		% Targets Met: 100		Weight: 50.0		Points: 50.0			
<b>ENGLISH LANGUAGE PROFICIENCY</b>										
# Met: 52	Total Tested: 96		% Met Growth: 54		Weight: 10.0		Points: 10.0			
<b>STUDENT SUCCESS - STAAR Component</b>										
43	44		40		26		44		45	37
Targets Met: 4	Total Targets: 7		% Targets Met: 57		Weight: 10.0		Points: 5.7			
<b>Closing the Gaps Raw Score 85</b>					<b>Scale Score 80</b>					

## Early Projected Accountability Score: 89 - \*A/B

\*Early Projected Accountability Score may change by +/- 3 points.

\*\*\*Less than 25 tests/students were in subpop.

Includes all test results in December 2021 and Spring 2022.

Calculations may change as results continue to be released.

3 <sup>rd</sup> GRADE			Did Not Meet		APPROACHES		MEETS		MASTERS	
Subject	Teacher	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	Harrison	17	5	29%	4	71%	5	47%	3	18%
	Reyna	22	5	23%	13	77%	4	18%	0	0%
	Steedle	14	5	36%	6	64%	3	21%		0%
	<b>All</b>	<b>53</b>	<b>15</b>	<b>28%</b>	<b>23</b>	<b>72%</b>	<b>12</b>	<b>28%</b>	<b>3</b>	<b>6%</b>
Rdg	Harrison	17	3	18%	5	76%	4	47%	4	24%
	Reyna	21	6	29%	9	71%	3	29%	3	14%
	Steedle	16	3	19%	2	69%	6	56%	3	19%
	<b>All</b>	<b>54</b>	<b>12</b>	<b>22%</b>	<b>16</b>	<b>72%</b>	<b>13</b>	<b>43%</b>	<b>10</b>	<b>19%</b>
4 <sup>th</sup> GRADE			Did Not Meet		APPROACHES		MEETS		MASTERS	
Subject	Teacher	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	Gomez	17	4	24%	6	76%	3	41%	4	24%
	Walker	10	1	10%	4	90%	4	50%	1	10%
	Rodriguez	18	5	28%	7	72%	4	33%	2	11%
	Aker	14	3	21%	6	79%	4	36%	1	7%
<b>All</b>	<b>59</b>	<b>13</b>	<b>22%</b>	<b>23</b>	<b>78%</b>	<b>15</b>	<b>39%</b>	<b>8</b>	<b>14%</b>	
Rdg	Gomez	18	3	17%	2	72%	7	61%	4	22%
	Walker	9	2	22%	3	78%	2	44%	2	22%
	Rodriguez	20	5	25%	6	65%	6	35%	1	5%
	Aker	17	2	12%	5	71%	5	41%	2	12%
<b>All</b>	<b>64</b>	<b>12</b>	<b>19%</b>	<b>16</b>	<b>70%</b>	<b>20</b>	<b>45%</b>	<b>9</b>	<b>14%</b>	
5 <sup>th</sup> GRADE			Did Not Meet		APPROACHES		MEETS		MASTERS	
Subject	Teacher	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	Frierson	16	7	44%	5	56%	4	25%	0	0%
	Moreno	23	2	9%	18	91%	1	13%	2	9%
	Vrana	18	4	22%	9	78%	3	28%	2	11%
	<b>All</b>	<b>57</b>	<b>13</b>	<b>23%</b>	<b>32</b>	<b>77%</b>	<b>8</b>	<b>21%</b>	<b>4</b>	<b>7%</b>
Rdg	Frierson			#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
	Moreno	15	2	13%	8	87%	5	33%		0%
	Vrana			#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
	<b>All</b>	<b>15</b>	<b>2</b>	<b>13%</b>	<b>8</b>	<b>87%</b>	<b>5</b>	<b>33%</b>	<b>0</b>	<b>0%</b>
Science	Frierson			#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
	Moreno			#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
	Vrana			#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
	<b>All</b>	<b>0</b>	<b>0</b>	<b>#####</b>	<b>0</b>	<b>#####</b>	<b>0</b>	<b>#DIV/0!</b>	<b>0</b>	<b>#####</b>

