

San Antonio Independent School District
Steele Montessori
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Steele Montessori students are from all over Bexar county. 50% of the students from the lottery are economically disadvantaged and 50% are not. This designed diversity is intentional to provide a diverse learning environment for all students. Students are in grades PreK 3- 6th grade. Because of our design, we are able to serve students as young as 3 years old. We currently have 385 total students ages 3-12. We are 80% Hispanic, 5% African American, and 3% White. 20% receive Special Education services which is higher than the neighboring neighborhood schools. We believe in full inclusion so students do not feel excluded and believe is why we have a higher population receiving special education services. Less than 2% of our students are English Language Learners and we offer ESL support for those students. Less than 2% of our students have had previous Montessori experience and 98% of our students are entering Steele Montessori Academy as their first experience with Montessori. Our teachers are traditionally trained and Montessori trained and have dual certifications. Only 2 of our teachers have 5 years or more of Montessori experience. The rest of our staff is new to the Montessori curriculum and philosophy. 8/12 Montessori guides taught in traditional settings before being hired at Steele Montessori and 2 teachers are first year teachers. Neither the assistant principal nor the principal has taught in a Montessori setting but both have Assistant Primary Training. The school is also in an 1882 partnership with Monarcha Montessori which has staff that are Montessori trained and have worked in several public Montessori schools around the country. Our parents come from 10 different zipcodes around the city and make a wide range of levels of income. 86% of parents report being involved in the school community. Parents help volunteer and represent each of our classrooms in order to help our school model. Less than 1% of our families ONLY speak Spanish although 59% of our families report being able to speak Spanish as well as English. No other languages have been reported.

Demographics Strengths

Students are mixed income levels and come from a variety of diverse backgrounds all around the city. We are a diverse by design campus (51% economically disadvantaged and 49% non-economically disadvantaged) and therefore have the benefit of having the parents and community that advocate for student achievement and opportunities. Families have diverse backgrounds and skillsets that they want to share within Steele including their careers and hobbies. Our families are involved and help us coordinate special events for the campus. We also have people that are interested in Montessori and the collective philosophy mindset is an asset that we have.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 40% of parents indicated on a school survey state that they do not feel connected to the school or communicated with. **Root Cause:** Currently, the campus does not have a central communication system and does not have a system for showcasing student work and progress on a regular basis.

Student Learning

Student Learning Summary

STAAR Data

58% proficient in Reading

45% proficient in Math

MAP Growth

Grade 03

Fall 2020-2021	6	30	12	40%	5	17%	5	17%	4	13%	4	13%	13	43%	23%
Winter 2020-2021	8	25	12	48%	4	16%	5	20%	1	4%	3	12%	9	36%	33%
Spring 2020-2021	8	25	15	60%	5	20%	2	8%	3	12%	0	0%	5	20%	20%
Fall 2021-2022	5	41	14	34%	12	29%	6	15%	6	15%	3	7%	15	37%	31%
Winter 2021-2022	3	40	13	33%	10	25%	9	23%	4	10%	4	10%	17	43%	57%
Spring 2021-2022	3	40	12	30%	13	33%	5	13%	7	18%	3	8%	15	38%	55%

Grade 04

Fall 2020-2021	4	38	10	26%	6	16%	11	29%	9	24%	2	5%	22	58%	32%
Winter 2020-2021	1	39	12	31%	9	23%	13	33%	3	8%	2	5%	18	46%	26%
Spring 2020-2021	3	36	13	36%	10	28%	9	25%	4	11%	0	0%	13	36%	17%
Fall 2021-2022	3	28	14	50%	4	14%	5	18%	4	14%	1	4%	10	36%	45%
Winter 2021-2022	2	29	14	48%	5	17%	5	17%	3	10%	2	7%	10	34%	50%
Spring 2021-2022	2	28	13	46%	1	4%	7	25%	5	18%	2	7%	14	50%	63%

Grade 05

Fall 2021-2022	3	29	7	24%	10	34%	6	21%	3	10%	3	10%	12	41%	32%
Winter 2021-2022	0	30	10	33%	6	20%	7	23%	5	17%	2	7%	14	47%	63%
Spring 2021-2022	0	31	7	23%	5	16%	10	32%	8	26%	1	3%	19	61%	63%

