

# **New Braunfels Independent School District**

## **Klein Road Elementary**

### **2021-2022 Campus Improvement Plan**



# **Mission Statement**

Engage. Empower. Learn.

## **Vision**

Every student. Every day.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Klein Road Elementary is a 14 year old, Kindergarten through 5th grade Title 1 campus in New Braunfels ISD. New Braunfels is halfway between Austin TX and San Antonio TX in Comal County, which is currently one of the fastest growing counties in the nation. It is a city rich with history, culture and tradition, making it an ideal place for families to move to. As a result, the district as a whole, and especially Klein Road Elementary, continue to increase enrollment which will impact overall student enrollment as well as student demographics at KRE for the next school year. Klein Road Elementary will continue to be one of Four designated Life Skills campuses for grades K-5 in NBISD for the 2021-2022 school year.

During the 2020-2021 School Year, Klein Road Elementary had 624 students enrolled on its campus during the Fall Snap Shot Date, finishing with a total of 634 students. KRE finished the school year with 36% of its students receiving free and reduced lunch. This is a drop from previous school years. As we continue to grow our economically disadvantage percentage is dropping some. KRE was made up of primarily two student groups, Hispanic/Latino (49.5%) and White (44.7%). Other student groups at Klein Road include approximately - 4.3% Gifted and Talented, 15.8% Special Education, 29.5% At Risk, 4.3% ESL and 0.7% Homeless. Enrollment for the 2021-2022 school year is expected to be approximately 650 students with about 40% Economically Disadvantaged students and approximately 80 Special Education students. Klein Road Elementary will continue to be a Title 1 campus for the 2021-2022 school year.

At-risk students are identified using the thirteen indicators. A majority of our at-risk students are identified as such due to performing below level on the beginning of the year readiness assessments in pre-kindergarten through third grade or due to not meeting state standards on the state assessments. Other students on the at-risk list are identified due to being retained in a grade level, being identified as an English language learner, or because they are homeless. In order to support these students, we utilize beginning of the year screeners to identify student needs in reading and math, providing intervention support within the classroom or through pull-out programs, online programs, tutoring, each teacher offers tutorials for at least one hour a week to identified students, or other supplemental program that are determined to benefit students. In 2019-2020, a fourteenth indicator for at-risk was added by the state for having a family member that was incarcerated. We do have some students that fall under this criteria. However, the majority of our students continue to be at-risk due to academics.

Prior to COVID, we had various mentor supports. For our students that are academically below level, America Reads mentors volunteer several hours each week to provide support in reading to our students. Twice a week after school, several at-risk students from first to fifth grade participate in a community after school program called Kid's Club. Beginning the second semester, we offered tutoring to 3rd-5th graders that were in need of enrichment after school. In the 2020-2021 school year, we were not able to have visitors on campus. We hope to be able to implement these programs in the 2021-2022 school year.

For our homeless and economically disadvantaged students, the district employs a homeless liaison, social services support staff, and additional support services staff. We are able to provide for the needs of our students through a variety of outreach programs that these staff members assist in collaborating with from the community. The district health services department organizes screenings and additional health service opportunities to families free of charge, such as flu shots in the fall. Prior to COVID, the local Lion's Club assists with the vision and hearing screenings each year. Over the 2020-2021 school year, the Child Nutrition department was able to provide free meals to all student under the government grant, as well as weekend meal bags to all students.

The Klein Road Elementary staff is comprised of over seventy dedicated employees with various backgrounds and years of experience. Staff at Klein Road Elementary have the required certifications. We expect all staff to also obtain an ESL (English as a Second Language) supplemental teaching certification and we are close to 100% completed. Classroom teachers are required to complete 30 hours of GT training. In addition to these requirements, NBISD is training all staff in the practice of implementing PBL, Project Based Learning. We are on year four of the five year plan. This year, the kindergarten through third grade teachers, administrators, reading interventionists, and special education teachers participated in the Texas Reading Academy with 100% passing and completion.

Campus intervention teachers for reading and math are federally funded with Title 1 or State Compensatory funds, as well as a majority of the instructional paraprofessional staff on campus. New teachers are given a mentor to guide them throughout the school year and participate in a New Teacher Academy through Lead4Ward led by the district curriculum specialists. The district offers a variety of professional development opportunities for staff in relation to their content areas. Throughout the year, teachers are invited to participate in collaboratives. On campus, teachers are able to request to observe peers that implement instructional strategies that are of interest or need. We have professional learning communities to review data and improve instructional strategies. Campus intervention staff coach and collaborate with teachers regarding instruction and student progress. Administration regularly observe classrooms to provide feedback to staff.

The class sizes at Klein Road Elementary are, on average, twenty-two students per teacher. The district supports smaller class sizes by setting the caps at 22:1 for kindergarten through 4th grade and 25:1 for fifth grade classrooms. Over the 2020-2021 school year, we provided remote learning for students that made this choice due to COVID.

Our 2019 Accountability Rating was C. Due to COVID-19, ratings did not change for the 2019-2020 school year and there was no rating given by the state for the 2020-2021 school year.

## **Demographics Strengths**

Many families move into the New Braunfels area for the excellent schools. Schools in the New Braunfels ISD as a whole have a reputation for providing students with an excellent education. Because our parents value their child's education, they and their children are committed to success. Klein Road Elementary practices Positive Behavior Intervention Systems (PBIS) along with Restorative Discipline Practices which encourages students to respect each other regardless of differences. Development of each classroom as a community, as well as the school as a whole community, working toward success for all are an intense focus throughout the year.

## **Klein Road Elementary Strengths:**

**Support from parents, families, and community members** - Klein Road Continues parent/family support and engagement in all school activities and events. Teachers indicated they felt parents supported their students at home, and the teachers/staff here at school.

**Diverse populations on campus** - Campus diversity allows for students to be very supportive of one another regardless of race, ethnicity or academic ability.

**Growing Population** - Klein Road Elementary continued to adapt and support the rapid growing student population as families continued to move into our District, and specifically the Klein Road Elementary attendance zone. Due to the size of our campus we will have 3 intervention teachers to service our most at risk students for the 2021-2022 school year as well as 2 early intervention reading teachers to help support and coach teachers for vital tier 1 classroom instruction.

**History, Culture and safety of the City** - New Braunfels has a rich history and heritage. Local organizations, including the Sophienburg, Wurstfest, local first responders and utility company provide experiences for Klein students to learn more about how New Braunfels was settled, various cultural celebrations and ways to stay safe in our community.

**Active and Supportive PTA** - The Klein Road PTA works side by side with administration and teachers to provide opportunities for students. They also support the school through volunteerism, and they facilitate fund raising for further campus improvements.