CAMPUS		Did Not Meet		APPROACHES		MEETS		MASTERS	
Subject	# of Tests	# of Tests	%	# of Tests	%	# of Tests	%	# of Tests	%
Math	169	41	24%	78	76%	35	30%	15	9%
Reading	133	26	20%	40	73%	38	43%	19	14%
Science	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
<b>TOTAL</b>	<b>302</b>	<b>67</b>	<b>22%</b>	<b>118</b>	<b>75%</b>	<b>73</b>	<b>35%</b>	<b>34</b>	<b>11%</b>



# Reporting

Performance Distribution, By Program: SCHENCK EL, 2021-2022

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

## STAAR Summative Science

Grades Tested: 5

Tests Taken: 61 Date Last Taken: 05/20/2022



Percent	28%	38%	16%	18%
Count	17	23	10	11

## STAAR Summative Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 176 Date Last Taken: 05/18/2022



Percent	35%	33%	19%	13%
Count	62	58	34	22

## STAAR Summative Reading

Grades Tested: 3, 4, 5

Tests Taken: 176 Date Last Taken: 05/17/2022



Percent	25%	24%	28%	23%
Count	44	42	50	40

## STAAR Alternate 2 Reading

Grades Tested: 3, 4, 5

Tests Taken: 11 Date Last Taken: 04/14/2022



Percent	91%	9%
Count	10	1

## STAAR Alternate 2 Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 11 Date Last Taken: 04/14/2022



Percent	64%	36%
Count	7	4

## STAAR Alternate 2 Science

Grades Tested: 5

Tests Taken: 2 Date Last Taken: 04/14/2022



Percent	100%
Count	2

## TELPAS Alternate Composite

Grades Tested: 2, 3, 4

Tests Taken: 4 Date Last Taken: 03/25/2022



Percent	50%	25%	25%
Count	2	1	1

## TELPAS Composite

Grades Tested: KG, 1, 2, 3, 4, 5

Tests Taken: 132 Date Last Taken: 03/22/2022



Percent	27%	36%	27%	10%
Count	35	48	36	13



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: San Antonio ISD

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Growth Comparison Period: Winter 2022 - Spring 2022  
 Weeks of Instruction: Start - 16 (Winter 2022)  
 End - 35 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

### Schenck Elementary

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Winter 2022			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**						**			
K	86	147.6	10.6	50	159.1	9.9	53	12	0.7	11.1	0.24	59	86	46	53	49	
1	71	166.2	12.5	39	172.5	12.3	20	6	1.2	9.9	-2.10	2	71	23	32	25	
2	59	173.1	13.5	6	181.5	13.4	8	8	0.8	8.1	0.17	57	59	29	49	43	
3	52	188.1	16.0	15	196.6	17.2	20	9	0.7	7.3	0.85	80	52	31	60	61	
4	57	200.7	16.3	29	210.8	14.2	46	10	1.3	6.8	2.51	99	57	39	68	64	
5	56	208.0	15.4	24	213.5	16.2	23	5	0.8	6.0	-0.30	38	56	27	48	45	

Math: Math K-12



**Explanatory Notes**

<sup>1</sup>User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.  
 \* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.  
 \*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: San Antonio ISD

