

Santa Fe Independent School District

Kubacak Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Board Approval Date: September 19, 2022
Public Presentation Date: September 19, 2022

Mission Statement

Kubacak Elementary is committed to fostering the love of learning in our students. We believe in being innovative in our teaching, honest in our dealings with parents and students, courageous in our quest to provide the best education possible, find importance in being responsible for our own actions and kind to those around us.

Vision

One Tribe

Value Statement

Courage:

We will be brave and determined to face our fears, learn from our mistakes, and stand up for what is right.

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Innovation:

We will solve problems using imagination to create new solutions.

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Honesty:

We will show integrity by being truthful and taking accountability for the things we say and do.

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Kindness:

We will show consideration and respect for the feelings and beliefs of others.

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Responsibility:

We will take ownership for our choices at school, home, and life.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On June 23, 2022, the committee convened to review all data areas. They met from 8-12 at Cowan Administration Building. The committee reviewed 8 areas and identified strengths and problems. After identifying strengths and problems, the committee prioritized the problems using a root cause analysis.

After reviewing the data they came up with the following priorities to address in the 2022-2023 school year.

- Special education students continue to underperform as compared to the all student group.
- Kindergarten reading levels
- Below state average in 3rd grade math and 3rd grade reading.

They also listed the following as strengths:

- Above state averages across the board in grades 4-5 in Reading, Math and Science.
- Met the ELP target in Domain 3.
- Met all Growth targets in Domain 3.

Demographics

Demographics Summary

Enrollment

Kubacak Elementary serves grades PK-5. In 2021-2022, Kubacak had a student population of 654 students.

Economic Disadvantaged

Kubacak had a 54.74% Economic Disadvantaged enrollment in 2021-2022.

Ethnicity

Kubacak is comprised of approximately 73% White students, 24% Hispanic students, and 2% 2 or more races.

Student Groups

Kubacak had 35 ESL students, 89 Special Education Students, and 240 at-risk students in 2021-2022.

Attendance

Kubacak had an attendance average of 93.86% in 2021-2022.

The district attendance target is 96%.

Student Achievement

Student Achievement Summary

Early childhood:

At the beginning of the year, 79% of students in Kindergarten were at the meets or exceeds expectations level. At the middle of the year, 80% of students in Kindergarten were at the meets or exceeds expectations level. At the end of the year, 78% of students were at the meets or exceeds expectations level.

At the beginning of the year, 61% of students in 1st grade were at the meets or exceeds expectations level. At the middle of the year, 70% of students in 1st grade were at the meets or exceeds expectations level. At the end of the year, 84% of students were at the meets or exceeds expectations level.

At the beginning of the year, 70% of students in 2nd grade were at the meets or exceeds expectations level. At the middle of the year, 72% of students in 2nd grade were at the meets or exceeds expectations level. At the end of the year, 81% of students were at the meets or exceeds expectations level.

STAAR Results

| | AGL | Meets | Masters |
|-------------|-----|-------|---------|
| 3rd Reading | 71 | 37 | 21 |
| 3rd Math | 58 | 24 | 14 |
| 4th Reading | 77 | 57 | 28 |
| 4th Math | 75 | 56 | 18 |
| 5th Reading | 84 | 52 | 32 |
| 5th Math | 88 | 58 | 31 |
| 5th Science | 88 | 57 | 30 |

Kubacak exceeded state averages in 5th Math, Reading, Science, and 4th grade Reading.

Student Achievement Strengths

Kubacak exceeded state averages in 5th Math, Reading, Science, and 4th grade Reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students are not successful and fall below all other student groups. **Root Cause:** Teachers are not using differentiated strategies to meet their individual needs.

Problem Statement 2: Kindergarten students are not meeting the target for reading on grade level by the end of the year.

School Culture and Climate

School Culture and Climate Summary

Core Values

- *Create a student-centered environment**
- *Inspire learning**
- *Cultivate a "we" culture**
- *Strive toward excellence through continuous improvement**
- *Build meaningful, trusting relationships**

Professional Learning

Kubacak has fully implemented Professional Learning Communities at each grade level.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- Teacher utilize time built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Learning designs are utilized within the PLC for teacher professional growth.