**Problem Based Instruction** - Our district has an initiative in place to train all teachers in Problem Based Instruction (PBL) for students. At the end of the 20-21 school year we had about 90% of our teachers trained in PBL.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** District attendance rates are below 96%. Campus attendance rates for 2020-2021 are 97%. **Root Cause:** Increase in specific individual students' needs and lack of effective incentive programs. Covid 19.

**Problem Statement 2 (Prioritized):** Ensuring campus implementation of EBIS (Effective behavior interventions and support) and Restorative Practices are in place. **Root Cause:** Lack of Tier 1 classroom EBIS systems in place. Lack of teacher buy-in in EBIS and Restorative Practices. Lack of follow through and accountability check-ins.

**Problem Statement 3 (Prioritized):** Ensuring academic growth of at-risk and/or economically disadvantaged students. **Root Cause:** Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Many of these students are also economically disadvantaged. Teachers lack instructional strategies in working with struggling students.

**Problem Statement 4 (Prioritized):** Continued parent and community awareness of Klein Road Elementary being a Title 1 campus and what that entails. **Root Cause:** Continued parent attendance and participation during our annual Title 1 Public meeting.

# Student Learning

## Student Learning Summary

The curriculum and instruction utilized by Klein Road Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student led instruction, problem solving skills, and cooperative learning.

At Klein Road Elementary, our focus is student progress. We review data on campus assessments, district assessments, and state assessments after each administration through data meetings. Teachers use the data to set goals for student performance and personal professional goals for the school year. We determine any needs for adjustment in our schedules, intervention programs, or instruction. Teachers monitor the progress of all students, especially those identified by our intervention team as at-risk and in need of RtI support. Parents are notified if their student has been identified as a student in need of support, and the intervention support that is being offered.

Our master schedule is built with identified intervention time for third through fifth grade that prevents interruption to grade level skills. The intervention team, including paraprofessionals, and classroom teachers work with students on identified skills during this time of each school day. Teachers and students monitor learning progress during intervention.

Due to the outbreak of COVID-19, school were forced to close the campus and shift to a remote learning platform in the Spring of 2020. Remote learning remained an option for the entire 2020-2021 school year in NBISD. While teacher and student participation during this process was commendable, there is still an expected regression of student growth due to the lack of consistent hands on learning. In addition, due to this shift in learning, the State of Texas suspended all STAAR testing for 2020, thus giving us no new measurable data to use in terms of overall student/campus growth. Thus, all previous ratings and benchmarks are still our last point of consistent measure and will be used in development of our overall campus goals. Prior campus performance outlines are listed below:

Based off of the State of Texas accountability ratings, for the 2018-19 school year, Klein Road Elementary is a campus who received an overall accountability rating of a C. The campus was not rated for the 2020-2021 school year due to COVID-19.

### Klein Road Elementary 2021 STAAR Student Performance Data

Math	Approaches	Meets	Masters
Third Grade	61%	30%	11%
Fourth Grade	65%	42%	33%
Fifth Grade	87%	58%	32%

Reading	Approaches	Meets	Masters
Third Grade	74%	44%	24%
Fourth Grade	67%	44%	18%

Reading	Approaches	Meets	Masters
<b>Fifth Grade</b>	82%	61%	41%

Writing	Approaches	Meets	Masters
<b>Fourth Grade</b>	57%	29%	6%

Science	Approaches	Meets	Masters
<b>Fifth Grade</b>	69%	36%	15%

When comparing these results with previous years, we see a variety of outcomes. A notable attention to rigor and readiness skills will take place to help address those areas that decreased, especially with our 3rd grade performance scores as it is a district and state initiative to have 100% of our 3rd grade students reading on grade level (meets standard) by 2025.

### Student Learning Strengths

Klein Road Elementary Strengths:

- Students report through their End of Year Survey that they feel teachers hold a high expectation for all students and are there to support them.
- 3rd Grade STAAR reading showed increase in MEETS Math by 4%
- 4th Grade STAAR math had almost a 10% increase in the the MASTERS category.
- 5th Grade STAAR reading showed an increase of over 11% in the MEETS category.
- 5th Grade STAAR reading showed an increase of almost 15% in the Masters category.
- 5th Grade STAAR math showed an increase of over 6% in the MEETS category and a decrease of less than 1% in Masters category.
- 5th Grade STAAR science showed an increase of over 11% in the MEETS category.
- 5th Grade STAAR science showed an increase of over 9% in the MASTERS category.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 3rd Grade Math STAAR data shows a sharp decrease in student performance by 14% in the approaches category, 17% in the meets category, and 5% in the masters category when compared to the 2019 STAAR. In reading, 3rd grade went up by about 5% in all categories compared to STAAR 2019. **Root Cause:** The root cause is not properly preparing our students to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional



procedures and teaching styles that best supports students and encourages independent thinking and processing.

**Problem Statement 2 (Prioritized):** 4th Grade Math STAAR data shows a decrease in student performance of 8% in approaches category and about 1% in the meets category. 4th Grade Reading STAAR data shows a decrease in student performance by about 10% in the approaches category and less than 1% in the meets category. **Root Cause:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis. Lack of emphasis on small group instruction.

**Problem Statement 3 (Prioritized):** 4th Grade Writing scores decreased and were also the lowest writing scores in the district for the 2021 STAAR test. **Root Cause:** Continue incorporating writing into other curricular settings and keeping teachers focused on appropriately assessed materials.

**Problem Statement 4 (Prioritized):** Performance gaps between our subpopulations such as ethnic, economic and special programs in ALL grades shows concern. **Root Cause:** Lack of proper focuses on reaching students of different ethnicities, poverty levels and special program needs.

**Problem Statement 5 (Prioritized):** Students performance rates on our Meets and Masters levels of all STAAR tested areas showed improvement in all areas except 3rd Grade math and 4th grade reading and writing. **Root Cause:** Continue to focus on differentiated instruction and focus on student performance of all students, including those who already show minimal passing standards.

**Problem Statement 6:** The impact of COVID-19 on the academic progress of students particularly in math has not yet reached the expected level. Students academic performance levels will continue to need to be assessed and appropriate instruction developed to help close gaps. **Root Cause:** The lack of rigor due to limited time to teach, lack of student participation and lack of small groups that teachers were able to provide during COVID may have impacted student learning outcomes.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum and instruction utilized by Klein Road Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student lead instruction, problem solving skills and cooperative learning.

In order to ensure our students are meeting these goals, a strong focus is placed on curriculum planning and instruction development. Our teachers are provided 90 minute ELA planning periods on a regular bases that allows them to collaborate with one another, receive support from our District and campus Instructional Coaches, and spend time breaking down individual student data. In addition, this time allows for our teachers to better develop our lessons and ensure they support our Project Based Learning (PBL) approach, as well as our 100 Minute Balanced Literacy approach that allows us to provide instruction to all students at their appropriate reading levels.