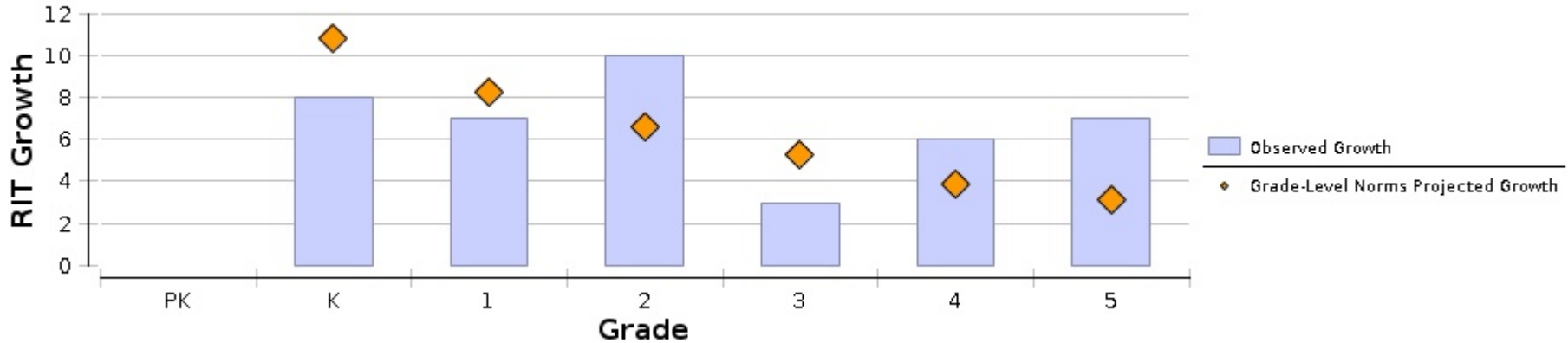
Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Growth Comparison Period: Winter 2022 - Spring 2022  
 Weeks of Instruction: Start - 16 (Winter 2022)  
 End - 35 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

### Schenck Elementary

Language Arts:  
 Reading

Grade (Spring 2022)	Total Number of Growth Events <sup>‡</sup>	Comparison Periods						Growth Evaluated Against								
		Winter 2022			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**				**				**			
K	49	146.3	8.9	68	154.6	9.7	49	8	1.2	10.8	-1.48	7	49	19	39	32
1	51	157.8	12.9	15	164.9	13.3	12	7	1.0	8.2	-0.70	24	51	23	45	45
2	42	171.7	14.9	13	182.1	12.7	28	10	1.3	6.6	2.29	99	42	28	67	67
3	50	188.7	16.3	30	192.1	17.4	22	3	1.3	5.2	-1.27	10	50	25	50	47
4	56	199.6	14.2	40	205.1	15.5	50	6	0.9	3.8	1.17	88	56	35	63	65
5	15	200.9	16.8	15	207.9	15.9	32	7	1.6	3.1	2.84	99	15	13	87	56

### Language Arts: Reading



#### Explanatory Notes

<sup>1</sup>User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.  
 \* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.  
 \*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
<sup>‡</sup>Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: San Antonio ISD

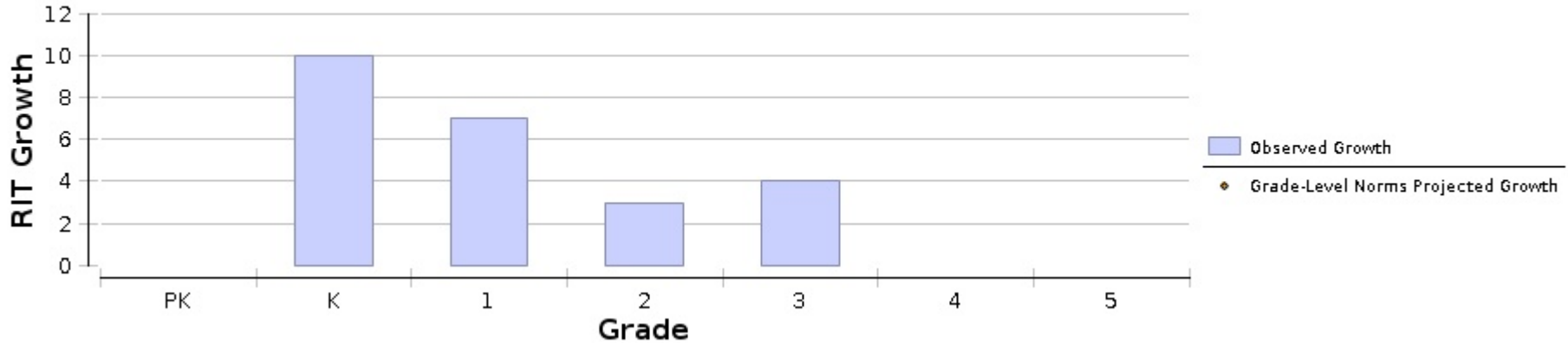
Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Growth Comparison Period: Winter 2022 - Spring 2022  
 Weeks of Instruction: Start - 16 (Winter 2022)  
 End - 35 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