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms
 - Mini Lesson Refinement in Lucy Calkins
- Second year of implementation of new Math curriculum (refinement)
 - Eureka Math

- Continued refinement of Stem Scopes curriculum in 5th grade Science

Instructional Coaching

Each campus has a Math/Science and a Reading/Social Studies Instructional Coach. The coaching model was implemented in 2018-2019. There are two Instructional Coaching Coordinators and all coaches have received extensive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

School Climate

Kubacak has implemented the following.

- Parent, staff, and student surveys were sent out two times during the year. Responses were analyzed and needs identified.
- Character Strong SEL curriculum was implemented in 2021-2022.
- The House system is being refined and enhanced.
- Threat assessment teams implement the district's threat assessment policy and procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.
- Advisory groups at each campus provide feedback to campus administrators.
- Each campus has an instructional leadership team as well as a site-based decision making committee to make decisions, lead change, and set and monitor goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SFISD experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as professional educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a full-time professional who monitors and assists new teachers as needed. In addition, SFISD offers high quality job embedded professional learning opportunities, teacher leadership opportunities, and collaborative campus cultures to retain teachers and improve instruction.

Santa Fe ISD hosts a job fair at the Cowan administration building each school year.

SFISD is 100% highly qualified per Every Student Student Succeeds Act (ESSA) guidelines.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SFISD curriculum and instruction documents are created from state adopted TEKS strands . By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks, Week At A Glance (WAG) – provides a clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Unit Planning Guides- provides a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides –provides a framework for instruction that happens each day. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physically-classroom environment; or electronically/virtually- CANVAS (Learning Management System) or Microsoft Office 365. Our classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our digital learners.

Professional Learning Communities (PLCs) are organized on each campus. The relevance of these communities is to maximize the capacity of adult learning. Learning is ongoing, systemic, and based upon the cycle of continuous improvement. IC maps are being developed to help measure the impact of the work.

During the 2022-2023 school year, the District will continue the implementation of Readers and Writers Workshop. Students learn within the framework of Structured Literacy and grow as a readers, writers, speakers, and listeners. The workshop model allows students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners and to be instructed with an explicit and systematic approach. RLA curriculum and instruction documents are created from best practices provided by a multitude of resources such as Ohio State University and Teacher’s College at Columbia University, Heggerty Phonological Awareness, 95 Phonics and Patterns of Power. Math and Science will continue to focus upon creating literate learners within their content. Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. The math curriculum for the 2022-2023 school year will be the continuation of Eureka Math. Stem Scopes and Discovery Science will be used as a resource in Science.

The Instructional Coaching Model continues for the 2022-2023 school year, and teachers have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

Various learning cohorts and academies were formed within the District to strengthen and reinforce our leaning systems for academic success. Principals, assistant principals, teacher leaders, and other teacher representatives participated in book studies focused upon field related work to develop common practices and procedures to support adult and student learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Kubacak promotes activities that encourage lifelong learning and student success.

Activities include:

- Increased formats of communication between parents and teachers
- Live Facebook Announcements to the School and Community
- Campus Parent Engagement Committee
- Campus survey data utilized to continually improve
- Parent/Teacher Association (PTA)
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, STEM Night
- Title 1 Meetings
- Choir Performances
- Feast and School Parties
- Fun Run
- Pastries with Principals
- Coffee with the Counselor
- House Activity Nights
- House Gatherings with Parent Connection
- Art Show
- Chiefs Chatter Video Series
- Teacher Video Lessons

School Context and Organization

School Context and Organization Summary

Dan J. Kubacak

- Principal, Casey Adoor
- Assistant Principal, Jamie Nichols
- Counselor, Hope Otto

School context and organization:

- Administration
- Counselor
- Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- SOAR program is an innovative and effective way of meeting the educational needs of the districts ECSE students along with those of the children of district employees
- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- Kubacak provides Professional Learning Community (PLC) meeting, learning, and planning time for teachers. Elementary campuses schedule their PLC time during the day on a rotating basis.
- Instructional Coaching
- Math Interventionist
- Reading Interventionist
- Threat Assessment Team
- PTA
- House System
- Dyslexia Instruction

Technology

Technology Summary

The District faces many challenges from aging computer equipment, equality, and standardization of technology devices between campuses. These challenges are being addressed in the District goals.