All Tests

Fall 2020-2021	10	199	41	21%	26	13%	38	19%	40	20%	54	27%	132	66%	40%
Winter 2020-2021	12	184	48	26%	39	21%	48	26%	24	13%	25	14%	97	53%	25%
Spring 2020-2021	12	184	66	36%	45	24%	36	20%	28	15%	9	5%	73	40%	17%
Fall 2021-2022	13	200	56	28%	44	22%	34	17%	36	18%	30	15%	100	50%	25%
Winter 2021-2022	8	207	61	29%	44	21%	43	21%	34	16%	25	12%	102	49%	51%
Spring 2021-2022	7	210	57	27%	47	22%	43	20%	43	20%	20	10%	106	50%	48%

MAP Reading Growth

Grade 03

Fall 2020-2021	14	21	3	14%	3	14%	1	5%	4	19%	10	48%	15	71%	59%
Winter 2020-2021	17	16	1	6%	4	25%	1	6%	4	25%	6	38%	11	69%	50%
Spring 2020-2021	13	20	7	35%	2	10%	3	15%	6	30%	2	10%	11	55%	25%
Fall 2021-2022	18	29	4	14%	6	21%	4	14%	8	28%	7	24%	19	66%	49%
Winter 2021-2022	10	33	8	24%	2	6%	8	24%	8	24%	7	21%	23	70%	45%
Spring 2021-2022	12	31	8	26%	5	16%	8	26%	6	19%	4	13%	18	58%	48%

Grade 04

Fall 2020-2021	8	34	4	12%	5	15%	7	21%	9	26%	9	26%	25	74%	59%
Winter 2020-2021	6	34	6	18%	4	12%	9	26%	8	24%	7	21%	24	71%	44%
Spring 2020-2021	6	34	5	15%	8	24%	8	24%	6	18%	7	21%	21	62%	29%
Fall 2021-2022	14	16	5	31%	1	6%	3	19%	4	25%	3	19%	10	63%	15%
Winter 2021-2022	9	22	4	18%	4	18%	3	14%	6	27%	5	23%	14	64%	62%
Spring 2021-2022	3	27	9	33%	2	7%	6	22%	7	26%	3	11%	16	59%	62%

Grade 05

Fall 2021-2022	3	29	4	14%	6	21%	10	34%	4	14%	5	17%	19	66%	45%
Winter 2021-2022	1	29	6	21%	5	17%	7	24%	5	17%	6	21%	18	62%	48%
Spring 2021-2022	1	30	8	27%	7	23%	3	10%	5	17%	7	23%	15	50%	31%

All Tests

Fall 2020-2021	33	174	19	11%	21	12%	25	14%	36	21%	73	42%	134	77%	48%
Winter 2020-2021	33	164	27	16%	33	20%	38	23%	24	15%	42	26%	104	63%	35%
Spring 2020-2021	22	175	49	28%	33	19%	36	21%	28	16%	29	17%	93	53%	22%
Fall 2021-2022	42	170	33	19%	27	16%	33	19%	32	19%	45	26%	110	65%	34%
Winter 2021-2022	31	185	39	21%	31	17%	32	17%	39	21%	44	24%	115	62%	50%
Spring 2021-2022	19	198	53	27%	34	17%	35	18%	38	19%	38	19%	111	56%	43%

Student Learning Strengths

58% of students showed proficiency in reading from 29% last year which is a substantial amount of growth. 75% of our 5th grades scored approaches or higher on the STAAR Reading test.

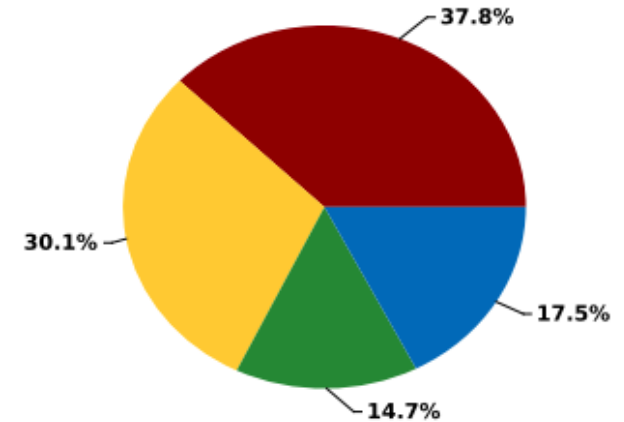
Language Arts: Reading

STEELE MONTESSORI ELEMENTARY

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	39	12	30.8%	12	30.8%	8	20.5%	7	17.9%
3	43	15	34.9%	16	37.2%	5	11.6%	7	16.3%
4	31	16	51.6%	7	22.6%	3	9.7%	5	16.1%
5	30	11	36.7%	8	26.7%	5	16.7%	6	20.0%
Total	143	54	37.8%	43	30.1%	21	14.7%	25	17.5%