### Schenck Elementary

Language Arts:  
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events <sup>‡</sup>	Comparison Periods						Growth Evaluated Against								
		Winter 2022			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**				**				
K	34	141.6	9.2		152.1	8.3		10	0.8			34	19	56	56	
1	30	154.4	12.2		161.6	12.9		7	1.7			30	12	40	32	
2	16	174.8	13.2		177.9	15.0		3	1.2			16	4	25	34	
3	14	187.4	13.2		191.9	13.7		4	1.5			14	10	71	72	
4	2	*			*			*				*				
5	7	*			*			*				*				

### Language Arts: Reading (Spanish)



#### Explanatory Notes

- <sup>1</sup>User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
- \* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- \*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- <sup>‡</sup>Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



<b>PK- 3</b>		<b>Listening</b>			<b>Rhym. 1</b>			<b>Rhym. 2</b>			<b>Alliteration</b>			<b>Words in a Sentence</b>			<b>Syllab.</b>			<b>Onset Rime</b>			<b>PA Composite</b>		
<b>Phonological Awareness</b>		<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
	<b>Out of Range</b>	18	16	17	18	18	20	19	21	22	18	17	23	19	20	22	19	19	21	15	16	14	0	2	2
	<b>Monitor</b>	40	31	20	40	34	28	40	36	38	39	33	38	40	34	39	39	33	34	30	27	25	24	28	33
	<b>On Track</b>	2	11	27	1	6	17	0	0	4	2	7	4	0	2	3	1	6	10	0	2	4	35	28	30
	<b>%On Track</b>	5%	26%	57%	2%	15%	38%	0%	0%	10%	5%	18%	10%	0%	6%	7%	3%	15%	23%	0%	7%	14%	59%	50%	48%
<b>Math</b>		<b>Rote Counting</b>			<b>Shape Naming</b>			<b>Number Discrimination</b>			<b>Number Naming</b>			<b>Shape Discrimination</b>			<b>Operations</b>			<b>Set Counting</b>			<b>Math Composite</b>		
<b>Math</b>		<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
	<b>Out of Range</b>	19	22	23	17	17	14	16	16	14	18	17	17	16	15	15	19	22	22	17	18	17	0	3	2
	<b>Monitor</b>	40	37	36	34	29	22	36	24	21	35	31	28	33	26	23	39	36	39	36	26	28	32	29	25
	<b>On Track</b>	1	3	7	9	15	29	8	21	30	7	13	20	11	20	27	1	2	3	6	16	19	28	30	39
	<b>%On Track</b>	2%	8%	16%	21%	34%	57%	18%	47%	59%	17%	30%	42%	25%	43%	54%	3%	5%	7%	14%	38%	40%	47%	51%	61%
<b>Literacy</b>		<b>Letter Names</b>			<b>Letter Sounds</b>			<b>Vocabulary</b>			<b>Story Telling</b>			<b>Book and Print</b>											
<b>Literacy</b>		<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>									
	<b>Out of Range</b>	15	16	17	0	21	24	0	3	2	0	2	2	0	2	3									
	<b>Monitor</b>	36	27	24	0	0	0	35	26	28	29	12	26	19	9	33									
	<b>On Track</b>	9	20	25	0	31	26	25	34	36	22	23	36	40	25	28									
	<b>%On Track</b>	20%	43%	51%	0	100%	100%	42%	57%	56%	37%	66%	58%	68%	74%	46%									

**PLEASE NOTE: Students must have completed all tests used for Performance Measures at Wave 1 (BOY) and Wave3 (EOY) in order to be included in Tier 1 and Growth Summary.**