- During the summer of 2022, the District purchased 24 interactive touch panels for Kubacak and RJ Wollam and 25 laser projectors for secondary to begin refreshing aging STAR Boards and bulb projectors.
- In 2021-2022, The District purchased 1,000 Dell touch screen laptops through the Emergency Connectivity Fund (ECF) grant to continue to refresh secondary student laptops. 100 teacher laptops were also purchased through ECF to meet the needs of increased staff numbers and para-professionals that work directly with students each day.
- In 2020-2021, the District purchased 2,000 Dell laptops through the Operation Connectivity grant. These devices were used to refresh secondary student devices.
- In 2019-2020, the District refreshed student computers for kindergarten and first grade. These touchscreen devices that can be used like a tablet or a full laptop. Additionally, the District refreshed classroom teacher laptops with Dell touchscreen devices that can mirror cast to the classroom projectors.
- Cybersecurity is a top priority for Santa Fe ISD. In March of 2022, the District implemented a managed internal broadband service (MIBS) plan that includes a 24/7 monitoring piece that will alert key staff in a timely manner in the event a breach is detected. Additionally, multiple levels of protection, including a firewall with an additional fail over firewall, have been implemented.
- Beginning in 2020-21, the Technology Department consists of 2 staff members trained to facilitate instructional technology professional development for District staff. The district continues to take advantage of cloud infrastructure. Microsoft Office 365 and Cloud storage will allow students and staff to have access to files and applications from any location with internet access. Microsoft InTune allows district issued student devices to be monitored and managed off-premise.
- Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates. The District is rebooting how we use this system to make sure we are getting the most for the money invested in this program. Including the ability for teachers to have direct access to Canvas for technical assistance using the Chat Tier one support that was purchased for this year.
- In 2020-2021, the District adopted Linewize, in conjunction with Gaggle, as the district content filter and student safety monitoring. These systems archive all internet history and allow the District to address policy issues and help with building good Digital citizens.
- In 2021-2022, the District added ClassWize to allow teachers to monitor classroom device activity from one location. This allows teachers to refocus students if they begin to veer off the intended assignment site and allows teachers to interact with students from their device to an individual student, a group, or whole class.
- Connectivity between campuses consists of redundant, 10GB fiber connections that provide fast transfer of data between locations and redundancy in the event one of these lines get compromised.
- Internet bandwidth has been increased from 1GB to 1.5 GB in 2021-2022 .
- Our Technology Staff consists of skilled technicians that support District needs and maintain technology equipment throughout the District.
- The Eduphoria HelpDesk application greatly enhances our ability to track and keep up with technology requests and keeps the operation of the technology department running

efficiently.

- SFISD campuses have wireless connectivity suitable to support the growing number of student computers. Wireless access points are present in every classroom and in common areas, ensuring solid connections during classroom instruction. In 2020-2021, all access points at SFJH and SFHS were refreshed. Kubacak and RJW are scheduled to be refreshed in the summer of 2023.

- PK-6th grade classrooms are all equipped with student laptop carts. In 2022-23, students in grades 7-12 will receive a student laptop, charger, and protective carrying case. This provides students with the tools necessary to succeed in 21st-century learning.

- Desktop computer labs have reduced in numbers at the campuses due to the current availability of student laptop computers, however, some computer labs are still in place provide additional technology learning environments for students as well as specialized instruction geared towards software applications and successful research practices with Technology TEKS focus. In 2021-2022, a MAC computer lap was installed at SFHS for CTE use.

- Microsoft Office 365 provides storage and file access for staff and students. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction and include assistive technology features.

Priority Problem Statements

Goals

Revised/Approved: August 30, 2022





Goal 1: Kubacak ensures a positive culture of high expectations for all students, staff, families and the community

Performance Objective 1: Kubacak Elementary is dedicated to building, sustaining, and monitoring a culture of positivity and excellence where students come first. Kubacak Chiefs will strive for excellence through the implementation of our core values.