Response to Intervention (RTI) / Student Success Team (SST) meetings are also held regularly to allow for the campus leadership team to focus on our At-Risk student population and better develop plans and supports for those students and teachers. This team is comprised of the Principal, Assistant Principal, Counselor, Campus Instructional Coaches and grade level teachers. Data derived from teacher developed assessments, reading assessments and/or running records, district benchmarks, and prior student performances (as well as additional materials) are all taken into account during these meetings.

In order to address student behavior, a Positive Behavior Intervention Support Team will be developed. This team, lead by our Assistant Principal and Counselor, receives in depth training on developing a positive program to address the behavior needs of Klein Road Elementary. They will be charged with training our campus staff and supporting the specific needs of our students and teachers throughout the school year.

Supporting and ensuring new staff members has always been a focus of Klein Road Elementary. As new family members are added or moved to new grade level assignments, coaching plans and support are provided to help ensure instruction and overall organization of the classroom is present for our students. Additional new teacher meetings are held regularly at the district level and instuctional coaches are regularly present in our teacher's classrooms for support, modeling and observation.

Staff at Klein Road Elementary is regularly encouraged to seek out and attend staff development opportunities. Administration has dedicated campus funds to continue to support teachers in these endeavors and uses these opportunities to ensure teachers meet their required 5 days of annual staff development.

Focusing on overall student progress is how Klein Road Elementary gages its overall success. All of our programs and supports are designed to add value to the student over the span of each school year, regardless of their academic abilities. KRE utilizes a set daily schedule that includes "Unicorn Time" where students are able to receive intervention, academic support or positive differentiation without losing out on instructional time. This allows for teachers to address the specific needs of all of our students.

## School Processes & Programs Strengths

Klein Road Elementary Strengths:

- Incorporated a common intervention time "Unicorn Time" to allow for At-Risk student support and differentiation of support.
- Provided teachers with a 90 minute ELA planning period quarterly to strengthen instruction through curriculum alignment and lesson plan development. We are hoping to add a 90 min. Math planning time every quarter for the 2021-2022 school year.
- Coaching support and positive implementation continues to take place at Klein Road Elementary.

- Overall RTI Data Chats and Support meetings were regularly held which allowed us to support teachers with progress monitoring and Tier I support of their students.
- All staff is highly certified and teachers have been trained and almost all teachers are certified as both ESL and G/T.
- PLC continue to happen on a regular basis
- All k,1,2,3, SpEd, Intervention and admin staff participated and recieved credit for HB3 TEA Reading academy. New teachers to these area will be training over the 2021-22 school year.
- Consistent Staff Development opportunities were provided to all staff so that specific needs for each staff member could be addressed.
- Funds were allocated for Out of District Staff Development opportunities to increase teacher knowledge and skills.
- Campus wellness programs and fitness grams implemented and effective.
- Technology was made readily available to all staff members and training was provided to improve the instruction through our 1:1 initiative.
- Almost all of our teachers have been successfully trained in the Project Based Learning process and are implementing it into thier lesson plans.

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

**Problem Statement 1 (Prioritized):** Students in Special Education continue to fall below state standards (60%) for performance on STAAR. **Root Cause:** Teachers struggle with knowing how to close the gap for students with learning disabilities.

**Problem Statement 2 (Prioritized):** Continued funding of our Campus Interventionists and Instructional Aides through use of SCE and Title 1 Funds is recommended after data reports show strong student progress to those who were served.

**Problem Statement 3 (Prioritized):** Teacher survey and end of year T-TESS conferences revealed the need for Special Education programs to provide more in depth information concerning students being served through SPED. **Root Cause:** Lack of effective transition meetings between SPED staff and classroom teachers at start of year due to excessive trainings and activities at start of school year.

**Problem Statement 4 (Prioritized):** Teacher survey and end of year T-TESS conferences revealed the need for more in depth information concerning the students who are transitioning from the previous year. **Root Cause:** Transition meetings between previous year's teachers and current year teachers took place at start of year. Was a bit overwhelming for upper grades. Will try again this coming year for more information.

**Problem Statement 5 (Prioritized):** Identified GT students need the opportunity to work with other GT students to maximize their intellectual potential **Root Cause:** Classroom are heterogeneously grouped

# Perceptions

## Perceptions Summary

Klein Road Elementary prides itself as a family! This concept begins with the manner in which the staff treats one another, and extending to how Klein Road Elementary values its students, families and surrounding community. This core value is evident in all aspects of the campus and is reflected in how parents and community reflect on the campus as a whole. In addition to this basic belief, we strive to teach our students what we call our KARE Values. KARE stands for Kindness, Acceptance, Responsibility and 100% Effort and we use these values to guide all aspects of the school day, including recess time, lunch time and general student interactions.

To further support our KARE Values, our campus has developed a Positive Behavior Intervention Support Team that will regularly look at our campus culture and create ways to highlight those values throughout the school year. This will include teaching and modeling these expectations to our students, but also by providing support and training to our teachers so they can better implement our campus ideals in their classrooms. One aspect that will be utilized by our team is the Restorative Discipline process. This program trains our students to more proactively deal with issues and includes classroom circle discussions to help facilitate the process. Currently, all of our teachers have been trained in this program and will be implementing this process throughout the school year.

The PBIS Team will directly support student behavior and provide training to help ensure teachers are provided the skills and tools to effectively shape student behaviors. While bullying was not viewed as a major issue on these surveys, Klein Road Elementary always views this as an area that needs support. Continued focus on our bully awareness through teaching and counseling will be a focus for our campus.

Parent communication is also something viewed as a positive aspect of Klein Road Elementary. We utilize the School Messenger system to regularly inform our parents and families on activities taking place at KRE. In addition, our teachers regularly reach out and keep families informed as to how students are performing throughout the school year. To further build the relationship between the campus and families, regular events are held to bring our families together. We will continue to host these family events throughout the school year as long as we can host them in a safe environment due to Covid restrictions.

## Perceptions Strengths

Klein Road Elementary Strengths:

- Students, Teachers and Parents all felt as though Students truly liked coming to school and learning.
- Students, Teachers and Parents all indicated that they felt the campus was clean, well kept and promoted learning.
- Family programs were well planned with amazing family turn out to such events as our Annual Family Fun Night, Family Game Night, Movie Nights and morning family activities.
- End of Year Surveys shows that our focus during Red Ribbon Week is successful as no drugs or alcohol issues are reported.
- Staff surveys report that they feel well supported by parents on campus and that the campus does a good job of encouraging Parent/Family/Community Engagement.
- Students report through their survey that they feel staff members are approachable and supportive to individual student needs.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Student, Teacher and Parent Surveys show a need to address overall student behavior and student respect as it was negatively effecting the overall culture of the campus. **Root Cause:** When addressing behaviors, staff and procedures showed more consistency. Continue to work on further developing campus wide programs.

**Problem Statement 2 (Prioritized):** Teacher survey indicated a positive increase in administrative presence on campus. **Root Cause:** Continue to have administration presence during common times and in classrooms.