Reading Performance Measures -

Tier 1 - On Track in 4/5 Skills: Letter Names, Letter Sounds, Vocabulary, Story Telling, Book and Print and On Track in 3/4 Skills: Listening, Rhyming 1, Alliteration, Syllabication

Growth - Tier 1 or Mastered 2 additional skills between BOY and EOY for the categories measures above except Letter Sounds (not tested at Wave 1)

Math Performance Measures -

Tier 1 - On Track in 4/5 Skills: Rote Counting, Number Discrimination, Number Naming, Operations, Set Counting

Growth - Tier 1 or Master 2 additional skills between BOY and EOY



<b>PK- 4</b>		<b>Listening</b>			<b>Rhym. 1</b>			<b>Rhym. 2</b>			<b>Alliteration</b>			<b>Words in a Sentence</b>			<b>Syllab.</b>			<b>Onset Rime</b>			<b>PA Composite</b>		
<b>Phonological Awareness</b>		<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
	<b>Needs Support</b>	32	18	21	40	27	24	47	34	45	47	39	41	47	26	38	46	32	22	27	20	12	18	16	21
	<b>On Track</b>	18	24	30	10	22	27	3	5	6	3	9	10	3	13	13	4	17	29	5	10	15	32	33	30
	<b>%On Track</b>	36%	57%	59%	20%	45%	53%	6%	13%	12%	6%	19%	20%	6%	33%	25%	8%	35%	57%	16%	33%	56%	64%	67%	59%
<b>Math</b>		<b>Rote Counting</b>			<b>Shape Naming</b>			<b>Number Discrimination</b>			<b>Number Naming</b>			<b>Shape Discrimination</b>			<b>Operations</b>			<b>Set Counting</b>			<b>Math Composite</b>		
<b>Math</b>		<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
	<b>Needs Support</b>	44	29	28	31	20	23	20	11	10	32	18	14	18	9	10	41	32	36	28	14	15	10	12	17
	<b>On Track</b>	6	19	23	19	29	28	30	38	41	18	31	37	32	40	41	9	14	15	22	35	36	40	37	34
	<b>%On Track</b>	12%	40%	45%	38%	59%	55%	60%	78%	80%	36%	63%	73%	64%	82%	80%	18%	30%	29%	44%	71%	71%	80%	76%	67%
<b>Literacy</b>		<b>Letter Names</b>			<b>Letter Sounds</b>			<b>Vocabulary</b>			<b>Story Telling</b>			<b>Book and Print</b>											
<b>Literacy</b>		<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>									
	<b>Needs Support</b>	30	20	18	0	13	15	22	22	28	21	1	10	6	5	19									
	<b>On Track</b>	20	29	33	0	34	36	28	27	23	29	20	41	44	27	32									
	<b>%On Track</b>	40%	59%	65%	0	72%	71%	56%	55%	45%	58%	95%	80%	88%	84%	63%									
		<b># Tested</b>			<b># Tier 1</b>			<b>% Tier 1</b>			<b># Met Growth</b>			<b>% Met Growth</b>											
	<b>Reading</b>	48			12			25%			18			38%											
	<b>Math</b>	48			22			46%			31			65%											

**PLEASE NOTE: Students must have completed all tests used for Performance Measures at Wave 1 (BOY) and Wave3 (EOY) in order to be included in Tier 1 and Growth Summary.**

Reading Performance Measures -

Tier 1 - On Track in 4/5 Skills: Letter Names, Letter Sounds, Vocabulary, Story Telling, Book and Print and On Track in 3/4 Skills: Listening, Rhyming 1, Alliteration, Syllabication

Growth - Tier 1 or Mastered 2 additional skills between BOY and EOY for the categories measures above except Letter Sounds (not tested at Wave 1)

Math Performance Measures -

Tier 1 - On Track in 4/5 Skills: Rote Counting, Number Discrimination, Number Naming, Operations, Set Counting

Growth - Tier 1 or Master 2 additional skills between BOY and EOY