Evaluation Data Sources: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: All Staff/Students/Parents will be able to recognize and understand the campus core values and builds from the vision of "One Tribe."</p> <p>Strategy's Expected Result/Impact: 1. Continually communicate the vision and mission to students, parents, and Staff</p> <p>2. Continually use vision statement within daily announcements.</p> <p>Staff Responsible for Monitoring: 1.Adoor/Nichols/ Coaches/Team Leads</p> <p>2. All Staff</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Kubacak Staff will build and implement a mission statement that aligns with our core values and vision of the school.</p> <p>Strategy's Expected Result/Impact: 1. Work in PLC teams to build a mission statement that aligns with our core values and vision of "One Tribe"</p> <p>2. Share the missions statement with all stakeholders so everyone knows and understands it.</p> <p>Staff Responsible for Monitoring: All Staff</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 3: Build, Maintain and Monitor a culture of positivity and excellence where students come first and strive for excellence through Kubacak Core Values.</p> <p>Strategy's Expected Result/Impact: 1. Survey staff twice a year.</p> <p>2. Two walkthroughs per staff throughout the year.</p> <p>3. Review surveys with Leadership Team for refinement.</p> <p>Staff Responsible for Monitoring: Adoor/Nichols Academic Coaches</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Build upon the positive culture where students and staff feel a sense of belonging and pride through the implementation of the Kubacak House System.</p> <p>Strategy's Expected Result/Impact: 1. Staff and students become part of a team</p> <p>2. Staff and students participate in Team spirit days</p> <p>3. Staff and students attend House Rally's</p> <p>4. Staff and students attend House Gatherings</p> <p>Staff Responsible for Monitoring: Adoor/Nichols</p> <p>All Staff/All Students</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Build a school wide positive behavioral tracking system through the use of Class Dojo in conjunction with our Kubacak House System.</p> <p>Strategy's Expected Result/Impact: 1. Implement Class Dojo for the Kubacak House System</p> <p>2. Encourage teachers to use Class Dojo within their classroom as a communication tool with parents.</p> <p>Staff Responsible for Monitoring: 1. Nichols/Adoor/All staff</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| <p>Strategy 6: Kubacak Elementary will integrate weekly Character Strong lessons.</p> <p>Strategy's Expected Result/Impact: 1. Character Strong lessons allow for stronger social emotional skills</p> <p>2. Stronger relationships with students and staff resulting in positive school culture</p> <p>Staff Responsible for Monitoring: 1. All Staff</p> <p>2. All Staff</p> | Formative | | |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: Kubacak impacts student achievement positively through high standards of professional learning.

Performance Objective 1: Create a professional learning system to improve practice through a collaborative culture of continuous improvement resulting in increased student achievement.

Evaluation Data Sources: STAAR, Benchmark testing results, Survey Results, Walk-Through data, Coaching data, Observational data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: PLCs follow the Standards for Professional Learning and the Cycle of Continuous Improvement.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Collect all learning designs being used and analyze them for purpose . Teams will systematically choose the appropriate learning design based on data.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators/instructional coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 3: Coaches collaborate with the administrative team and set personal goals for PLCs and individual coaching cycles that align with current goals. The goal is for coaches and administrators to purposely and systematically use coaching as a way to hold individuals and teams accountable to the continuous improvement cycle that results in increased student achievement.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Teachers take part in the campus goal setting process and develop team and personal goals for the upcoming school year.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Leaders understand their role and expectations as team leaders and can guide teams through the cycle of continuous improvement.</p> <p>Strategy's Expected Result/Impact: Team leads are able to lead their teams through the cycle of continuous improvement within the the PLC time.</p> <p>Staff Responsible for Monitoring: campus administrators/instructional coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: Kubacak provides strategies for literacy development for all students.

Performance Objective 1: Kubacak Elementary is dedicated to improving academic performance in the area of Reading for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 85% of all students reading on grade level. Third Grade will strive to meet 87% AGL, 57% Meets, and 37% Masters. Fourth Grade will strive to meet 89% AGL, 56% Meets, and 35% Masters. Fifth Grade will strive to meet 83% AGL, 63% Meets, and 33% Masters.