**Problem Statement 3 (Prioritized):** Organization of our campus PBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative Discipline, and provide behavior coaching and modeling for campus teachers showed great improvement. **Root Cause:** Continue to utilize regular meetings and support from behavior specialists. Continue to work on ways to coach all staff to better manage student behaviors.

**Problem Statement 4 (Prioritized):** Overall student safety while attending school both during the day and during school sponsored events is a continued point of emphasis. **Root Cause:** National safety events continue to take place, causing a heightened focus on how we proactively ensure campus safety.

**Problem Statement 5 (Prioritized):** Student, Teacher and Parent Surveys indicate a need to further develop student engagement activities to increase student interest in their overall school experience. **Root Cause:** Focusing too much on the academic aspects of daily school routines instead of further supporting student engagement activities.

# Priority Problem Statements

**Problem Statement 1:** Students in Special Education continue to fall below state standards (60%) for performance on STAAR.

**Root Cause 1:** Teachers struggle with knowing how to close the gap for students with learning disabilities.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** 3rd Grade Math STAAR data shows a sharp decrease in student performance by 14% in the approaches category, 17% in the meets category, and 5% in the masters category when compared to the 2019 STAAR. In reading, 3rd grade went up by about 5% in all categories compared to STAAR 2019.

**Root Cause 2:** The root cause is not properly preparing our students to deal with the higher rigor that is needed to successfully perform in 3rd Grade. Lack of focus on instructional procedures and teaching styles that best supports students and encourages independent thinking and processing.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 4th Grade Math STAAR data shows a decrease in student performance of 8% in approaches category and about 1% in the meets category. 4th Grade Reading STAAR data shows a decrease in student performance by about 10% in the approaches category and less than 1% in the meets category.

**Root Cause 3:** Lack of emphasis on rigorous problem solving and student practice with higher level thinking on a daily basis. Lack of emphasis on small group instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 5:** 4th Grade Writing scores decreased and were also the lowest writing scores in the district for the 2021 STAAR test.

**Root Cause 5:** Continue incorporating writing into other curricular settings and keeping teachers focused on appropriately assessed materials.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Performance gaps between our subpopulations such as ethnic, economic and special programs in ALL grades shows concern.

**Root Cause 6:** Lack of proper focuses on reaching students of different ethnicities, poverty levels and special program needs.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Ensuring campus implementation of EBIS (Effective behavior interventions and support) and Restorative Practices are in place.

**Root Cause 7:** Lack of Tier 1 classroom EBIS systems in place. Lack of teacher buy-in in EBIS and Restorative Practices. Lack of follow through and accountability check-ins.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Continued parent and community awareness of Klein Road Elementary being a Title 1 campus and what that entails.

**Root Cause 8:** Continued parent attendance and participation during our annual Title 1 Public meeting.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Student, Teacher and Parent Surveys show a need to address overall student behavior and student respect as it was negatively effecting the overall culture of the campus.

**Root Cause 9:** When addressing behaviors, staff and procedures showed more consistency. Continue to work on further developing campus wide programs.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Teacher survey indicated a positive increase in administrative presence on campus.

**Root Cause 10:** Continue to have administration presence during common times and in classrooms.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** Organization of our campus PBIS initiative to support campus behavior expectations, positively influence campus culture, support our push for Restorative Discipline, and provide behavior coaching and modeling for campus teachers showed great improvement.

**Root Cause 11:** Continue to utilize regular meetings and support from behavior specialists. Continue to work on ways to coach all staff to better manage student behaviors.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Continued funding of our Campus Interventionists and Instructional Aides through use of SCE and Title 1 Funds is recommended after data reports show strong student progress to those who were served.

**Root Cause 12:**

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** Teacher survey and end of year T-TESS conferences revealed the need for Special Education programs to provide more in depth information concerning students being served through SPED.

**Root Cause 13:** Lack of effective transition meetings between SPED staff and classroom teachers at start of year due to excessive trainings and activities at start of school year.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 16:** Students performance rates on our Meets and Masters levels of all STAAR tested areas showed improvement in all areas except 3rd Grade math and 4th grade reading and writing.

**Root Cause 16:** Continue to focus on differentiated instruction and focus on student performance of all students, including those who already show minimal passing standards.

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 19:** Teacher survey and end of year T-TESS conferences revealed the need for more in depth information concerning the students who are transitioning from the previous year.

**Root Cause 19:** Transition meetings between previous year's teachers and current year teachers took place at start of year. Was a bit overwhelming for upper grades. Will try again this coming year for more information.

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 20:** Overall student safety while attending school both during the day and during school sponsored events is a continued point of emphasis.

**Root Cause 20:** National safety events continue to take place, causing a heightened focus on how we proactively ensure campus safety.

**Problem Statement 20 Areas:** Perceptions

**Problem Statement 21:** Student, Teacher and Parent Surveys indicate a need to further develop student engagement activities to increase student interest in their overall school experience.

**Root Cause 21:** Focusing too much on the academic aspects of daily school routines instead of further supporting student engagement activities.

**Problem Statement 21 Areas:** Perceptions

**Problem Statement 22:** District attendance rates are below 96%. Campus attendance rates for 2020-2021 are 97%.

**Root Cause 22:** Increase in specific individual students' needs and lack of effective incentive programs. Covid 19.

**Problem Statement 22 Areas:** Demographics

**Problem Statement 23:** Ensuring academic growth of at-risk and/or economically disadvantaged students.

**Root Cause 23:** Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Many of these students are also economically disadvantaged. Teachers lack instructional strategies in working with struggling students.

**Problem Statement 23 Areas:** Demographics

**Problem Statement 24:** Identified GT students need the opportunity to work with other GT students to maximize their intellectual potential

**Root Cause 24:** Classroom are heterogeneously grouped

**Problem Statement 24 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Study of best practices

# Goals





**Goal 1:** The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2021 is an "A", with every school achieving a rating of "B" or better.