Exit tickets and short writings have also shown an increase in reading of students have increased knowledge. Students are able to talk about more things with their peers and use text dependent evidence in their answer.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 45% of students scored approaches or higher on the STAAR Math. **Root Cause:** Students are not spending enough time receiving direct instruction and immediate feedback within the Montessori method.

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

School Processes & Programs

School Processes & Programs Summary

Our focuses on the Montessori method as certified by AMS as our main curriculum. This process focuses on an uninterrupted work cycle, student choice activities, and lessons design for the developmental stage of the learner. The program focuses on practical life, math, geometry, language, culture, cosmic education, and science. Students are given frequent access to the outdoor environment and exploration of the environment is encouraged. In order to make sure that we address all of our students, particularly our school dependent learners, into the Montessori environment, we also utilize the structured Eureka math curriculum and CKLA reading program. The reading program focuses on high quality instructional materials.

We have two teams that help run our school. One is our student culture team which helps students feel part of the school community, behavior, and helping teachers with their peace curriculum. This team is comprised of our counselor, assistant principal, and student culture specialist. This is a new team formed from data based on last year. Our other team is our instructional leadership team. This team is comprised of our principal, instructional coach, and 3 lead teachers. This team coordinates and manages lesson plans, consistency with our instructional program, and assessment. The principal and instructional coach complete walkthroughs together and calibrates on instructional practices. We adopt a Get Better Faster approach so that we can model for teachers in the moment.

Teachers are in the role of guides and serve to observe the student intently to provide the exact lesson that the child is ready for. This freedom within limits and prepared environment is crucial to the success of the instructional program.

School Processes & Programs Strengths

The strengths of the Montessori program are the research based best practice that were first established by Maria Montessori in Italy. These include student choice, inquiry learning, teacher as facilitator or guide, uninterrupted work time, emphasis on conceptual understanding with strong material use, outdoor learning, high level thinking. One strength to our school processes includes adequate time for PLCs. Each week, teachers meet for 1 hour to discuss their data, assessments, and lesson studies on upcoming lessons so all teachers are aligned in how to teach the concept. Other strengths we have include a process for teachers to talk directly with the principal as needed during weekly office house and a weekly 1 on 1 with our instructional coach that debriefs what they have seen in the classroom. Teachers also receive walkthroughs by the principal using the T-TESS process that also gives regular feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The school consistently has over 100 discipline referrals at the end of the school year and there are students who are frequently out of the classroom during the instructional day (over 30% of the time). **Root Cause:** The school does not have a schoolwide discipline approach that empowers students and staff to help students feel connected to their classroom community.

Perceptions

Perceptions Summary

Teachers want to teach at this school and believe strongly in the vision on Montessori and it's impact on students. Teachers hold tight to the fidelity of the Montessori program. Teachers have a deep respect for children in the way they speak to them and interact with them. Students enjoy coming to school and parents feel positive about the school. Our core values include beauty, order, and coherenace. Another core value that is central to the administration, teachers, and mission of the school is to make sure that every student has knowledge rich access to Montessori and other curriculum. This means increasing the rigor of the instruction we are providing and making sure that students are interacting with content rather than random ideas. Coherence is foundational. Teachers are mostly aligned in this belief and it is central to conversations that we are having during PLCs, afterschool, etc.

Family and community involvement is a critical component to Steele Montessori. It is a big family and we encourage parent volunteers. Our Family and Community Engagement Specialist (FACE) assists in getting new families connected, outreach opportunities, and public relations to maintain strong partnerships with parents and the school.

Perceptions Strengths

Teachers want to teach at this school and believe strongly in the vision on Montessori and it's impact on students. Teachers hold tight to the fidelity of the Montessori program. Teachers have a deep respect for children in the way they speak to them and interact with them. Students enjoy coming to school and parents feel positive about the school.