Evaluation Data Sources: Local Assessments, State Assessment, Walkthrough, PLC Cycles

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides, refinement of Lucy Calkins Units of Study for Reading, differentiated small group instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning with written response, STAAR redesign questioning, Phonics programs, and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. PLC teams moving through the Cycle of Continuous Improvement to reach second order change 2. Walk-throughs/Learning Walks/Evidence of implementation of the Units of Study 3. Walk-throughs/Learning Walks/Evidence of implementation of Units of Study and total engagement strategies 4. Walk-throughs/Learning Walks/Evidence of implementation of phonics instruction in K-3 5. Walk-throughs/Learning Walks/Evidence of best teaching practices <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Adoor/Nichols/Hill/ RLA Teachers 2. Adoor/Nichols/Hill 3. Adoor/Nichols/Hill 4. Adoor/Nichols/Hill 5. Adoor/Nichols/Hill <p>Funding Sources: - Title I</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Improve student growth (approaches, meets, masters) by analyzing, tracking, and creating differentiated action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/Meets expectations on SBAs</p> <p>2. Aware data reports/ BAS progression chart/progress monitoring</p> <p>3. BAS Levels increasing in grades 3-5 students</p> <p>4. Progress measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/RLA Teachers</p> <p>2. Adoor/Nichols/Hill/RLA Teachers</p> <p>3. Adoor/Nichols/Hill/RLA Teachers</p> <p>4. Adoor/Nichols/Hill/RLA Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ Power PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 4: Improve individual student growth by creating healthy clusters when scheduling students with disabilities and provide scheduled time for intentional collaboration between the special education and general education teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/weekly IPGs 3. Individualized Educational Plan (IEP) Goals 4. Special Education students progress measures as indicated on STAAR report. <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Adoor/Nichols/Hill/RLA Teachers 2. Special Education/General Education Teachers 3. Special Education teacher 4. Adoor/Nichols | Formative | | |
| | Nov | Feb | May |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 5: Improve individual student growth of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. ESL students progress measure as indicated on STAAR progress</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. ESL student progress measure as indicated on STAAR report/ELPS posted in classroom</p> <p>6. ESL student progress measure as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/RLA Teachers</p> <p>2. ESL Teachers</p> <p>3. ESL Teachers</p> <p>4. Adoor/Nichols/ESL Teachers</p> <p>5. Adoor/Nichols</p> <p>6. RLA Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/RLA Teachers</p> <p>2. RLA Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 7 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 7: Improve individual student growth for underperforming students by providing reading intervention through analyzing, tracking, and creating action plans using performance data to implement reteach strategies and provide interventions.</p> <p>Strategy's Expected Result/Impact: 1. Student will close gaps and become on level</p> <p>Staff Responsible for Monitoring: 2. Admin/Coaches/Teachers</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 3: Kubacak provides strategies for literacy development for all students.

Performance Objective 2: Kubacak Elementary is dedicated to improving academic performance in the area of Math for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 80% of mastery for all math priority standards. Third Grade will strive to meet 88% AGL, 62% Meets, and 39% Masters. Fourth Grade will strive to meet 88% AGL, 62% Meets, and 39% Masters. Fifth Grade will strive to meet 90% AGL, 64% Meets, and 44% Masters.





Evaluation Data Sources: Local Assessments, State Assessment, Walkthrough, PLC Cycles

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides to create literate Mathematicians through the implementation of Backwards Design, Guided Math, number talks, differentiated small group instruction, vocabulary strategies, collaborative structures, hands on experiences, high level questioning, accountable talk and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change 2. Walk-throughs/Learning Walks/Utilizing IPGs 3. Walk-throughs/Learning Walks 4. Walk-throughs/Learning Walks/Evidence of best teaching practices <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Adoor/Nichols/Click/Math Teachers 2. Click/Math Teachers 3. Adoor/Nichols/Click 4. Click <p>Funding Sources: math manipulatives - Title I</p> | Formative | | |
| | Nov | Feb | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Improve individual student growth (approaches, meets, masters) by analyzing, tracking, and creating differentiated action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions for all GT students. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Progress measures as indicated on STAAR report</p> <p>4. Growth on SBA Data</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Click/ Math Teachers</p> <p>2. Adoor/Nichols/Click/Math Teachers</p> <p>3. Adoor/Nichols/Click/Math Teachers/Students</p> <p>4. Click/Math Teachers</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ PLC minutes</p> <p>2. Lesson Plans/mini lesson plans/ PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Click</p> <p>2. Adoor/Nichols/Click</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 4: Improve individual student growth by creating healthy clusters when scheduling students with disabilities and provide scheduled time for intentional collaboration between the special education and general education teachers.(Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Individualized Educational Plan (IEP) Goals</p> <p>4. Special Education students progress measures as indicated on STAAR report.</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Click/Math Teachers</p> <p>2. Special Education/General Education Teachers</p> <p>3. Special education teachers</p> <p>4. Adoor/Nichols</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 5: Improve individual student growth of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. ESL students progress measure as indicated on STAAR report</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. ESL students progress measure as indicated on STAAR report/ELPS posted in classroom</p> <p>6. ESL students progress measure as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Click/ESL Teachers</p> <p>2. ESL Teachers/LPAC Committee</p> <p>3. ESL Teachers</p> <p>4. Nichols/ESL Teachers</p> <p>5. Nichols</p> <p>6. Math Teachers</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions for all GT students. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/ClickMath Teachers</p> <p>2. Math Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 7 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 7: Improve individual student growth for underperforming students by providing math intervention through analyzing, tracking, and creating action plans using performance data to implement reteach strategies and provide interventions.</p> <p>Strategy's Expected Result/Impact: 1. Close gaps on performance objectives</p> <p>Staff Responsible for Monitoring: 1. Admin/Coaches/Math Teachers</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 3: Kubacak provides strategies for literacy development for all students.