**Performance Objective 1:** Increase the percentage of ALL Students achieving the Meets Grade Level standard on ALL Subjects of state assessments. Baseline raw score from Domain 1 2021 was 43%, target for 2022 is 60% or higher.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Domain 1; Student Achievement Score May 2021

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase the percentage of students at Meets Grade Level for 3rd, 4th and 5th grade STAAR MATH assessments by holding regular PLC/Vertical Teams to analyze specific TEKS using student data sets. Currently K-3rd grade teachers are doing monthly PLC meetings lead by our Early Reading Intervention teachers while 4th and 5th grade teachers are participating in quarterly PLC meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on Math STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> General Fund - 199 - General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase the percentage of students at Meets Grade Level for 3rd, 4th and 5th grade STAAR Reading assessments by doing quarterly PLC/Vertical Teams to analyze specific TEKS using student data. Currently K-3rd grade teachers are doing monthly PLC meetings lead by our Early Reading Intervention teachers while 4th and 5th grade teachers are participating in quarterly PLC meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Performance on Reading STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> General Fund - 199 - General Fund</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Research programs and possibly purchase to enhance the curriculum to support student progress in all areas to help prepare students for STAAR Assessments. Make purchases such as IXL, Scholastic News, STAAR prep materials as funds are available.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared to think critically when solving problems and better apply the information they have learned.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I, Part A - \$7,500, Instructional Materials - 266 - ESSER Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide funding and substitute coverage for teachers to attend professional development opportunities that increase overall instruction and incorporation of technology and other best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall instruction and incorporation of technology and other cutting edge best practices into daily lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Professional Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Budget Allotted for \$1650 for Staff Development and \$1100 for Substitutes - 199 - General Fund, Funding for professional Development - 266 - ESSER Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The librarian will provide a pull out program for all 3rd through 5th grade GT students weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> GT students will be challenged and increase their independent problem solving abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian/GT Teacher Administration</p> <p><b>Funding Sources:</b> Instructional supplies for GT students - 199-PIC 21 State gifted and Talented (G/T) - \$460, Time for GT pull-out services- S. Green - 199-PIC 21 State gifted and Talented (G/T) - \$3,187</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2021 is an "A", with every school achieving a rating of "B" or better.





**Performance Objective 2:** Improve the Domain II rating under the new Accountability standards, by increasing the academic growth scaled score by 10% or more.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Domain 2 -Part A : Academic Growth

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Kinder, 1st and 2nd grade teachers will implement Foundations instruction for which training was provided during inservice. All K-3 teachers will continue to utilize support and coaching from campus early reading interventionist and district interventionist and curriculum coaches in order to sustain balanced literacy blocks with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall student instruction to all academic levels by appropriately grouping students into reading groups so instruction can be more efficiently applied.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Interventionists District Curriculum Specialists Classroom Teachers Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identified students not on grade level reading or fluency will utilize Read Live.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the percentage of students who are not reading fluently.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Assistants Reading Interventionists</p> <p><b>Funding Sources:</b> - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Meet with admin team to implement a plan to increase the PBL instruction in previously trained classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased High Rigor and applied instructional activities for students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create monitor groups and data boards for students performing below grade level in order to carefully monitor progress on assessments. Purchase the STAAR Growth Prediction Tool for goal setting and growth monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student academic performance through appropriate allocation of intervention and Special Education resources.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Interventionists Special Education Teachers Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> ELA and Math Intervention teachers and Instructional Paraprofessional to work with At Risk students - 211 - Title I, Part A - 211-11 (30) - \$0</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The librarian will provide a pull out program for all 3rd through 5th grade GT students weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> GT students will be challenged and increase their independent problem solving abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian/GT Teacher Administration</p> <p><b>Funding Sources:</b> Instructional supplies for GT students - 199-PIC 21 State gifted and Talented (G/T) - \$460, Time for GT pull-out services- S. Green - 199-PIC 21 State gifted and Talented (G/T) - \$3,187</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Systematically train and implement concepts outlined in "The Fundamental 5 - The Formula for Quality Instruction" by Sean Cain and Mike Laird.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve daily teaching strategies that are proven to increase effective teaching techniques.</p> <p><b>Staff Responsible for Monitoring:</b> Administration District Curriculum Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> General Fund - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Employ Early Reading Coaches to instruct identified students and to collaborate and coach teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress in reading. Teacher instruction will become more effective in reading through coaching.</p> <p><b>Staff Responsible for Monitoring:</b> reading interventionist, administration</p> <p><b>Funding Sources:</b> - 199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Enhance our fine arts curriculum by Implementing an Art program campus wide to foster the arts in schools. <b>Staff Responsible for Monitoring:</b> Admin Art Teacher <b>Funding Sources:</b> - 266 - ESSER Grant - \$58,000	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Employ an Instructional Coach to coach teachers on best practices and model small group instruction. <b>Strategy's Expected Result/Impact:</b> Student Academic Growth <b>Staff Responsible for Monitoring:</b> Administration District Early Intervention Specialist <b>Funding Sources:</b> - 266 - ESSER Grant - \$55,500	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Offer tutorials for students before or after school to provide enrichment, accelerated instruction, or intervention to targeted students. <b>Strategy's Expected Result/Impact:</b> Students who are identified at-risk or in need of accelerated instruction will receive small group instruction with the teacher to help close academic gaps and provide just in time learning. Targeted students include students with growth measure goals, and students with goals to move from one level of performance to the next level. <b>Staff Responsible for Monitoring:</b> Classroom teachers Interventionists Administration <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student's future-ready skills and knowledge in a way that optimizes individual growth and success. The target for the district's TEA Accountability rating for May of 2021 is an "A", with every school achieving a rating of "B" or better.

**Performance Objective 3:** Increase the percent of special education students who approaches grade level on STAAR in all subjects from 33% to 60%, in meets from 18% to 50% and in masters from 4% to 25%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Growth data for special education students.







**Goal 2:** The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

**Performance Objective 1:** Provide opportunities for parents and community members to participate in school activities and strengthen overall communication. Due to Covid-19 restrictions on campus activities may be limited and/or done virtually.

**Evaluation Data Sources:** Raptor Reports  
 Parent Surveys  
 Master Calendar





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Invite parents to Open House, Music Programs, PTA Meetings, Family Movie Night, and our Annual Family Night</p> <p><b>Strategy's Expected Result/Impact:</b> Parents feeling more involved and welcomed at the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Family Night Committee            Student Council            PTA            Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize School Messenger System and regular teacher newsletters to keep parents and families informed of school wide events.</p> <p><b>Strategy's Expected Result/Impact:</b> With increased family knowledge of events and school related activities, parents will be more inclined to participate and support their student in regards to classroom assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Actively recruit parents to be part of our PTA and support our campus, students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and support of our staff and campus through organized activities, fund raisers and increased campus environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration            PTA            Staff Members</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Offer our Annual Title 1 Meetings on two different days at two different times (day and evening) to encourage parent participation at the meeting. A Loom recording was also done and sent via School Messenger so that parents could still receive the Title 1 information even if they were not able to attend the meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent understanding of what it means to be a Title 1 Campus and what they can do to support both their children and the campus as a whole.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Develop and distribute the Parent and Family Engagement Policy and the Parent-School Compact at Parent/Teacher conferences, on the KRE website, and in the September/October parent newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and staff awareness and involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

**Performance Objective 2:** Improve campus safety measures and increase the level of safety awareness, training and preparedness of all staff and students. Baseline data is previous year training records and safety procedures.

**Evaluation Data Sources:** End of Year Safety Reports  
 Training and Drill Records  
 Emergency Operating Procedures  
 Master Calendar





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All drills will be reviewed at the beginning of each semester and practiced throughout the school year, including monthly fire drills and practice lockdown and severe weather drills.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and staff will be prepared and know how to react in case safety protocols are needed.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue training and education of staff and students on many aspects of safety, including bullying and anti-bullying strategies. Provide information to parents regarding understanding and reporting bullying as well as anti-bullying strategies. (Examples include Red Ribbon Week, Random Acts of Kindness Week, Fire and Bus Safety)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent, student and staff awareness. Reduction in reports of bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Maintain an updated crisis manual (EOP) and ensure that all staff are trained in emergency and safety procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will be trained in appropriate safety measures in order to ensure a safe environment for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

**Performance Objective 3:** Increase implementation of the campus wide Positive Behavior Initiative Supports and values.

**Evaluation Data Sources:** Campus Surveys  
 Educators Handbook Data  
 Faculty Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff training and continued implementation of our KARE Expectations where students are taught clear expectations for campus behaviors and are positively recognized for those behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be positively supported and recognized for following school wide KARE expectations.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee            Administration            Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a PBIS Committee that utilized campus data gathered from surveys and Educational Handbook to address specific behavior needs on campus and support both Staff and Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline data will show a noted decrease in specific behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee            Administration</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to implement Restorative Discipline practices in K-5th grades. KRE has a built in daily "morning meeting" time so that restorative discipline circles can be conducted on a weekly basis. We will also continue to train, support and model restorative discipline practices with all new teachers to our district.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased minor behavior incidents in the classroom as well as an increase in student's feeling they are heard and respected by peers and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee            District Behavior Specialists            Administration</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Incorporate SUNSHINE ASSEMBLIES and an Advisory Schedule for each Friday morning to further increase campus culture and provide time for effective Restorative Discipline circles/discussions. Disclaimer: Due to Covid-19 restrictions assemblies are not conducted at this time, however as restrictions are lifted Sunshine Assemblies will resume and/or will be done virtually.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and decreased student behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Administration PBIS Committee</p> <p><b>Funding Sources:</b> General Fund - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Employ a second school counselor to provide guidance lessons and social/emotional support for the overall health, safety and wellbeing of all students</p> <p><b>Strategy's Expected Result/Impact:</b> Growth Mindset Mental Health Awareness</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p> <p><b>Funding Sources:</b> - 266 - ESSER Grant - \$67,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

**Performance Objective 4:** Increase communication and transparency of annual and long range planning, goals and decision-making process to the staff, parents, community members and general public.

**Evaluation Data Sources:** CIC Committee Minutes  
 CIC Plan  
 Title 1 Meeting Sign-In Sheet  
 Campus Report Card Sign-In Sheet  
 Faculty, Team Leader Meeting Minutes





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Regular Team Leader Meetings where campus representatives provide leadership and decide on campus programs and funding.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher involvement in the overall decision making process of the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Staff</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Invite parents to Open House, Music Programs, PTA Meetings, Family Movie Night, and our Annual Family Night Committee. Due to Covid-19 restrictions, this looks differently for the 2020-2021 school year. Family activities on campus have been done / will be done virtually when possible. We will resume family activities on campus when it is safe to do so. Open house and Title 1 meetings have been done virtually this school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents feeling more involved and welcomed at the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Family Night Committee Student Council PTA Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize School Messenger System and regular teacher newsletters to keep parents and families informed of school wide events.</p> <p><b>Strategy's Expected Result/Impact:</b> With increased family knowledge of events and school related activities, parents will be more inclined to participate and support their student in regards to classroom assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Incorporate our Annual Title 1 Meetings into our Open House event to encourage parent participation at the meeting. Develop and distribute Parent and Family Engagement policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent understanding of what it means to be a Title 1 Campus and what they can do to support both their children and the campus as a whole.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Hold regular Team Meetings "Table Talks" with each grade level to further discuss campus initiatives and address any specific concepts and concerns for each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher involvement in the overall decision making process of the campus. Campus Culture should also improve as teachers are able to have more buy in to campus initiatives and have a forum to voice concerns and ask questions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Staff</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment, and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

**Performance Objective 5:** Create an environment to help support our growing campus.

**Evaluation Data Sources:** Student Enrollment Records





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Employ teachers to maintain an average student to teacher ratio for safety and an optimal learning environment. <b>Strategy's Expected Result/Impact:</b> Student Academic Growth and Safety <b>Staff Responsible for Monitoring:</b> Classroom Teacher Administration <b>Funding Sources:</b> - 266 - ESSER Grant - \$140,000	Formative		
	Nov	Feb	May
<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 3:** In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices, and training to support and recognize employees for excellence.

**Performance Objective 1:** Employ and retain highly qualified teachers to ensure the highest quality instruction for our students.





**Evaluation Data Sources:** TTESS evaluations  
Interviews  
Coordination with NBISD Human Resources

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use Talent Ed system to study and evaluate applications for teaching positions. Use the TTESS evaluation system to ensure student growth and achievement is the focus of all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified personnel and students who are successful and show adequate progress</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices, and training to support and recognize employees for excellence.

**Performance Objective 2:** Continue to improve workforce quality and effectiveness with appropriate training and professional development in required and staff-selected areas for improvement. Baseline data is current training records/credentials and participation in professional development opportunities.





**Evaluation Data Sources:** eduphoria Staff Development documentation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide Vertical Team discussions at the start of the school year to review students' prior performance and discuss learning/behavior styles of each student, especially those who receive Special Education of Section 504 services.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger understanding of student from the start to maximize learning time and opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists SPED Teachers 504 Coordinator</p> <p><b>Funding Sources:</b> General Fund - 199 - General Fund</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

**Performance Objective 1:** Increase and maintain a student attendance rate of 97% or higher.





**Evaluation Data Sources:** Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Meet regularly with attendance committee and our Leadership Team to discuss attendance and At-Risk students and communicate concerns with parents regarding attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Attendance Rates and overall student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal PIEMS Clerk Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Flu clinic to provide free influenza inoculations to all students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance while reducing lost instructional days due to students getting the flu.</p> <p><b>Staff Responsible for Monitoring:</b> School nurse administration</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

**Performance Objective 2:** Provide instructional materials to cover 100% of the TEKS through purchased and created resources; including digital, hardcopy and manipulative materials. Baseline is instructional Materials Allotment budget and purchases, NBISD developed e-books, and adoption cycle recommendations.





**Evaluation Data Sources:** Campus Budget Reports  
Destiny/End of Year Reports  
Guided Reading/Math Inventory

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Protect resources to improve student learning by maintaining campus resources to include textbooks, supplementary materials, technology equipment, and library materials.</p> <p><b>Strategy's Expected Result/Impact:</b> The ability to provide enough resources yearly to ensure student success.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Librarian Administrative Assistant</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to allocate district Title 1 Federal and McKinney Vento state grant funds to identify and serve NBISD homeless students at every campus. Focus of funds include ensuring increasing levels of academic progress at the Elementary Level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance for identified students on end of year benchmarks and STAAR passing rates.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Supt. Director of Curriculum and instruction, NBISD Homeless Liasion.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Purchase additional Math and Reading resources as well as applicable apps or technological programs to provide supplemental materials for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in areas of targeted need.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 266 - ESSER Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

**Performance Objective 3:** Resources and supplemental materials will be purchased for staff and students to help promote lesson productivity, increased technological opportunities to help bridge gaps or target identified needs brought about during the COVID pandemic.

**Evaluation Data Sources:** staff input on needs, student data analysis from mClass, HMH and DLA's

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Identify specific needs of prior remote learners through data analysis, teacher/admin conferences or teacher/student surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> ensure that the specific needs of former remote students are being met and that appropriate and needed materials in a unique learning environment are being provided</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 266 - ESSER Grant</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

**Performance Objective 4:** Provide instructional and safety materials in our Science lab and including consumable supplies for lab experiments.

**Evaluation Data Sources:** Walkthroughs

Lesson Plans

Completed lab experiences





5th grade Science STAAR Data

**Goal 5:** In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.

**Performance Objective 1:** Increase positive ratings on NBISD and Campus Staff, Parent and Student Survey questions related to safety.

**Evaluation Data Sources:** End of Year Staff, Parent and Student Survey  
 Safety Audit  
 Feedback

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Klein Road Elementary will actively participate in NBISD Safety Committee to meet regularly to review facility needs and student safety and make recommendations for improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall campus safety for all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administration            CIC Committee            DEIC Committee</p> <p><b>Funding Sources:</b> General Fund - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Review recommendations made by the NBISD Facility and Safety Committees and discuss implementation timelines, projections and barriers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall campus safety for all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administration            CIC Committee            DEIC Committee</p> <p><b>Funding Sources:</b> General Funds - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> A comprehensive facility safety audit will take place every 3 years on a rotating basis to ensure that all buildings are well maintained and safe for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall campus safety for all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Director of Safety and Security</p> <p><b>Funding Sources:</b> General Funds - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Maximize space and facilities to support optimal learning, collaboration and future growth of Klein Road Elementary</p> <p><b>Strategy's Expected Result/Impact:</b> Develop future projections of growth so that grade level teams have the ability to remain within the same hallway where possible.</p> <p><b>Staff Responsible for Monitoring:</b> NBISD school board District administration Klein Road Administration</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 5:** In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.

**Performance Objective 2:** Increase positive ratings on NBISD and Campus Staff, Parent and Student Survey questions related to district and campus facilities. Baseline is 2017-18 survey data concerning facilities.

**Evaluation Data Sources:** End of Year Staff, Parent and Student Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct comprehensive needs assessments on variety of programs to address the changing needs of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Bringing to light campus needs and effectiveness of current programs to ensure overall needs of campus are being met.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Effectively implement the usage of the Plan4Learning software to increase the effectiveness of Campus Improvement Committee meetings and overall program assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> More efficient and effective CIC meetings that discuss in more detail the campus strengths and weaknesses as well as effectively assessing current campus programs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 6:** Long Range SMART Goal:

Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 68% at the Meets standard.

**Performance Objective 1:** Increase the percentage of third grade students performing at the Meets standard on STAAR Reading to 60%. Baseline is 48% from 2019.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math May 2021





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement vertical teams/PLC's to support teachers following initial ELAR TEKS training and to align academic vocabulary. <b>Strategy's Expected Result/Impact:</b> Stronger and more stream lined academic vocabulary across grade levels. <b>Staff Responsible for Monitoring:</b> Admin and Intervention Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement adopted HMH, including the beginning of year assessment and provide professional development for ongoing support. <b>Strategy's Expected Result/Impact:</b> Increased reading proficiency on or above grade level <b>Staff Responsible for Monitoring:</b> Admin and ELA interventionist and district specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Have Kindergarten thru third grade teachers work with early reading intervention teachers/coaches to increase fidelity to literacy block implementation and incorporate learning of the TEA Reading Academy modules with fidelity. <b>Strategy's Expected Result/Impact:</b> Increased reading proficiency on or above grade level <b>Staff Responsible for Monitoring:</b> Admin and ELA interventionist and district specialist <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Long Range SMART Goal:

Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 68% at the Meets standard.

**Performance Objective 2:** Increase the number of K-2nd grade students reading on or above level by May 2022.

**Evaluation Data Sources:** DRA Levels May 2022





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue increasing fidelity of implementation of Foundations in K-2nd. <b>Strategy's Expected Result/Impact:</b> Increased growth on DRA levels and NBISD assessments <b>Staff Responsible for Monitoring:</b> ELA Interventionist Admin <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement K-2nd literacy block fidelity and participation in the TEA Reading Academy. <b>Strategy's Expected Result/Impact:</b> Increase reading levels with accuracy, fluency and comprehension. <b>Staff Responsible for Monitoring:</b> Admin and ELA Interventionist <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Ensure all primary teachers complete required TEA PD for effective teaching of reading. <b>Strategy's Expected Result/Impact:</b> Improved understanding and teaching of early literacy by primary teachers. <b>Staff Responsible for Monitoring:</b> Director of C&I, Elementary ELA Specialist <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Long Range SMART Goal:

Increase the number of NBISD third grade students performing on grade level on STAAR Reading from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 68% at the Meets standard.

**Performance Objective 3:** Increase the performance of third grade SpEd students on STAAR by 10% or higher.

**Evaluation Data Sources:** May 2022 STAAR SpEd student data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Special Education staff will plan strategies to improve the reading abilities of SpEd students (both for inclusion and pull-out services).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading levels with comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Ex. Director of SpEd</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Special education resource teachers will participate in the TEA Reading Academy and work with our Early Reading Intervention Coaches and grade level teachers to plan for special education student's literacy needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved literacy foundation for primary students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Special Education Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 7: Long Range SMART Goal:**

Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

**Performance Objective 1:** Increase the percentage of third grade students performing at the Meets standard on STAAR Math by May of 2022 to 60%.

**Evaluation Data Sources:** 2022 Math STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: TEA Priorities</b>                      Build a foundation of reading and math.                      1) Implement Guided Math as a structure for to reach the needs of all students by implementing flexible small group instruction:                      1. Teachers will form data driven flexible math groups using their district/ state data.                      2. Provide differentiated math activities and small group instruction for EL, SpEd, and GT students.                      3. Guided math groups meet at least 3 times a week                      i. The instruction will begin with concrete modeling and move on to pictorial and abstract models.                      ii. Teachers will use a gradual release model when needed.                      4. Instruction will include meaningful, purposeful "math and number" talk.    <b>Strategy's Expected Result/Impact:</b> Improved math learning and understanding.  <b>Staff Responsible for Monitoring:</b> Principal                      Elementary Math Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Intervention Time:</b>                      1. Classroom:                      i. Teachers meet with intervention groups at least 3 times per week.                      ii. Groups based on current data from the classroom, district/state.                      iii. Instruction includes reteaching past skills not yet mastered.                      iv. Instruction begins with concrete modeling and move on to pictorial /abstract models.                      v. Teachers use a gradual release model.                      2. Intervention classroom:                      i. Interventionists work with highest priority At Risk students on past skills that have not mastered based data.                      ii. Focus is accuracy, fluency and comprehension (problem solving)    <b>Strategy's Expected Result/Impact:</b> Increased Math learning and understanding  <b>Staff Responsible for Monitoring:</b> Principal                      Elementary Math Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Accuracy, Fluency Comprehension:  Students will participate in activities to effectively develop their skills in:</p> <p>1. Accuracy</p> <p>i. 2nd &amp; 3rd grade students took a BOY Math screener on Computation.</p> <p>ii. Teachers will spiral computation skills into their instruction daily based on screener (2nd &amp; 3rd) and classroom data (K-5th).</p> <p>2. Fluency</p> <p>i. Instruction includes strategies for learning basic multiplication/division (3rd-5th).</p> <p>ii. Practice facts daily.</p> <p>iii. Students track their own progress.</p> <p>3. Comprehension (Problem Solving)</p> <p>i. Implement problem solving strategy daily.</p> <p>ii. Use Think Up! Math resources 3rd-5th to guide instruction for practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math learning and understanding</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Elementary Math Specialist</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 7: Long Range SMART Goal:**

Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

**Performance Objective 2:** Increase the percentage of 1st-2nd grade students performing at /or above meets level . Baseline is 55% Meets from NBISD Third Quarter Assessment of 2019, target is 65% for Third Quarter of 2021.

**Evaluation Data Sources:** NBISD Third Quarter Math Assessment 1st-2nd

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1) Implement Guided Math as a structure for to reach the needs of all students by implementing flexible small group instruction:</p> <ol style="list-style-type: none"> <li>1. Teachers will form data driven flexible math groups using their district/ state data.</li> <li>2. Provide differentiated math activities and small group instruction for EL, SpEd, and GT students.</li> <li>3. Guided math groups meet at least 3 times a week                             <ol style="list-style-type: none"> <li>i. The instruction will begin with concrete modeling and move on to pictorial and abstract models.</li> <li>ii. Teachers will use a gradual release model when needed.</li> </ol> </li> <li>4. Instruction will include meaningful, purposeful "math talk"</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Improved math learning and foundation understandings</p> <p><b>Staff Responsible for Monitoring:</b> Principal Elementary Math Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Classroom Intervention Time:</p> <ol style="list-style-type: none"> <li>i. Teachers meet with intervention groups at least 3 times per week.</li> <li>ii. Groups based on current data from the classroom, district/state.</li> <li>iii. Instruction includes reteaching past skills not yet mastered.</li> <li>iv. Instruction begins with concrete modeling and move on to pictorial /abstract models.</li> <li>v. Teachers use a gradual release model.</li> <li>ii. Focus is accuracy, fluency and comprehension (problem solving)</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Improved math understanding for At Risk students</p> <p><b>Staff Responsible for Monitoring:</b> Principals Elementary Math Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Accuracy, Fluency Comprehension:</b>  Students will participate in activities to effectively develop their skills in:</p> <p>1. Accuracy</p> <ul style="list-style-type: none"> <li>i. 2nd &amp; 3rd grade students took a BOY Math screener on Computation.</li> <li>ii. Teachers will spiral computation skills into their instruction daily based on screener (2nd &amp; 3rd) and classroom data (K-5th).</li> </ul> <p>2. Fluency</p> <ul style="list-style-type: none"> <li>i. Instruction includes strategies for learning basic addition/subtraction facts (1st &amp; 2nd)</li> <li>ii. Students practice math facts daily.</li> <li>iii. Students track their own progress.</li> </ul> <p>3. Comprehension (Problem Solving)</p> <ul style="list-style-type: none"> <li>i. Implement problem solving strategy daily.</li> <li>ii. Use Think Up! Math resources in 2nd grade to guide instruction for practice.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improved Math learning and foundation understanding</p> <p><b>Staff Responsible for Monitoring:</b> Principals Elementary Math Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			







**Goal 7: Long Range SMART Goal:**

Increase the number of NBISD third grade students performing on grade level on STAAR Mathematics from a baseline scale score of 54% Meets standard in 2019 to 90% Meets standard by May of 2025. The target for May of 2022 STAAR for all third grade students is 60% at the Meets standard.

**Performance Objective 3:** Increase the percentage of third grade SpEd students meeting standard by 10% or higher.

**Evaluation Data Sources:** May 2022 STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Special Education staff will plan strategies to improve the math understandings/ abilities of SpEd students- both for Inclusion and pull-out services <b>Strategy's Expected Result/Impact:</b> Increased TEKS math understanding	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

# State Compensatory

## Budget for Klein Road Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 4.2**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Klein Road Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Diana Shearer	Instructional Paraprofessional	1
Jessica Echols	Instructional Para	1
Lisa Aguirre	ELA/Math Interventionist	1
Open Position	Instructional Paraprofessional	1
Stephanie Schulz	Math Intervention Teacher	0.2

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pallus, Missy	ELA Intervention Teacher	Title	.9
Schultz, Stephanie	Math Intervention teacher	Title I	.8

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Fund		\$0.00
1	1	2	General Fund		\$0.00
1	1	4	Budget Allotted for \$1650 for Staff Development and \$1100 for Substitutes		\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	6	General Fund		\$0.00
1	2	10			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4	General Fund		\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	4	5			\$0.00
3	1	1			\$0.00
3	2	1	General Fund		\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			\$0.00
4	3	1			\$0.00
5	1	1	General Fund		\$0.00
5	1	2	General Funds		\$0.00
5	1	3	General Funds		\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
199-PIC 21 State gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional supplies for GT students		\$460.00
1	1	5	Time for GT pull-out services- S. Green		\$3,187.00
1	2	5	Instructional supplies for GT students		\$460.00
1	2	5	Time for GT pull-out services- S. Green		\$3,187.00
<b>Sub-Total</b>					\$7,294.00
199-Pic 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	7			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials		\$7,500.00
1	2	4	ELA and Math Intervention teachers and Instructional Paraprofessional to work with At Risk students	211-11 (30)	\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					\$7,500.00

266 - ESSER Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials		\$0.00
1	1	4	Funding for professional Development		\$0.00
1	2	8			\$58,000.00
1	2	9			\$55,500.00
2	3	5			\$67,000.00
2	5	1			\$140,000.00
4	2	3			\$0.00
4	3	1			\$0.00
<b>Sub-Total</b>					\$320,500.00
<b>Grand Total</b>					\$335,294.00

# Addendums