Steele Montessori will maintain the following strengths:

The Family and Community Engagement Specialist who will lead our volunteer program, create a welcoming environment for a parent/ family center and build relationships to assist in establishing effective communication between home and school. We currently have strong parent involvement, excitement about Montessori in the community, and encouragement by other private Montessori schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Steele Montessori community (teachers, parents, and administration) is frustrated by the lack of growth students make year to year and question the effectiveness of the Montessori model. **Root Cause:** The Montessori model is not aligned to any TEKS system that promotes knowledge rich learning for school dependent learners.

Priority Problem Statements

Problem Statement 1: 40% of parents indicated on a school survey state that they do not feel connected to the school or communicated with.

Root Cause 1: Currently, the campus does not have a central communication system and does not have a system for showcasing student work and progress on a regular basis.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 45% of students scored approaches or higher on the STAAR Math.

Root Cause 2: Students are not spending enough time receiving direct instruction and immediate feedback within the Montessori method.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The school consistently has over 100 discipline referrals at the end of the school year and there are students who are frequently out of the classroom during the instructional day (over 30% of the time).

Root Cause 3: The school does not have a schoolwide discipline approach that empowers students and staff to help students feel connected to their classroom community.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The Steele Montessori community (teachers, parents, and administration) is frustrated by the lack of growth students make year to year and question the effectiveness of the Montessori model.

Root Cause 4: The Montessori model is not aligned to any TEKS system that promotes knowledge rich learning for school dependent learners.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 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 5: 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 5 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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


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: IF the campus effectively implements a high quality Montessori curriculum, THEN the campus will be rated a B or higher in the 2022-2023 school year.

Evaluation Data Sources: STAAR data, MAP data, Montessori observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will attend engaging Montessori outings (field trips) that they will plan and execute based on knowledge rich experiences and coordinate with the curriculum.</p> <p>KPI/Metric/Measure: By September, 2 field trips for 2 different grades will occur, By February, each grade will have taken at least 1 field trip. By the end of the year, each grade level (1-6) will have taken at least 2 field trips and Kindergarten will have taken at least 1. All field trips will align with the Amplify learning domains.</p> <p>Staff Responsible for Monitoring: Grade Level Chairs and Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ESSER - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Eureka Math curriculum with fidelity.</p> <p>KPI/Metric/Measure: Walkthroughs during Eureka math, Exit Tickets from Eureka math</p> <p>Staff Responsible for Monitoring: Principal</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 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will attend Montessori professional development to deepen their knowledge around Montessori. Selected teachers will become trained through a Montessori program to more efficiently be able to present lessons using Montessori materials.</p> <p>KPI/Metric/Measure: By May 2023, the campus will have 60% of staff trained in Montessori.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: 45% of students scored approaches or higher on the STAAR Math. Root Cause: Students are not spending enough time receiving direct instruction and immediate feedback within the Montessori method.</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: IF the campus builds relationships with families by meeting with them regularly, THEN the attendance rate will increase from 94% to 98%.

Evaluation Data Sources: 2021 attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade will host 1-2 content focused interactive family events that coordinate with their units of study. KPI/Metric/Measure: Event Sign in Sheets, School Calendar Staff Responsible for Monitoring: FACE Specialist and Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance Committee will meet at least once a month and will contact chronically absent families. A letter stating the why behind attending school everyday using Montessori philosophy will also be given to the parents. KPI/Metric/Measure: Meeting agendas, absentee call logs Staff Responsible for Monitoring: Counselor and data clerk</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 2 Problem Statements:

Demographics





Problem Statement 1: 40% of parents indicated on a school survey state that they do not feel connected to the school or communicated with. **Root Cause:** Currently, the campus does not have a central communication system and does not have a system for showcasing student work and progress on a regular basis.

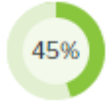




Goal 2: ENSURE PROFICIENCY

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

Performance Objective 1: 60% of all Kinder students will score in the 61st percentile or above by the end of the year on the NWEA MAP reading and math assessments. 60% of 1st graders will score on grade level or above, retaining their kindergarten knowledge and skills, on the BOY NWEA MAP assessment for the 2022 school year.

Evaluation Data Sources: 50% of all Kinder students will score in the 50th percentile or higher by the MOY NWEA MAP assessment for reading and math. 40% of Kinder students will score on grade level through the TX-iA assessment at the EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten teachers will give CKLA skills lessons using Montessori materials and lessons to ensure daily phonics instruction for all kindergarten students.</p> <p>KPI/Metric/Measure: Lesson plans, record keeping tracker</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten students will have a daily "Focus Time" of 1 hour for teacher to work directly with Kindergarten students on reading and math skills.</p> <p>KPI/Metric/Measure: Master Schedule, Branching Minds record keeping</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement Eureka math lessons to Kindergarten students linking Montessori materials to grade level standards.</p> <p>KPI/Metric/Measure: Lesson Plans</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 45% of students scored approaches or higher on the STAAR Math. Root Cause: Students are not spending enough time receiving direct instruction and immediate feedback within the Montessori method.</p>
Perceptions
<p>Problem Statement 1: The Steele Montessori community (teachers, parents, and administration) is frustrated by the lack of growth students make year to year and question the effectiveness of the Montessori model. Root Cause: The Montessori model is not aligned to any TEKS system that promotes knowledge rich learning for school dependent learners.</p>

Goal 3: ENSURE PROFICIENCY

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





Performance Objective 1: 65% of 3rd grade students will score at the Meets level in Reading on the STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the CKLA Listening and Learning for 3rd graders increase knowledge for 3rd graders.</p> <p>KPI/Metric/Measure: Lesson Plans</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will complete 1 knowledge based, text dependent writing piece at the end of each CKLA domain increasing student comprehension and writing abilities.</p> <p>KPI/Metric/Measure: Writing rubric</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: ENSURE PROFICIENCY

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

Performance Objective 2: 65% of 3rd grade students will score at the Meets level in Math on the STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd grade students will participate in daily word problem solving (application problem) Adults in the classroom will give daily feedback to students.</p> <p>KPI/Metric/Measure: Student work plans, lesson plans</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd grade teachers will create, give, and collect data on Eureka math end of modules assessments.</p> <p>KPI/Metric/Measure: By December, common assessments will show 50% proficiency in math (3rd-5th). By February, common assessments will show 60% proficiency in math (3rd-5th).</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will complete 1 written math explanation within their workplan, receive feedback, and make corrections weekly.</p> <p>KPI/Metric/Measure: Student work plans, graded written explanations</p>	Formative			Summative
	Oct	Jan	Apr	June


Staff Responsible for Monitoring: Instructional Coach


ESF Levers:


Lever 4: High-Quality Curriculum

Problem Statements: Student Learning 1



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:



Student Learning


Problem Statement 1: 45% of students scored approaches or higher on the STAAR Math. **Root Cause:** Students are not spending enough time receiving direct instruction and immediate feedback within the Montessori method.

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: Increase students scoring at Meets from 58% to 70% in all subjects on STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will participate in the TEA Interim Assessments to gain accurate information about where students are performing and progressing. Action plans for each student will be developed after each interim assessment.</p> <p>KPI/Metric/Measure: All students in all subjects will score 45% by Interim 1, 60% by Interim 2, and 65% by Interim 3.</p> <p>Staff Responsible for Monitoring: Principal</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</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd-5th grade students will have a 30 minute "Focus Time" in which teachers and additional staff members can intervene and provide students with remediation as evidence by past assessments (Eureka module assessments, Interim assessments, etc.)</p> <p>KPI/Metric/Measure: Student action plans after each Interim assessment will determine groupings for Focus Time. By October 50% of students will participate in Focus Time remediation, By January 65% will participate, and by March, 75% of students will participate in Focus Time.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students in grades 1-6 will utilize supplemental math curriculum such as Eureka math to support student understand of mathematics. Students will explain their thinking through writing and will develop a vertically aligned model of mathematics.</p> <p>KPI/Metric/Measure: Using supplemental math curriculum, all students 3rd-6th will show 50% of students scoring on grade level on the TEA Interim Assessment in October, 55% on the TEA Interim Assessment in January, and 58% on grade level in March.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 45% of students scored approaches or higher on the STAAR Math. Root Cause: Students are not spending enough time receiving direct instruction and immediate feedback within the Montessori method.</p>

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 2</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$4,951</p>	Formative			Summative
	Oct	Jan	Apr	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

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

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
11	1	1	MAP Assessment Platform		\$4,951.00
Sub-Total					\$4,951.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER		\$5,000.00
Sub-Total					\$5,000.00