Performance Objective 3: Kubacak Elementary is dedicated to improving academic performance in the area of Science for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Fifth Grade will strive to meet 89% AGL, 59% Meets, and 34% Masters.


Evaluation Data Sources: Local Assessments, State Assessment, Walkthrough, PLC Cycles


| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Improve initial classroom instruction and create literate Scientists through the development of 5E lesson design and implementation of Backwards Design, differentiated small group instruction, vocabulary strategies, collaborative structures, hands on lab experiences including STEM opportunities, high level questioning, and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change 2. Walk-throughs/Learning Walks/Observations 3. Walk-throughs/Learning Walks/Observations for evidence of vocabulary strategies, canvas and total engagement strategies 4. Walk-throughs/Learning Walks/Observations for evidence of best teaching practices <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Adoor/Nichols/Click/Science Teachers 2. Click/Science Teachers 3. Adoor/Nichols 4. Click | Formative | | |
| | Nov | Feb | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Improve individual student growth (approaches, meets, masters) by analyzing, tracking, and creating action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Progress measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Click/ Science Teacher</p> <p>2. Adoor/Nichols/Click/ Science Teacher</p> <p>3. Adoor/Nichols/Click/Science Teachers/Students</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Lesson Plans/mini lesson plans/ PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Improve individual student growth for students receiving special education services by analyzing, tracking, and creating action plans using performance data to provide appropriate accommodations and modifications while implementing it in the general education classroom. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Individualized Educational Plan (IEP) Goals</p> <p>4. Special Education students progress measures as indicated on STAAR report.</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Click/Science Teachers</p> <p>2. Special Education/General Education Teachers</p> <p>3. Special Education Teacher</p> <p>4. Adoor/Nichols</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 5: Improve individual student growth of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. ESL students progress measure as indicated on STAAR report</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. ESL students progress measure as indicated on STAAR report</p> <p>6. ESL students progress measure as indicated on STAAR Progress</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/Click/Science Teachers</p> <p>2. ESL Teachers</p> <p>3. ESL Teachers</p> <p>4. Adoor/Nichols/ESL Teachers</p> <p>5. Nichols</p> <p>6. Science Teachers</p> | Formative | | |
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 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Kubacak develops collaborative partnerships with students, staff, families, and the community.





Performance Objective 1: All staff members are committed to providing a variety of classroom and campus events to ensure families are involved in school activities and to help grow successful learners. We will also use Social Media to build a bridge between the campus and the home.

Evaluation Data Sources: Parent Survey Data, Teacher Survey Data, Sign in sheets at parent events, Traffic on our social media platform

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Host a STEM Family Night where parents will be invited to participate in learning activities with their child. Strategy's Expected Result/Impact: Increase in parent/teacher collaboration and an increase in math and science initiatives. Staff Responsible for Monitoring: Adoor/Nichols</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide school-wide family engagement events: registration days, kindergarten roundup, field days, feasts, grade level breakfasts, Kindergarten Graduation, choir performances, and classroom/campus visitations to ensure a smooth transition for children into the public school system, into the next grade level, or to their new campus of promotion. The parent and family engagement committee will meet to review/revise the parent engagement policy and campus compacts. Strategy's Expected Result/Impact: Increase Parent Involvement in Parent Activities Staff Responsible for Monitoring: All Kubacak Staff</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Morning Campus announcements will be presented on Facebook Live each morning to engage students, teachers, parents, and community members in the daily activities of Kubacak Elementary. Strategy's Expected Result/Impact: Increased Parent Involvement in Parent Activities Staff Responsible for Monitoring: All Kubacak Staff</p> | Formative | | |
| | Nov | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: Kubacak provides equitable access to technology for all students to increase engagement and learning.

Performance Objective 1: Continue to provide equitable access to technology and technology applications to all students.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: All students will have access to a district issued laptop, our Learning Management System (LMS), and TEKS aligned learning applications.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and accessibility to classroom coursework and resources.</p> <p>Staff Responsible for Monitoring: Kubacak Admin</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Continue to work with Instructional Coaches and classroom teachers to integrate instructional technology in the classroom with an emphasis on moving up Bloom's level as it applies to technology (example of resources used: SAMR or PAGER model).</p> <p>Strategy's Expected Result/Impact: Increased student engagement and rigor.</p> <p>Staff Responsible for Monitoring: Kubacak Admin, Instructional Coordinators and Coaches, and Technology Department</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 6: Kubacak provides effective modes of communication to disseminate information and obtain feedback both internally and externally

Performance Objective 1: Kubacak Elementary is dedicated to building, sustaining, and monitoring a culture of positivity and excellence where students come first. Kubacak Chiefs will strive for excellence through the implementation of our core values.

Evaluation Data Sources: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: All Staff/Students/Parents will be able to recognize and understand the campus core values and builds from the vision of "One Tribe."</p> <p>Strategy's Expected Result/Impact: 1. Continually communicate the vision and mission to students, parents, and Staff</p> <p>2. Continually use vision statement within daily announcements.</p> <p>Staff Responsible for Monitoring: 1. Adoor/Nichols/ Coaches/Team Leads</p> <p>2. All Staff</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 2. Kubacak Staff will build and implement a mission statement that aligns with our core values and vision of the school.</p> <p>Strategy's Expected Result/Impact: 1. Work in PLC teams to build a mission statement that aligns with our core values and vision of "One Tribe"</p> <p>2. Share the missions statement with all stakeholders through newsletter, Facebook, and Class Dojo so everyone knows and understands it.</p> <p>Staff Responsible for Monitoring: All Staff</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 3: 3. Build, Maintain and Monitor a culture of positivity and excellence where students come first and strive for excellence through Kubacak Core Values.</p> <p>Strategy's Expected Result/Impact: 1. Survey staff twice a year.</p> <p>2. Two walkthroughs per staff throughout the year.</p> <p>3. Review surveys with Leadership Team for refinement.</p> <p>4. Administration Positive Pop-In Notes</p> <p>5. Teach on a Tuesday</p> <p>6. Silver Spatula</p> <p>7. Treasure Tower</p> <p>Staff Responsible for Monitoring: Adoor/Nichols</p> <p>Academic Coaches</p> <p>Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: 4. Build upon the positive culture where students and staff feel a sense of belonging and pride through the implementation of the Kubacak House System.</p> <p>Strategy's Expected Result/Impact: 1. Staff and students become part of a team</p> <p>2. Staff and students participate in Team spirit days</p> <p>3. Staff and students attend House Rally's</p> <p>4. Staff and students attend Team Gatherings</p> <p>Staff Responsible for Monitoring: Adoor/Nichols</p> <p>All Staff/All Students</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 5: 5. Build a school wide positive behavioral tracking system through the use of Class Dojo in conjunction with our Kubacak House System.</p> <p>Strategy's Expected Result/Impact: 1. Implement Class Dojo for the Kubacak House System</p> <p>2. Encourage teachers to use Class Dojo within their classroom as a communication tool with parents.</p> <p>Staff Responsible for Monitoring: 1. Nichols/Adoor/All staff</p> | Formative | | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 7: Kubacak utilizes funds in a fiscally responsible manner to optimize student educational experiences.

Performance Objective 1: Kubacak Elementary will review and approve purchase orders on an as needed basis through the Skyward program utilizing a zero based budget

Evaluation Data Sources: The budget will be reviewed quarterly.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Review and approve purchase orders on an as needed basis through the Skyward program utilizing a zero-based budget.</p> <p>Strategy's Expected Result/Impact: Stay within budget allotment</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |