

Killeen Independent School District

Saegert Elementary School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All Students to Build Connections

Daily greetings: Staff engages students at the entrances for arrival and exits during dismissal. We have teachers at the classroom doors to welcome students, other staff members are stationed around the building. Morning announcements are delivered each morning to help students and staff begin the day with a positive mindset.

Student Engagement/Clubs: Science Olympiad, Student Council, Choir, Battle of the Books, Student Volunteers, Clean-up Crew, Filled-Based Instruction, Good News Club

Parent Engagement/Academic Events: Little Stallions Learning Academy, Super Saegert Stallion Luncheons, PE Have a Ball Night, Waltzing, Freedom Walk, Family Projects and Community Drives, Choral Performances, Curriculum Nights, STAAR Informational Night, Open House, Meet the Teacher, Multicultural Night, Book Fairs, Parent/Teacher Conferences, Academic Awards Ceremonies, PK Fashion Show, GT Showcase, Science Fair, Watch DOGS

Military Connection: Strong partnership with our Adopt A Unit, MFLAC services and small groups, Purple STAR applicant

Behavior Incentives and Routines:

- Monthly Campus Conduct Committee meetings to discuss campus-wide behaviors, goals, concerns, and supports.
- Lunch Incentives- individual classes earn points based on cafeteria behavior.
- Positive Phone Calls- Teachers submit student names and celebrations to campus leadership for phone calls home.
- Block Parties- Each grade level sets the expectations for participation in the block party.
- District-wide implementation of Capturing Kids' Hearts. This program focuses on social-emotional well-being, student connectedness, and positive relationships.

Safety:

Prioritizing student safety helps create an optimal academic and personal growth environment, making it a fundamental aspect of elementary education. When parents and guardians see that their children are safe at school, trust and confidence in the educational system are built, fostering a positive relationship between families and the school. Safety drills are conducted regularly to promote the safety of all our students, staff, and school community.

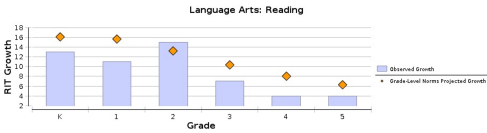
Goal 2: All students meet or exceed the Texas grade-level standards in reading and writing

Spring 2024 3-8 Results									
	Grade 3 Reading								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
District	24%	24%	76%	75%	40%	47%	11%	18%	
Region	25%	27%	75%	73%	47%	45%	16%	17%	
State	24%	25%	76%	75%	50%	49%	20%	21%	
SAEGERT EL	25%	29%	75%	71%	48%	41%	9%	17%	
	Grade 4 Reading								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
District	21%	18%	79%	82%	44%	45%	16%	17%	
Region	23%	20%	77%	80%	44%	45%	17%	17%	
State	23%	19%	77%	81%	48%	51%	22%	23%	
SAEGERT EL	13%	17%	87%	83%	57%	34%	24%	9%	
	Grade 5 Reading								
	Did Not Meet		Approaches or Above		Meets or Above		Masters		
	2023	2024	2023	2024	2023	2024	2023	2024	
District	19%	22%	81%	79%	53%	51%	22%	24%	
Region	20%	23%	80%	77%	53%	50%	24%	24%	

Category	2023	2024	2025	2026	2027	2028	2029	2030
State	29%	22%	81%	76%	57%	54%	28%	29%
SAEGERT EL	11%	18%	89%	84%	60%	57%	29%	28%

SAEGERT EL
Language Arts: Reading

Grade (Spring 2024)	Comparison Periods						Growth						Growth Evaluated Against					
	Fall 2023		Spring 2024		Spring 2024		Observed Growth	Projected Growth	School Growth	School Growth	Number of Students	Number of Students	Percentage of Students	Percentage of Students	Number of Students	Number of Students	Percentage of Students	Percentage of Students
K	117	146.3	8.7	12	133.8	12.6	44	13	8.7	18.8	-1.2	12	43	131	40	12	48	
1	118	138.2	12.2	48	108.1	14.8	36	11	8.8	15.2	-1.89	3	130	37	28	36	36	
2	121	125.4	14.8	48	108.4	13.8	48	15	8.8	15.2	-0.88	25	117	29	49	48		
3	119	118.0	13.0	48	107.0	14.8	49	7	8.8	15.8	-1.59	4	118	57	43	36		
4	121	138.4	12.2	48	108.4	14.8	49	8	8.8	15.2	-1.2	4	117	29	49	48		
5	181	228.2	13.8	13	213.3	13.8	81	4	8.8	8.2	-1.04	13	181	19	48	48		



Goal 3: All students meet or exceed the Texas grade-level standards in math

Spring 2024 3-6 Results

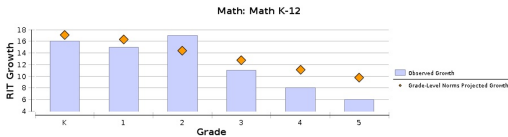
Category	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	40%	41%	15%	13%
Region	29%	32%	71%	68%	41%	39%	16%	13%
State	27%	31%	73%	69%	45%	41%	19%	15%
SAEGERT EL	32%	32%	68%	68%	42%	41%	13%	17%

Category	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	34%	35%	66%	65%	40%	39%	16%	15%
Region	34%	36%	66%	64%	42%	40%	17%	17%
State	29%	32%	71%	68%	45%	45%	22%	21%
SAEGERT EL	32%	48%	68%	52%	44%	35%	18%	6%

Category	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	23%	27%	77%	73%	45%	45%	15%	15%
Region	21%	27%	79%	73%	48%	45%	18%	15%
State	20%	24%	80%	76%	51%	49%	21%	18%
SAEGERT EL	29%	35%	71%	65%	41%	33%	16%	11%

SAEGERT EL
Math: Math K-12

Grade (Spring 2024)	Comparison Periods						Growth						Growth Evaluated Against					
	Fall 2023		Spring 2024		Spring 2024		Observed Growth	Projected Growth	School Growth	School Growth	Number of Students	Number of Students	Percentage of Students	Percentage of Students	Number of Students	Number of Students	Percentage of Students	Percentage of Students
K	117	128.8	11.6	12	138.3	13.0	49	16	8.8	13.1	-0.32	39	117	40	12	48		
1	139	109.6	11.8	34	118.8	13.1	47	15	8.8	18.3	-0.37	31	139	82	48	46		
2	118	124.6	12.6	47	121.3	12.1	49	17	8.8	14.4	-0.94	31	118	76	48	46		
3	134	101.6	13.8	35	103.9	12.3	41	11	8.8	12.7	-0.89	23	134	82	48	46		
4	121	201.3	12.8	49	208.1	13.2	49	8	8.8	13.1	-1.89	3	121	14	38	39		
5	182	210.9	14.0	49	218.4	14.3	39	5	8.8	8.8	-1.84	3	182	45	28	29		



Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

Student Success Strengths

STAAR:

- 17% of 3rd-grade students at Saegert Mastered the RLA STAAR; an increase of 8% from 2023.
- 52% of 3rd-grade students score higher than a 0 on the constructed responses; a rise of 2% from 2023.

- 17% of 3th-grade students Mastered the Math STAAR in 2024; a 4% increase from 2023
- 100% of our Emergent Bilingual students scored at the Approaches level on the 4th Grade RLA STAAR; 20% of our EB students Mastered the RLA STAAR
- 92% of our Emergent Bilingual students scored at the Approaches level on the 5th Grade RLA STAAR; 38% of our EB students Mastered the RLA STAAR

MAP:

- 62% of 2nd-grade students met their reading growth goal by the end of the school year.
- 66% of 2nd-grade students met their math growth goal by the end of the school year.

Behavior:

- 6% decrease in behavior referrals from the 2023 to the 2024 school year.

Problem Statements Identifying Student Success Needs

Problem Statement 1: For the 2023-24 school year, the percentage of students who met or exceeded grade-level standards on the Math STAAR was lower than the state and district in 3-5th grade. **Root Cause:** A systematic approach to problem-solving has not been established for consistency across the campus.

Problem Statement 2: For the 2023-2024 school year, 2nd grade was the only grade level to meet the projected growth goal on the NWEA MAP Math Evaluation. **Root Cause:** Guided math and differentiated small group intervention are not consistent across grade levels.

Problem Statement 3: 4th and 5th grade students achieving Masters level on STAAR declined from the 22-23 school year to the 23-24 school year in math and reading. **Root Cause:** Teachers are focused on filling gaps at the foundational level and not providing the level of differentiation and enrichment necessary for student growth.

Problem Statement 4: For the 2023-24 school year, 4th and 5th grades declined in students meeting state standards on the RLA STAAR. 3-5th grade had an increase in students not meeting state standards on the RLA STAAR and the number of students scoring a '0' on the constructed responses. **Root Cause:** Students need consistent practice implementing short and extended responses when reading for comprehension.

Problem Statement 5: 61% of 5th-grade students did not meet grade-level expectations for the Science STAAR. This is an increase of 30% from the previous school year. **Root Cause:** Teachers need to build stronger levels of scientific knowledge and vocabulary in all grade levels. Students should be provided with hands-on investigations to support science content.

Problem Statement 6: PK students demonstrated growth in phonics on the Circle Assessment, however, the "Students Meeting On Track" did not reach above 55% on any subcategory at the end of the year. **Root Cause:** PK teachers are working with students to improve social skills, taking away from academics.

Problem Statement 7: 4th and 5th grade Math and RLA STAAR results showed a decline in the number of students that Mastered the assessment. 5th grade Science STAAR results showed a decline in the number of students that Mastered the assessment. **Root Cause:** Teachers do not have background knowledge on how to differentiate lessons for high-achieving and gifted students.

Problem Statement 8: Our special populations of Special Education and Economically Disadvantaged students performing behind their peers in academic growth. **Root Cause:** Strong TIER 1 instruction is necessary campuswide to ensure our special population students are not falling behind their peers due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity.

Problem Statement 9: In RLA, math, and science, there was an overall decline in student academic performance for the 2023-24 school year. There were only a few subcategories

that saw an increase in student academic performance. **Root Cause:** The number of DOI teachers and instructors has increased due to the decline in certified teachers. Saegert had 11 instructors or long-term substitutes holding classroom teacher positions; 9 of which were in 3-5th grade.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the learning gaps that continue to impede student academic progress.

Root Cause: The needs of all students are not met due to the demands of the daily schedule and can be addressed with additional small group instruction.

Problem Statement 11: 14 of our EB students exited the ESL program during the 23-24 school year. **Root Cause:** Less than 10% of our EB population attended the Title 3 informational event.

Problem Statement 12: Saegert ended the 23-24 school year with a 93% attendance rate. **Root Cause:** We did not implement a plan to encourage regular attendance with fidelity.

Problem Statement 13: Saegert had 611 office referrals at the end of 2023 and 568 office referrals at the end of the 2024 school year. **Root Cause:** Saegert staff has not consistently implemented a school-wide discipline plan.

Human Capital

Human Capital Summary

Goal 2.1: To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Saegert works to recruit and retain highly qualified staff to work with our children. In doing so, we try to provide the following:

- Encourage teamwork and collaboration among staff through team-building activities and collaborative projects at the beginning of the school year. We have regularly planned PLC meetings that encourage collaborative conversations while disaggregating data, unpacking standards, and lesson planning.
- Promote a culture of respect, inclusivity, and open communication. Saegert leaders are approachable, supportive, and actively involved in staff development and student progress.
- Saegert implemented "Kudos" in our staff newsletter to regularly recognize and celebrate staff achievements and contributions around campus. We also have end-of-the-year awards to recognize staff members.
- Teacher Incentive Allotment: 13 teachers for the 22-23 School Year
 - Recognized- 5 teachers
 - Exemplary- 8 teachers

Goal 2.2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- All KISD campuses have a mentorship program where experienced staff support new hires during their transition period.
- KISD hosts job fairs throughout the school year to recruit teachers and staff.
- As a district, we offer ongoing professional development opportunities that align with district goals and individual career growth.
- At Saegert, we try to foster a positive work environment by promoting work-life balance and ensuring a safe and inclusive workplace. We encourage open communication and regular feedback to address staff concerns and suggestions.
- We use data from evaluations, student outcomes, and feedback surveys to inform staffing decisions and identify areas for improvement.

Goal 2.3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- Grade-level PLCs provide staff an opportunity to collaborate, discuss challenges, and share solutions regularly.
- We focus PLC meetings on specific topics or areas of interest to ensure they are productive and relevant.
- Campus administration conducts regular coaching walks and walkthroughs to assess the effectiveness of content implementation with understanding and fidelity. We use these reviews to identify additional training needs and adjust professional development plans as necessary.
- Staff needs to receive timely feedback on the observations and coaching they receive.
- This feedback is used to continuously improve the quality and relevance of professional development offerings.

Goal 2.4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- All staff receive annual evaluations.
- Teachers are appraised using the TTESS evaluation system.
- Staff is invited to participate in an annual survey.

Saegert Elementary is a large campus that serves 1,000 students. Our diverse community of learners requires various supports throughout the school year. The attendance rate for the 2023-24 school year was 93%.

Ethnic Breakdown of Saegert Elementary Students		Special Populations of Saegert Elementary Students	
African American	39.46%	At risk	35.56%
Asian	4.3%	Dyslexia	6.3%
Hispanic	27.27%	EB	7.59%
Pacific Islander	1.4%	Military	51.55%
White	16.38%	GT	4.7%
Native American	.3%	Special Education	21.28%
Two or more races	11%	Self-Contained	4.1%
		Speech Services	11.79%
		Economically Disadvantaged	68.63%
		Homeless	.5%

Staff:

As a Title I school 100% of the professional staff at Saegert meet Texas Education Agency certification requirements. Ongoing professional development opportunities are essential to Saegert's continuous improvement mindset. Throughout the year, teachers participate in book studies and after-school specials designed by campus personnel to help improve classroom instruction. All personnel who work with students participate in bimonthly or monthly Professional Learning Communities (PLC), where the curriculum is studied at deep levels and student performance and achievement are addressed. Teachers are expected to implement the strategies they learn in PLC in their classroom instruction and bring student achievement data to follow-up PLCs to determine the effectiveness of the strategies.

Parents & Community:

Saegert Elementary sits in a growing neighborhood of newer, moderately priced homes. The campus enrollment has steadily increased over the past 3 years. For the 2023-2024 school year, the campus's highest enrollment was 1,002 students.

Discipline:

There were 568 office referrals for the 23-24 school year compared to 611 during the previous school year. 17% of students who received a discipline referral were repeat offenders. We utilize counselors, mentors, and a point system to encourage positive behavior and teach social-emotional strategies. The strategies are used to maximize the time students are learning in a distraction-free environment.

Referral count by grade level for students currently enrolled:

- PK- 29
- K- 118
- 1st- 19
- 2nd- 42
- 3rd- 63
- 4th- 106
- 5th- 140

Human Capital Strengths

Goal 2.1: To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

- 83% of our teachers have more than 5 years of teaching experience.
- Teachers are celebrated throughout the year with individual and group recognition.
- Staff Kudos are shared in the weekly newsletter.
- Professional development and campus meetings are designed to meet the needs of all staff members.

Goal 2.2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- Campus leadership attends district-provided PLCs to ensure we are holding our staff to the intended standard.
- Campus leadership attends job fairs to recruit highly qualified staff.
- Teachers are encouraged to attend PD designed to engage in collaborative conversations around the upcoming units and standards being taught.

Goal 2.3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- Regular PLCs will held to engage staff in training and coaching.
- Campus Instructional Coaches will be devoted to spending time in classrooms, planning sessions, and coaching conversations with all teachers.
- The leadership team will conduct fidelity checks during Benchmark Phonics, interventions, and instructional blocks to ensure students are receiving instruction with fidelity.

Goal 2.4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- All staff are encouraged to participate in the annual survey. This feedback assists in making necessary adjustments and planning for the upcoming school year.
- All staff members receive an annual evaluation. Teachers are appraised through T-TESS.
- Leadership members schedule meetings with staff members and encourage them to provide feedback on things going well and systems that need to be changed are adjusted. We have an open-door policy that allows staff members to feel welcome and heard.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Problem Statement 2: Instructors and DOI teachers were hired to fill teacher vacancies. **Root Cause:** With the teacher shortage across the state and nation, candidates being hired to fill teacher vacancies do not have significant training in working with students in the instructional setting.

Problem Statement 3: Teacher teams change frequently creating the need to provide grade-level teams the opportunity to build relationships with one another on a professional and personal level. **Root Cause:** Teachers have worked to advance in the field of education resulting in multiple certified teachers leaving 3-5th grade classrooms after the transfer window closed.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District will use data-driven planning to prioritize resource allocations.

- **Professional Development Needs:** Use teacher performance data, including evaluations and feedback, to identify areas where professional development is needed. Allocate funds for targeted professional development programs, workshops, and conferences that address specific areas of improvement.
- **Staffing Decisions:** Analyze data on teacher qualifications, experience, and performance to make informed staffing decisions. Allocate resources to hire highly qualified teachers in areas where there are shortages or where student needs are greatest.
- **Improving Attendance Rates:** Analyze attendance records to identify trends and causes of absenteeism. Allocate resources for attendance improvement programs, get staff involved in attendance, and create incentives for good attendance. Saegert is currently at 93% for attendance. We have a significant amount of tardies and early sign-outs.

Goal 3.2: The District will prepare budgets using transparent and open communication amongst stakeholders.

- **Budget Allocation:** Use financial data to track spending patterns and determine the most effective use of funds. Prioritize allocations to programs and initiatives that have shown the highest return on investment in terms of student outcomes. SBDM can provide feedback and closely monitor the progress of student outcomes using a variety of initiatives and programs.
- **Engagement and Satisfaction Surveys:** Collect and analyze feedback from students, parents, teachers, and other stakeholders through surveys. Use this data to prioritize resource allocations that address community concerns and improve stakeholder satisfaction.

Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- Include input from teachers, staff, students, parents, and community members in the review process to ensure policies address the needs and concerns of all stakeholders.
- Conduct regular surveys to assess the school climate and identify areas for improvement. Use the feedback to inform policy updates.
- Saegert is a No Place for Hate campus and has been for several years. It is important to update policies to reflect culturally responsive practices that promote inclusivity and respect for diversity.
- During PLC and committee meetings, we can create opportunities for team building among staff to foster a collaborative and supportive work environment. We also have various activities throughout the school year to encourage staff members to interact with each other in friendly competition.
- Ensure that policies and procedures are flexible enough to adapt to the changing needs and circumstances of the campus.

Goal 3.4: District operational department training will focus on effective and sustainable use of district resources and procedures.

- Encourage a culture of continuous improvement where staff are motivated to suggest and implement operational enhancements. Leadership can provide training on how to conduct root cause analysis and implement corrective actions during PLC and grade-level planning.
- Encourage staff to attend PD offered by the district to increase effectiveness in the classroom. The importance of key performance indicators and how to use them to monitor performance and identify areas for improvement will help all staff improve classroom instruction and utilize district resources with fidelity. The district has reduced the amount of resources available to students and staff to ensure the fidelity of implementation of the required programs.

Financial Stewardship Strengths

Goal 3.1: The District will use data-driven planning to prioritize resource allocations.

The SBDM committee meets regularly throughout the school year to review the campus plan, address the problem statements, and ensure the strategies support all learners. Different data sets are presented to measure the effectiveness of systems, programs, and PD conducted on campus throughout the school year. Grade-level representatives provide feedback regarding the needs of the campus. Requests for professional learning are submitted to the CIS and SBDM for consideration.

Goal 3.2: The District will prepare budgets using transparent and open communication amongst stakeholders.

The campus principal and principal's secretary meet weekly to discuss the budget, funds spent, and funds available. A monthly reconciliation is conducted and reviewed by the principal. The instructional leadership team meets with the principal's secretary regarding the procurement of items and expenditures. After-action reviews help determine the effectiveness of programs and products.

Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Surveys are sent to all stakeholders to help evaluate the policies and procedures to foster a positive culture and climate on campus. Leadership reflects and reevaluates the information to guide decision-making and ensure efficiency and sustainability for the upcoming school year. Involving teachers and staff in decision-making processes, particularly those affecting their classrooms and work conditions help foster a positive campus culture.

Goal 3.4: District operational departments training will focus on effective and sustainable use of district resources and procedures.

Systems are established to ensure orders are placed and received in a timely manner. The budget is analyzed and spending deadlines are entered on the calendar to ensure good stewardship of allocated resources. The principal's secretary attends monthly training at the district level for support and calibration when working with the budget.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Appropriate channels were not used when requesting supplies and resources for classroom instruction, professional development, and parent workshops.

Root Cause: New leadership and office staff combined with a lack of clear guidance have caused gaps in our processes and procedures.

Problem Statement 2: Programs were purchased for the campus and not used with fidelity. **Root Cause:** The district provides programs for teachers to utilize and there is not enough time in the day to use the district- and campus-provided programs.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: As a campus, Saegert will increase the number and variety of school-wide clubs to create more opportunities for students to connect with peers, build relationships with staff, and develop a sense of belonging and engagement within the school community.</p> <p>Progress Measure (Lead): Encourage student leadership by allowing students to propose and help organize clubs. Create opportunities for older students to mentor younger students within these clubs.</p> <p>Organize periodic events where clubs can showcase their activities, projects, or performances, further increasing student interest and participation.</p> <p>Monitor club engagement and impact on student connections and engagement, using feedback to refine offerings and ensure all students can access meaningful extracurricular activities.</p> <p>Outcome Measure (Lag): Increased student sense of belonging and connection to school. Improved peer relationships across different grades and social groups. Enhanced social-emotional development and engagement, leading to a positive school culture.</p> <p>Dates/Timeframes: Weekly, Bi-weekly, Monthly</p> <p>Staff Responsible for Monitoring: Administrators, teachers, instructional assistants, parent volunteer, community members</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 10</p> <p>Funding Sources: Paper, ink - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$1,200, Paper, Ink - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$7,000</p>

Key Strategic Action 2 Details

Key Strategic Action 2: As a campus, we will implement and monitor Capturing Kid's Hearts in every classroom to support the social/emotional well-being of the students. This training will foster relationship-building and empower all students to take ownership of their behavior.

Progress Measure (Lead): Conduct classroom walkthroughs to observe the implementation of CKH strategies, focusing on key elements like teacher-student interactions, use of social contracts, and relationship-building practices.

Provide teachers with a short monthly self-reflection form where they assess their usage of CKH strategies and provide examples of implementation.

Outcome Measure (Lag): By the end of each month, 90% of classrooms will consistently implement key CKH strategies, building stronger connections between students and staff.

Dates/Timeframes: Weekly, bi-weekly, monthly classroom visits

Staff Responsible for Monitoring: Administrators, CIS, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Targeted Support Key Strategic Action**

Problem Statements: Student Success 12, 13 - Human Capital 1

Funding Sources: Low Cost Educational Incentives for Attendance and Behavior - 166 - State Comp Ed - 166.11.6498.00.135.30.AR0 - \$3,000

Key Strategic Action 3 Details

Key Strategic Action 3: Increase the level of academic rigor for all students, to include high-performing and gifted students, by providing differentiated learning opportunities that promote critical thinking, creativity, and deeper exploration of content particularly in science

Progress Measure (Lead): High-performing and GT students will demonstrate growth across the various campus, district, and state assessments each marking period.

Outcome Measure (Lag): High-performing and gifted students will demonstrate increased engagement and motivation through an enriched, challenging curriculum. 90% of GT students will meet their growth goal on MAP and stay consistent or better on the STAAR assessment from the previous school year. High-achieving students will demonstrate increased achievement on benchmark assessments, MAP, STAAR, and other assessment tools over the course of the year.

Dates/Timeframes: On-going

Staff Responsible for Monitoring: Administrators, CIC, CIS, Teachers

Problem Statements: Student Success 3, 4, 5

Funding Sources: GT/STEM Online Platform for enhanced critical thinking skills - 177 - Gifted/Talented - 177.11.6299.OL.135.21.000 - \$4,000, Field-Based Learning for GT Students - 177 - Gifted/Talented - 177.11.6494.00.135.21.000 - \$7,000, Subs for GT Field-based Learning - 177 - Gifted/Talented - 177.13.6299.00.135.21.000 - \$500, Field-Based Learning Fees - 177 - Gifted/Talented - 177.11.6412.00.135.21.000 - \$295

Key Strategic Action 4 Details

Key Strategic Action 4: Students will participate in field based learning, including virtual trips when appropriate, to enhance and support their learning experiences, and academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

Progress Measure (Lead): Track the type of field trips taken, ensuring alignment with curriculum and equitable participation across grade levels. Aim for each grade to participate in at least one meaningful field trip per year.

Outcome Measure (Lag): Measure student engagement and learning outcomes through post-trip assessments, student reflections, and teacher observations. Aim for a 20% increase in student engagement, as measured by student surveys and participation in reflective activities, by the end of the year.

By the end of the school year, 95% of students will have participated in at least one curriculum-aligned field trip, with at least 80% of students reporting that the field trips enhanced their understanding of key academic concepts.

Students will make stronger connections between classroom learning and real-world experiences.

Field trips will promote higher engagement, curiosity, and critical thinking skills.

Dates/Timeframes: By the end of the 24-25 school year

Staff Responsible for Monitoring: Principal, CIS, Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 5, 8, 9 - Human Capital 1

Funding Sources: Buses for approved field based learning - 166 - State Comp Ed - 166.11.6494.00.135.30.AR0 - \$7,000, Entrance Fees for approved field based learning - 166 - State Comp Ed - 166.11.6412.00.135.30.AR0 - \$2,020

Key Strategic Action 5 Details

Key Strategic Action 5: Increase the academic performance of special education students by implementing targeted support, individualized instruction, and consistent progress monitoring to ensure all students are meeting their IEP goals and making measurable academic gains.

Progress Measure (Lead): Use formative assessments to monitor academic growth in reading and math bi-weekly, aiming for at least 80% of special education students to demonstrate measurable progress on these assessments by the mid-year mark.

Outcome Measure (Lag): By the end of the school year, a 10% increase in the number of special education students meeting or exceeding proficiency levels in reading and math on state assessments, compared to the previous year.

Special education students will demonstrate academic growth and increased confidence in their abilities.

Teachers will feel more equipped to deliver effective, individualized instruction through collaboration and targeted interventions.

Improved parent-teacher partnerships will support student success both in school and at home.

Dates/Timeframes: On-going for the 24-25 school year

Staff Responsible for Monitoring: Admin, CIS, Teachers

Problem Statements: Student Success 1, 4, 5, 8

Funding Sources: Subs for Planning Days - 211 - ESEA, Title I Part A - 211.13.6299.00.135.30.000 - \$1,750

Key Strategic Action 6 Details

Key Strategic Action 6: Increase meaningful parent engagement in school activities, communication, and decision-making to foster a strong home-school partnership that supports student achievement and well-being.

Progress Measure (Lead): Track attendance at parent workshops, events, and conferences each month. Aim for a 20% increase in parent participation at these events by the end of the first semester.

Monitor the frequency and type of school-to-parent communications (newsletters, emails, social media) and ensure that 95% of parents receive at least one form of communication weekly. Track engagement metrics (e.g., email open rates or responses).

Record the number of parent volunteer hours each month and aim for a 15% increase in volunteer participation by mid-year.

Outcome Measure (Lag): Conduct bi-annual parent satisfaction surveys to assess the effectiveness of engagement strategies. Aim for at least 85% of parents reporting that they feel well-informed and involved in their child's education by the end of the year.

Increased parental involvement in school activities, leading to stronger home-school connections.

More informed and engaged parents contribute to decision-making and supporting school goals.

Positive correlation between increased parent engagement and improved student attendance, behavior, and academic achievement.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Parent Liaison, Principal, teachers

Problem Statements: Student Success 5, 10, 11, 12 - Human Capital 1

Funding Sources: Supplies for parenting events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.135.24.PAR - \$1,000, Nutritious Snacks for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.135.24.PAR - \$1,720

Key Strategic Action 7 Details

Key Strategic Action 7: Increase student achievement in math and reading by offering targeted tutoring sessions focused on closing skill gaps, reinforcing core concepts, and preparing students for success on standardized assessments.

Progress Measure (Lead): Use benchmark assessments, formative assessments, and teacher recommendations to identify students performing below grade level or in need of additional support in math and reading.

Implement a structured tutoring program that includes small-group sessions before or after school, during designated periods, or on weekends. Focus on differentiated instruction, hands-on learning, and skill-building activities to address specific gaps in math and reading.

Recruit qualified teachers, paraprofessionals, or external tutors who specialize in math and reading instruction. Provide professional development on effective tutoring strategies, differentiated instruction, and how to use data to inform instruction.

Use ongoing formative assessments to track student progress and adjust tutoring strategies as needed. Data from these assessments will guide instruction and ensure that tutoring is responsive to students' evolving needs.

Outcome Measure (Lag): By the end of the school year, there will be a 10% increase in the number of students achieving proficiency in math and reading, as measured by district or state standardized assessments (e.g., STAAR, MAP, or local benchmarks).

Among students receiving tutoring, 80% will show at least one year's growth in math and reading, as measured by progress monitoring data and end-of-year assessments.

Improved math and reading scores across the campus, with more students reaching or exceeding grade-level proficiency.

A reduction in the number of students identified as needing intensive intervention, as tutoring helps close skill gaps early.
Strengthened partnerships with parents and more engaged students who feel supported both inside and outside of the classroom.

Dates/Timeframes: On-going

Staff Responsible for Monitoring: Principal, APs, CIC, CIS, Teachers

Problem Statements: Student Success 1, 3, 4, 5, 8, 9, 10 - Human Capital 1

Funding Sources: Supplies for tutoring- folders, paper, pencils - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$3,500, Nutritional Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.135.30.000 - \$2,500, Supplies for Saturday Bootcamp - 166 - State Comp Ed - 166.11.6329.00.135.30.AR0 - \$5,000, District Approved Intervention Materials ink, paper, folders, pencils - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$6,600, Charging Cart for Technology Used During Intervention - 211 - ESEA, Title I Part A - 211.11.6394.00.135.30.000 - \$1,500, Headphones and Headset to support online interventions - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$8,000

Goal 1 Problem Statements:

Student Success

Problem Statement 1: For the 2023-24 school year, the percentage of students who met or exceeded grade-level standards on the Math STAAR was lower than the state and district in 3-5th grade **Root Cause:** A systematic approach to problem-solving has not been established for consistency across the campus.

Problem Statement 3: 4th and 5th grade students achieving Masters level on STAAR declined from the 22-23 school year to the 23-24 school year in math and reading. **Root Cause:** Teachers are focused on filling gaps at the foundational level and not providing the level of differentiation and enrichment necessary for student growth.

Student Success

Problem Statement 4: For the 2023-24 school year, 4th and 5th grades declined in students meeting state standards on the RLA STAAR. 3-5th grade had an increase in students not meeting state standards on the RLA STAAR and the number of students scoring a '0' on the constructed responses. **Root Cause:** Students need consistent practice implementing short and extended responses when reading for comprehension.

Problem Statement 5: 61% of 5th-grade students did not meet grade-level expectations for the Science STAAR. This is an increase of 30% from the previous school year. **Root Cause:** Teachers need to build stronger levels of scientific knowledge and vocabulary in all grade levels. Students should be provided with hands-on investigations to support science content.

Problem Statement 8: Our special populations of Special Education and Economically Disadvantaged students performing behind their peers in academic growth. **Root Cause:** Strong TIER 1 instruction is necessary campuswide to ensure our special population students are not falling behind their peers due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity.

Problem Statement 9: In RLA, math, and science, there was an overall decline in student academic performance for the 2023-24 school year. There were only a few subcategories that saw an increase in student academic performance. **Root Cause:** The number of DOI teachers and instructors has increased due to the decline in certified teachers. Saegert had 11 instructors or long-term substitutes holding classroom teacher positions; 9 of which were in 3-5th grade.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the learning gaps that continue to impede student academic progress. **Root Cause:** The needs of all students are not met due to the demands of the daily schedule and can be addressed with additional small group instruction.

Problem Statement 11: 14 of our EB students exited the ESL program during the 23-24 school year. **Root Cause:** Less than 10% of our EB population attended the Title 3 informational event.

Problem Statement 12: Saegert ended the 23-24 school year with a 93% attendance rate. **Root Cause:** We did not implement a plan to encourage regular attendance with fidelity.

Problem Statement 13: Saegert had 611 office referrals at the end of 2023 and 568 office referrals at the of the 2024 school year. **Root Cause:** Saegert staff has not consistently implemented a school-wide discipline plan.

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure teachers deeply understand and internalize the district's RLA curriculum, content standards, and expected student outcomes through structured planning and collaborative processes, such as weekly planning meetings. This internalization should focus on rigorous instruction, standards alignment, and differentiation to meet the needs of all students.

Progress Measure (Lead): Monitor student progress through regular formative assessments and teacher observations aligned with grade-level standards. Teacher feedback from planning meetings and classroom observations regarding alignment with the district curriculum and student engagement with the material. Student work samples reviewed in collaborative team meetings to ensure they reflect grade-level rigor.

Outcome Measure (Lag): Analyzing student performance on district benchmarks and state assessments.

Dates/Timeframes: Bi-weekly/on-going

Staff Responsible for Monitoring: Admin, Teacher, CIC/CIS

Problem Statements: Student Success 1, 3, 4, 5, 6, 8, 9 - Human Capital 1

Funding Sources: Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.135.30.000 - \$80,500, Reading materials to support EB student language development - 165/ES0 - ELL - 165.11.6329.00.135.25.ES0 - \$1,500, Reading resources to support EB students - 165/ES0 - ELL - 165.11.6399.00.135.25.ES0 - \$3,470

Key Strategic Action 2 Details

Key Strategic Action 2: SPED and general education teachers will work closely together, using the co-teaching model to provide differentiated instruction tailored to individual student needs.

Progress Measure (Lead): Progress monitoring for reading and writing to track specific skill improvement in areas like fluency, comprehension, and writing mechanics. Data Review Meetings where SPED and general education teachers analyze assessment data and adjust instruction based on student progress.

Outcome Measure (Lag): Students with progress measures show growth on formal and informal reading and writing assessments with at least a 10% improvement by the end of the school year compared to the beginning of the year levels.

The key to success will be consistent communication between SPED and general education teachers, shared responsibility for all students, and a commitment to data-driven instruction.

Dates/Timeframes: bi-weekly/on-going

Staff Responsible for Monitoring: Admin, CIC/CIS, Teacher

Problem Statements: Student Success 3, 4, 8, 9

Funding Sources: Planning Days - 211 - ESEA, Title I Part A - 211.13.6299.00.135.30.000 - \$4,500, Conferences - 211 - ESEA, Title I Part A - 211.13.6411.00.135.30.000 - \$4,000, Subs for teachers attending Title I program Conferences - 211 - ESEA, Title I Part A - 211.13.6299.00.135.30.000 - \$1,000

Key Strategic Action 3 Details

Key Strategic Action 3: Increase student proficiency in reading and writing by providing targeted intervention support through additional intervention teachers and paraprofessionals.

Progress Measure (Lead): Track student growth in reading fluency and comprehension using progress monitoring tools. Monitor student writing samples monthly for improvement in sentence structure, grammar, and expression.

Outcome Measure (Lag): 85% of students receiving intervention will demonstrate proficiency or significant growth (one grade level or more) on end-of-year reading assessments.

Dates/Timeframes: On-going

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Success 4, 9 - Human Capital 1

Funding Sources: Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.135.30.000 - \$102,000, Paraprofessional - 166 - State Comp Ed - 166.11.6129.00.135.30.AR0 - \$27,000

Key Strategic Action 4 Details

Key Strategic Action 4: Implement the district-adopted curriculum (SAVVAS) with fidelity during the 120-minute RLA instructional block, ensuring a balance of reading, writing, speaking, listening, and language activities.

Lesson Internalization: Teachers will deeply internalize the SAVVAS curriculum during planning meetings (Tuesdays), focusing on upcoming lessons, challenging standards, and effective delivery of Tier 1 instruction.

Differentiated Instruction: Incorporate flexible grouping strategies to differentiate lessons based on individual student needs, as outlined in the curriculum.

Teacher Accountability: Ensure all lesson plans are uploaded by Friday before the upcoming week to allow instructional coaches to review them for alignment with the curriculum.

Data-Driven Adjustments: Conduct bi-weekly assessments, exit tickets, and formative checks to monitor student progress and adjust instructional strategies based on results.

Coaching and Support: Instructional coaches will be embedded in classrooms to provide feedback, model lessons, and support the fidelity of curriculum implementation.

Progress Measure (Lead): Monitor student performance on reading and writing tasks, using SAVVAS assessments and teacher-created exit tickets. Results should show consistent improvement in comprehension, vocabulary, and writing structure.

Outcome Measure (Lag): Analyze the percentage of students meeting or exceeding expectations on district benchmarks, with a target of at least 10% improvement in RLA proficiency over the course of the year.

Dates/Timeframes: on-going

Staff Responsible for Monitoring: Admin, CIC/CIS, Teachers

Problem Statements: Student Success 4, 8, 9 - Human Capital 1

Funding Sources: Internalization Days - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$1,500, Headphones - 211 - ESEA, Title I Part A - 211.11.6394.00.135.30.000 - \$1,500

Key Strategic Action 5 Details

Key Strategic Action 5: Ensure that all PK teachers are fully implementing the district-adopted PK curriculum, including the phonics component, to promote early literacy skills.

Progress Measure (Lead): Progress will be measured by the percentage of classrooms demonstrating consistent use of the PK curriculum and the phonics curriculum (e.g., teacher-student interaction with materials, proper pacing, and adherence to lesson structures).

Outcome Measure (Lag): Measure student progress using district-provided early literacy assessments. This could include phonemic awareness, letter recognition, and phonics skills.

The outcome target of 75% of students reaching benchmark levels in these assessments by the end of the school year, indicating successful curriculum impact on literacy development.

Dates/Timeframes: End of the 2024-25 school year

Staff Responsible for Monitoring: Teacher, Admin, CIC/CIS

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 6

Funding Sources: Supplies to support early literacy development - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$5,000

Key Strategic Action 6 Details

Key Strategic Action 6: Administrators and instructional coaches will collaborate closely with teachers during grade-level PLC meetings to enhance the internalization and execution of unit plans. This will be achieved through consistent observation, feedback, and coaching, using structured PLC protocols to deepen content knowledge and ensure alignment with district standards.

Progress Measure (Lead): PLC Participation: Track attendance and active engagement of teachers in weekly PLC meetings.

Observation and Feedback Logs: Maintain logs of classroom observations and feedback provided by administrators and coaches, focusing on the implementation of unit plans.

Teacher Reflection Surveys: Collect teacher self-assessments and reflections on their understanding of content and lesson internalization, administered quarterly.

Outcome Measure (Lag): Monitor and assess the consistent application of unit plans through classroom walkthroughs, ensuring adherence to the planned instruction.

Analyze student performance on formative and summative assessments to evaluate the impact of well-internalized lessons, aiming for a 10% improvement in student outcomes by the end of each semester.

Dates/Timeframes: By the end of 2024-25 school year

Staff Responsible for Monitoring: Teacher, Admin, Coaches

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 9 - Human Capital 1

Goal 2 Problem Statements:

Student Success

Problem Statement 1: For the 2023-24 school year, the percentage of students who met or exceeded grade-level standards on the Math STAAR was lower than the state and district in 3-5th grade. **Root Cause:** A systematic approach to problem-solving has not been established for consistency across the campus.

Problem Statement 3: 4th and 5th grade students achieving Masters level on STAAR declined from the 22-23 school year to the 23-24 school year in math and reading. **Root Cause:** Teachers are focused on filling gaps at the foundational level and not providing the level of differentiation and enrichment necessary for student growth.

Problem Statement 4: For the 2023-24 school year, 4th and 5th grades declined in students meeting state standards on the RLA STAAR. 3-5th grade had an increase in students not meeting state standards on the RLA STAAR and the number of students scoring a '0' on the constructed responses. **Root Cause:** Students need consistent practice implementing short and extended responses when reading for comprehension.

Problem Statement 5: 61% of 5th-grade students did not meet grade-level expectations for the Science STAAR. This is an increase of 30% from the previous school year. **Root Cause:** Teachers need to build stronger levels of scientific knowledge and vocabulary in all grade levels. Students should be provided with hands-on investigations to support science content.

Problem Statement 6: PK students demonstrated growth in phonics on the Circle Assessment, however, the "Students Meeting On Track" did not reach above 55% on any subcategory at the end of the year. **Root Cause:** PK teachers are working with students to improve social skills, taking away from academics.

Problem Statement 8: Our special populations of Special Education and Economically Disadvantaged students performing behind their peers in academic growth. **Root Cause:** Strong TIER 1 instruction is necessary campuswide to ensure our special population students are not falling behind their peers due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity.

Problem Statement 9: In RLA, math, and science, there was an overall decline in student academic performance for the 2023-24 school year. There were only a few subcategories that saw an increase in student academic performance. **Root Cause:** The number of DOI teachers and instructors has increased due to the decline in certified teachers. Saegert had 11 instructors or long-term substitutes holding classroom teacher positions; 9 of which were in 3-5th grade.

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Implement targeted after-school tutoring sessions for students identified as struggling in math, focusing on foundational skills and grade-level standards.

Progress Measure (Lead): Track student attendance and engagement in the tutoring sessions weekly. Administer bi-weekly formative assessments (quizzes or quick checks) aligned with the focus areas of tutoring to monitor skill improvement.

Outcome Measure (Lag): By the end of the tutoring program, 80% of students who regularly attended will show a minimum of a 10% improvement in their math performance, as measured by a pre- and post-assessment covering the key math standards. Additionally, a reduction in the number of students requiring Tier 2 math interventions will be achieved.

Dates/Timeframes: By the end of 2024-2025 school year

Staff Responsible for Monitoring: Admin, CIS, Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 8, 9, 10

Funding Sources: Supplies- paper, pencils, folders, ink - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$14,000, Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.135.30.000 - \$1,750

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers model problem-solving techniques regularly in the classroom, offering scaffolded support with gradual release (GRR). Encourage students to discuss and verbalize their thinking process.

Use math journals or problem-solving notebooks where students can document their thinking and strategies.

Progress Measure (Lead): Exit tickets or quizzes that focus on problem-solving strategies.

Use rubrics that assess problem-solving steps, accuracy, and process explanations.

Outcome Measure (Lag): Quarterly math benchmark assessments or end-of-unit tests focused on multi-step problem-solving.

Compare the data from initial benchmark scores to final assessment scores to measure student growth over time.

Dates/Timeframes: Quarterly checks

Staff Responsible for Monitoring: Admin, CIS/CIC, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Success 1

Funding Sources: Paper, ink - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$2,000

Key Strategic Action 3 Details

Key Strategic Action 3: To ensure that Tier 1 math instruction is aligned with curriculum standards and delivered with fidelity, maximizing student achievement without the need for intensive interventions.

Progress Measure (Lead): Attendance and engagement in internalization sessions during PLC and planning days (measured by sign-ins and feedback forms). Implement weekly collaborative planning sessions where teachers internalize lessons, model challenging math concepts, and discuss expected outcomes.

Outcome Measure (Lag): Increased teacher comfort in lesson delivery, reflected in lesson plan quality and classroom execution. Administrative walkthrough data shows increased fidelity in lesson implementation.

Dates/Timeframes: Weekly, bi-weekly throughout the 2024-2025 school year

Staff Responsible for Monitoring: Admin, CIC, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 8, 9 - Human Capital 1

Funding Sources: Math Conferences and PD - 211 - ESEA, Title I Part A - 211.13.6411.00.135.30.000 - \$1,200

Key Strategic Action 4 Details

Key Strategic Action 4: Provide 4th grade math teachers with resources and training on practices such as concrete-pictorial-abstract (CPA) approaches, explicit teaching of mathematical vocabulary, problem-solving frameworks, and cooperative learning using evidence-based teaching practices targeted at effective tier 1 teaching.

Progress Measure (Lead): Create data collection systems for teachers to track student performance on key math concepts using tools like math fluency checks, common formative assessments, or online platforms that offer immediate feedback.

Use district or state-aligned benchmarks to assess growth toward mastery of math standards. Analyze these results to inform instruction, adjust grouping, and provide targeted intervention.

Outcome Measure (Lag): Measure outcomes through standardized state testing or end-of-year assessments. Teachers should collaborate with instructional coaches to review data and refine teaching practices.

Dates/Timeframes: On-going throughout the 24-25 school year.

Staff Responsible for Monitoring: Administrators, coaches, teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 8, 9 - Human Capital 1, 3

Funding Sources: Contracted Instructional Support for 4th Grade Math Teachers - 166 - State Comp Ed - 166.11.6299.00.135.30.AR0 - \$30,000

Goal 3 Problem Statements:

Student Success

Problem Statement 1: For the 2023-24 school year, the percentage of students who met or exceeded grade-level standards on the Math STAAR was lower than the state and district in 3-5th grade. **Root Cause:** A systematic approach to problem-solving has not been established for consistency across the campus.

Problem Statement 2: For the 2023-2024 school year, 2nd grade was the only grade level to meet the projected growth goal on the NWEA MAP Math Evaluation. **Root Cause:** Guided math and differentiated small group intervention are not consistent across grade levels.

Problem Statement 3: 4th and 5th grade students achieving Masters level on STAAR declined from the 22-23 school year to the 23-24 school year in math and reading. **Root Cause:** Teachers are focused on filling gaps at the foundational level and not providing the level of differentiation and enrichment necessary for student growth.

Problem Statement 8: Our special populations of Special Education and Economically Disadvantaged students performing behind their peers in academic growth. **Root Cause:** Strong TIER 1 instruction is necessary campuswide to ensure our special population students are not falling behind their peers due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity.

Problem Statement 9: In RLA, math, and science, there was an overall decline in student academic performance for the 2023-24 school year. There were only a few subcategories that saw an increase in student academic performance. **Root Cause:** The number of DOI teachers and instructors has increased due to the decline in certified teachers. Saegert had 11 instructors or long-term substitutes holding classroom teacher positions; 9 of which were in 3-5th grade.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the learning gaps that continue to impede student academic progress. **Root Cause:** The needs of all students are not met due to the demands of the daily schedule and can be addressed with additional small group instruction.

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Problem Statement 3: Teacher teams change frequently creating the need to provide grade-level teams the opportunity to build relationships with one another on a professional and personal level. **Root Cause:** Teachers have worked to advance in the field of education resulting in multiple certified teachers leaving 3-5th grade classrooms after the transfer window closed.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Struggling students will be referred to the Multi-Tiered Systems of Support. This will include students falling below 31% on the MAP universal screener or struggling with Tier 1 instruction. This framework will include evidence-based interventions tailored to close learning gaps.

Progress Measure (Lead): We will implement regular progress monitoring using MAP growth data, formative assessments, and intervention-specific tools to track student response to interventions and adjust support as necessary.

For Tier 2 and Tier 3 Students: We will monitor more intensively with weekly or bi-weekly progress checks to ensure interventions are closing learning gaps.

Outcome Measure (Lag): Set clear student growth targets, aiming for consistent upward movement on MAP assessments. Track students' percentile movement over the school year, particularly focusing on those moving from below the 31st percentile to on or above grade level.

We will use state or district assessments, along with MAP end-of-year growth data, to measure overall academic gains. This serves as a final measure of whether students have closed critical learning gaps.

Dates/Timeframes: On-going, weekly, bi-weekly

Staff Responsible for Monitoring: Admin, CISs, Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 9 - Human Capital 1

Funding Sources: Skills-based program - 211 - ESEA, Title I Part A - 211.11.6299.OL.135.30.000 - \$3,000

Key Strategic Action 2 Details

Key Strategic Action 2: Develop and strengthen partnerships with local businesses and community members to provide students with learning opportunities, mentorships, and career exploration activities.

Progress Measure (Lead): Encourage student participation by incorporating career exploration into lessons and family events.

Outcome Measure (Lag): By the end of the year, 5th-grade students will have the opportunity to visit the career center to look at possible career options.

Dates/Timeframes: 24-25 School year

Staff Responsible for Monitoring: Admin, CIS, Teachers

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 3

Key Strategic Action 3 Details

Key Strategic Action 3: Utilize campus-funded paraprofessionals to reduce the size of small instructional groups, allowing for more targeted support and improved progress monitoring of student learning.

Progress Measure (Lead): Use assessment data to track the improvement in student performance over time, with a goal of 10% of students moving from "at risk" or "below grade level" to "approaching grade level" by MOY MAP and benchmark assessments.

Outcome Measure (Lag): The goal is for 75% of students in small groups supported by paraprofessionals to show measurable growth from beginning-of-year to end-of-year assessments.

Dates/Timeframes: Quarterly progress checks

Staff Responsible for Monitoring: Admin, CIS, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 4, 6, 9 - Human Capital 1

Funding Sources: Paraprofessionals - 211 - ESEA, Title I Part A - 211.11.6129.00.135.30.000 - \$86,000

Key Strategic Action 4 Details

Key Strategic Action 4: Saegert Elementary will enhance support for school counselors by integrating them into academic planning and intervention processes to improve student achievement. The counselors will attend necessary professional development and conferences to support their skill development.

Progress Measure (Lead): Counselors will be included in grade-level and intervention team meetings to help identify and support students facing academic challenges. Counselors will use academic and behavioral data to target specific groups of students for additional support, focusing on SEL, attendance, and behavior issues that impact learning.

Implement targeted SEL and behavioral interventions for at least 80% of students identified through academic and behavioral data.

Outcome Measure (Lag): Reduce behavioral incidents among students receiving counselor support by 10% by the end of the school year.

Improve attendance rates for students receiving targeted interventions by 3% by the end of the school year.

Problem Statements: Student Success 12, 13 - Human Capital 1

Funding Sources: SEL Reading Materials - 166 - State Comp Ed - 166.31.6329.00.135.30.AR0 - \$1,000, Professional Development for SEL - 166 - State Comp Ed - 166.31.6411.00.135.30.AR0 - \$2,500, Supplies for SEL kits to have in offices and classrooms - 166 - State Comp Ed - 166.31.6399.00.135.30.AR0 - \$5,000

Goal 4 Problem Statements:

Student Success

Problem Statement 1: For the 2023-24 school year, the percentage of students who met or exceeded grade-level standards on the Math STAAR was lower than the state and district in 3-5th grade **Root Cause:** A systematic approach to problem-solving has not been established for consistency across the campus.

Problem Statement 3: 4th and 5th grade students achieving Masters level on STAAR declined from the 22-23 school year to the 23-24 school year in math and reading. **Root Cause:** Teachers are focused on filling gaps at the foundational level and not providing the level of differentiation and enrichment necessary for student growth.

Student Success

Problem Statement 4: For the 2023-24 school year, 4th and 5th grades declined in students meeting state standards on the RLA STAAR. 3-5th grade had an increase in students not meeting state standards on the RLA STAAR and the number of students scoring a '0' on the constructed responses. **Root Cause:** Students need consistent practice implementing short and extended responses when reading for comprehension.

Problem Statement 6: PK students demonstrated growth in phonics on the Circle Assessment, however, the "Students Meeting On Track" did not reach above 55% on any subcategory at the end of the year. **Root Cause:** PK teachers are working with students to improve social skills, taking away from academics.

Problem Statement 9: In RLA, math, and science, there was an overall decline in student academic performance for the 2023-24 school year. There were only a few subcategories that saw an increase in student academic performance. **Root Cause:** The number of DOI teachers and instructors has increased due to the decline in certified teachers. Saegert had 11 instructors or long-term substitutes holding classroom teacher positions; 9 of which were in 3-5th grade.

Problem Statement 12: Saegert ended the 23-24 school year with a 93% attendance rate. **Root Cause:** We did not implement a plan to encourage regular attendance with fidelity.

Problem Statement 13: Saegert had 611 office referrals at the end of 2023 and 568 office referrals at the of the 2024 school year. **Root Cause:** Saegert staff has not consistently implemented a school-wide discipline plan.

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: Carefully pair new teachers with experienced mentor teachers based on subject area, grade level, and teaching style. Ensure mentors are well-trained and understand their role in guiding new teachers.

Progress Measure (Lead): Plan and implement weekly, bi-weekly, or monthly meetings between mentors and new teachers to discuss challenges, share best practices, and reflect on classroom experiences. These meetings offer continuous support and foster relationship-building.

Outcome Measure (Lag): Compare new teachers' performance evaluations at the start and end of the year. Look for growth in key areas such as instructional delivery, student outcomes, and classroom management.

Dates/Timeframes: On-going

Staff Responsible for Monitoring: Admin/Appraiser, CIS, Mentors

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Human Capital 1, 2

Key Strategic Action 2 Details

Key Strategic Action 2: Saegert's Hospitality and Family Engagement Committee creates and fosters a positive school culture by recognizing students and staff members throughout the school year for their accomplishments through shoutouts, newsletter kudos, and personalized notes. Team building activities are planned to build positive relationships campus-wide. Family events (Curriculum Nights, STAAR Informational Nights, student performances, PE nights, and more) are planned to assist with building positive community relationships between community members, students, and staff.

Progress Measure (Lead): Administer regular surveys to students, staff, and parents to measure perceptions of school safety, inclusivity, and overall climate. Look for improvements in key areas such as trust in leadership, peer relationships, and school spirit.

Outcome Measure (Lag): Compare the results of school climate surveys over time. A marked improvement in areas like safety, respect, inclusivity, and school pride indicates a positive shift in culture.

Dates/Timeframes: All year

Staff Responsible for Monitoring: All Staff

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Human Capital 1

Funding Sources: Healthy snacks for family events - 211 - ESEA, Title I Part A - 211.61.6499.00.135.30.000 - \$2,000, Healthy snacks for parenting events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.135.24.PAR - \$1,000, Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.135.30.000 - \$38,000

Goal 1 Problem Statements:

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Problem Statement 2: Instructors and DOI teachers were hired to fill teacher vacancies. **Root Cause:** With the teacher shortage across the state and nation, candidates being hired to fill teacher vacancies do not have significant training in working with students in the instructional setting.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Saegert leadership and teachers will attend the district job fairs to recruit highly qualified staff and create requests in Frontline to receive notifications when a new application has been submitted.</p> <p>Progress Measure (Lead): Ongoing coaching will be provided to all teachers. Tier 3 teachers will receive weekly coaching walks to assist new teachers with building their skills as classroom teachers.</p> <p>Outcome Measure (Lag): By the end of the 24-25 school year, all teacher vacancies will be filled with quality teachers or instructors.</p> <p>Problem Statements: Student Success 9 - Human Capital 1, 2</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Campus leadership meetings will be held to monitor the effectiveness of school programs and events. The instructional leadership team will meet to monitor the effectiveness of academic progress campus-wide.</p> <p>Progress Measure (Lead): Set a consistent schedule for leadership meetings (e.g., monthly or quarterly) to review progress and outcomes. Ensure these meetings are structured and have a clear agenda. Use insights from the meetings to make informed decisions about adjusting programs or strategies. Implement changes as needed and monitor their impact.</p> <p>Outcome Measure (Lag): By the end of the 24-25 school year, systematic academic and behavior expectations will increase the overall performance of Saegert Elementary in both academics and behaviors.</p> <p>Dates/Timeframes: On-going</p> <p>Staff Responsible for Monitoring: Admin, CIS/CIC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 8, 9, 10, 11 - Human Capital 1, 2, 3 - Financial Stewardship 1</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 1: For the 2023-24 school year, the percentage of students who met or exceeded grade-level standards on the Math STAAR was lower than the state and district in 3-5th grade Root Cause: A systematic approach to problem-solving has not been established for consistency across the campus.</p>

Student Success

Problem Statement 2: For the 2023-2024 school year, 2nd grade was the only grade level to meet the projected growth goal on the NWEA MAP Math Evaluation. **Root Cause:** Guided math and differentiated small group intervention are not consistent across grade levels.

Problem Statement 3: 4th and 5th grade students achieving Masters level on STAAR declined from the 22-23 school year to the 23-24 school year in math and reading. **Root Cause:** Teachers are focused on filling gaps at the foundational level and not providing the level of differentiation and enrichment necessary for student growth.

Problem Statement 4: For the 2023-24 school year, 4th and 5th grades declined in students meeting state standards on the RLA STAAR. 3-5th grade had an increase in students not meeting state standards on the RLA STAAR and the number of students scoring a '0' on the constructed responses. **Root Cause:** Students need consistent practice implementing short and extended responses when reading for comprehension.

Problem Statement 5: 61% of 5th-grade students did not meet grade-level expectations for the Science STAAR. This is an increase of 30% from the previous school year. **Root Cause:** Teachers need to build stronger levels of scientific knowledge and vocabulary in all grade levels. Students should be provided with hands-on investigations to support science content.

Problem Statement 6: PK students demonstrated growth in phonics on the Circle Assessment, however, the "Students Meeting On Track" did not reach above 55% on any subcategory at the end of the year. **Root Cause:** PK teachers are working with students to improve social skills, taking away from academics.

Problem Statement 8: Our special populations of Special Education and Economically Disadvantaged students performing behind their peers in academic growth. **Root Cause:** Strong TIER 1 instruction is necessary campuswide to ensure our special population students are not falling behind their peers due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity.

Problem Statement 9: In RLA, math, and science, there was an overall decline in student academic performance for the 2023-24 school year. There were only a few subcategories that saw an increase in student academic performance. **Root Cause:** The number of DOI teachers and instructors has increased due to the decline in certified teachers. Saegert had 11 instructors or long-term substitutes holding classroom teacher positions; 9 of which were in 3-5th grade.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the learning gaps that continue to impede student academic progress. **Root Cause:** The needs of all students are not met due to the demands of the daily schedule and can be addressed with additional small group instruction.

Problem Statement 11: 14 of our EB students exited the ESL program during the 23-24 school year. **Root Cause:** Less than 10% of our EB population attended the Title 3 informational event.

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Problem Statement 2: Instructors and DOI teachers were hired to fill teacher vacancies. **Root Cause:** With the teacher shortage across the state and nation, candidates being hired to fill teacher vacancies do not have significant training in working with students in the instructional setting.

Problem Statement 3: Teacher teams change frequently creating the need to provide grade-level teams the opportunity to build relationships with one another on a professional and personal level. **Root Cause:** Teachers have worked to advance in the field of education resulting in multiple certified teachers leaving 3-5th grade classrooms after the transfer window closed.

Financial Stewardship

Problem Statement 1: Appropriate channels were not used when requesting supplies and resources for classroom instruction, professional development, and parent workshops. **Root Cause:** New leadership and office staff combined with a lack of clear guidance have caused gaps in our processes and procedures.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: The Campus Instructional Coach and Campus Instructional Specialist will provide professional development as determined by campus data. Coaching from the Get Better Faster model will ensure teachers receive individualized feedback, coaching, and modeling of lessons.

Progress Measure (Lead): Teachers will receive coaching walks on a weekly, bi-weekly, or monthly cycle based on observation and feedback from coaches and administrators. Teachers receiving weekly coaching visits will improve instruction based on feedback.

Outcome Measure (Lag): On-going coaching walks will result in increased student achievement in all grade levels. By the end of the school year, 80% of students will meet or exceed their projected growth goal on MAP, STAAR, and Benchmark assessments.

Dates/Timeframes: On-going

Staff Responsible for Monitoring: Admin, CIC/CIS

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 8, 9 - Human Capital 1, 2

Key Strategic Action 2 Details

Key Strategic Action 2: Saegert administrators will attend conferences and professional development to support teachers in the implementation and internalization of the curriculum through coaching.

Progress Measure (Lead): Creation of an action plan to implement new strategies learned during conferences or PD. Clear action plans with timelines for implementing new strategies across the campus.

Outcome Measure (Lag): By the end of the 24-25 school year, there will be an increase in staff effectiveness and stronger instructional practices. Increased alignment between appraisal status and student growth and the results from the BOY staff survey and EOY staff survey will demonstrate effectiveness.

Dates/Timeframes: On-going

Staff Responsible for Monitoring: Admin., CIS

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Human Capital 1, 2, 3

Goal 3 Problem Statements:

Student Success

Problem Statement 1: For the 2023-24 school year, the percentage of students who met or exceeded grade-level standards on the Math STAAR was lower than the state and district in 3-5th grade. **Root Cause:** A systematic approach to problem-solving has not been established for consistency across the campus.

Problem Statement 2: For the 2023-2024 school year, 2nd grade was the only grade level to meet the projected growth goal on the NWEA MAP Math Evaluation. **Root Cause:** Guided math and differentiated small group intervention are not consistent across grade levels.

Problem Statement 3: 4th and 5th grade students achieving Masters level on STAAR declined from the 22-23 school year to the 23-24 school year in math and reading. **Root Cause:** Teachers are focused on filling gaps at the foundational level and not providing the level of differentiation and enrichment necessary for student growth.

Problem Statement 4: For the 2023-24 school year, 4th and 5th grades declined in students meeting state standards on the RLA STAAR. 3-5th grade had an increase in students not meeting state standards on the RLA STAAR and the number of students scoring a '0' on the constructed responses. **Root Cause:** Students need consistent practice implementing short and extended responses when reading for comprehension.

Problem Statement 5: 61% of 5th-grade students did not meet grade-level expectations for the Science STAAR. This is an increase of 30% from the previous school year. **Root Cause:** Teachers need to build stronger levels of scientific knowledge and vocabulary in all grade levels. Students should be provided with hands-on investigations to support science content.

Problem Statement 6: PK students demonstrated growth in phonics on the Circle Assessment, however, the "Students Meeting On Track" did not reach above 55% on any subcategory at the end of the year. **Root Cause:** PK teachers are working with students to improve social skills, taking away from academics.

Problem Statement 8: Our special populations of Special Education and Economically Disadvantaged students performing behind their peers in academic growth. **Root Cause:** Strong TIER 1 instruction is necessary campuswide to ensure our special population students are not falling behind their peers due to services. The co-teaching model for SPED students in all grade levels needs to be done with fidelity.

Problem Statement 9: In RLA, math, and science, there was an overall decline in student academic performance for the 2023-24 school year. There were only a few subcategories that saw an increase in student academic performance. **Root Cause:** The number of DOI teachers and instructors has increased due to the decline in certified teachers. Saegert had 11 instructors or long-term substitutes holding classroom teacher positions; 9 of which were in 3-5th grade.

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Problem Statement 2: Instructors and DOI teachers were hired to fill teacher vacancies. **Root Cause:** With the teacher shortage across the state and nation, candidates being hired to fill teacher vacancies do not have significant training in working with students in the instructional setting.

Problem Statement 3: Teacher teams change frequently creating the need to provide grade-level teams the opportunity to build relationships with one another on a professional and personal level. **Root Cause:** Teachers have worked to advance in the field of education resulting in multiple certified teachers leaving 3-5th grade classrooms after the transfer window closed.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details

Key Strategic Action 1: Provide ongoing, informal feedback through observations, check-ins, and coaching conversations. This creates a culture of immediate, actionable feedback, ensuring that employees can adjust and improve in real-time.

Progress Measure (Lead): Ensure each employee receives regular, documented feedback through formal and informal feedback sessions held after coaching visits and walkthroughs.

Outcome Measure (Lag): Improved school culture with stronger collaboration among staff members, leading to a 20% increase in positive school culture survey results. Improvement in student learning outcomes with an average of a 10% increase in student test scores over the course of the school year. Demonstrate an 8% decrease in classroom behavior incidents from the 2023-24 school to the current school year.

Dates/Timeframes: On-going

Staff Responsible for Monitoring: Admin, Teachers, CIC/CIS

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 6, 8, 9 - Human Capital 1, 2

Key Strategic Action 2 Details

Key Strategic Action 2: Saegert will encourage staff to provide feedback in the form of a BOY and EOY survey to monitor the effectiveness of systems and procedures utilized across the campus.

Progress Measure (Lead): Staff will have the opportunity to complete a survey at the beginning of the year and end of the year to provide feedback about various systems and procedures in place on campus.

Outcome Measure (Lag): 85% of respondents feel their feedback was effectively addressed. Achieve measurable improvements in organizational outcomes (e.g., higher academic scores, improved staff retention, or better parent-teacher communication).

Dates/Timeframes: Beginning and End of the Year

Staff Responsible for Monitoring: Admin and Leadership

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 12, 13 - Financial Stewardship 1

Goal 4 Problem Statements:

Student Success

Problem Statement 2: For the 2023-2024 school year, 2nd grade was the only grade level to meet the projected growth goal on the NWEA MAP Math Evaluation. **Root Cause:** Guided math and differentiated small group intervention are not consistent across grade levels.

Problem Statement 6: PK students demonstrated growth in phonics on the Circle Assessment, however, the "Students Meeting On Track" did not reach above 55% on any subcategory at the end of the year. **Root Cause:** PK teachers are working with students to improve social skills, taking away from academics.

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Problem Statement 12: Saegert ended the 23-24 school year with a 93% attendance rate. **Root Cause:** We did not implement a plan to encourage regular attendance with fidelity.

Problem Statement 13: Saegert had 611 office referrals at the end of 2023 and 568 office referrals at the end of the 2024 school year. **Root Cause:** Saegert staff has not consistently implemented a school-wide discipline plan.

Human Capital

Problem Statement 1: Academic performance at Saegert declined during the 23-24 school year compared to the 22-23 school year. **Root Cause:** Almost 30% of our teachers have fewer than 5 years of teaching experience. Several of these teachers are Instructors or DOI teachers.

Problem Statement 2: Instructors and DOI teachers were hired to fill teacher vacancies. **Root Cause:** With the teacher shortage across the state and nation, candidates being hired to fill teacher vacancies do not have significant training in working with students in the instructional setting.

Financial Stewardship

Problem Statement 1: Appropriate channels were not used when requesting supplies and resources for classroom instruction, professional development, and parent workshops. **Root Cause:** New leadership and office staff combined with a lack of clear guidance have caused gaps in our processes and procedures.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: We will ensure 100% of purchases are aligned with the Campus Improvement Plan.</p> <p>Progress Measure (Lead): Monthly meetings with the Principal's secretary and SBDM to ensure funds are being utilized in a timely manner.</p> <p>Outcome Measure (Lag): By the end of the 24-25 school year, 100% of the CIP funds will be spent in a timely manner with SBDM approval.</p> <p>Dates/Timeframes: On-going</p> <p>Staff Responsible for Monitoring: Leadership, Teachers, Parents, Community Members</p> <p>Problem Statements: Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: We will prioritize budget allocations based on data, assigning appropriate resources to the areas with the greatest impact on student achievement.</p> <p>Progress Measure (Lead): Through regularly planned financial meetings with the Principal's Secretary, expenditures will be monitored</p> <p>Outcome Measure (Lag): A positive impact on academic progress will show a minimum of a 5% increase in MAP growth scores when comparing the EOY assessment with the BOY assessment.</p> <p>Dates/Timeframes: Weekly, monthly, and quarterly</p> <p>Staff Responsible for Monitoring: Principal, Principal's Secretary, SBDM</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Financial Stewardship 1</p>

Goal 1 Problem Statements:

Financial Stewardship
<p>Problem Statement 1: Appropriate channels were not used when requesting supplies and resources for classroom instruction, professional development, and parent workshops.</p> <p>Root Cause: New leadership and office staff combined with a lack of clear guidance have caused gaps in our processes and procedures.</p>

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details

Key Strategic Action 1: The Site-Based Decision-Making Committee will meet a minimum of 6 times throughout the school year to discuss budget plans, gather stakeholder input, review the plan, and provide updates if/when necessary.

Progress Measure (Lead): Increase the number of parent/community participants at school events by 5% each semester.

Track the percentage of students meeting grade-level expectations in benchmark assessments, aiming for a 5% increase in proficiency per semester.

Monitor student attendance rates every marking period, to increase overall attendance by 1% each semester.

Outcome Measure (Lag): Increase the percentage of students meeting or exceeding grade-level proficiency on state assessments by 10% by the end of the school year.

Increase the attendance rate from 93% at the end of the 23-24 school year to 95% at the end of the 24-25 school year.

Dates/Timeframes: Every 4-6 weeks

Staff Responsible for Monitoring: All stakeholders

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments,

Lever 5: Effective Instruction

Problem Statements: Student Success 12, 13

Key Strategic Action 2 Details

Key Strategic Action 2: Review financial reports regularly with the Principal's secretary to complete monthly budget reviews and monitor spending to ensure funds are used efficiently.

Progress Measure (Lead): Ensure that budget utilization is on track (e.g., 25% used by the first quarter, 50% by mid-year).
Ensure funds are spent according to the schedule, with no major delays that could disrupt school operations.

Outcome Measure (Lag): Improved student outcomes in areas targeted by budget investments- Students will demonstrate a 10% increase in academic progress from BOY assessments to EOY assessments.
Ensure that programs funded this year are sustainable in future budget cycles.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Principal, Secretary

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Financial Stewardship 1

Goal 2 Problem Statements:

Student Success

Problem Statement 12: Saegert ended the 23-24 school year with a 93% attendance rate. **Root Cause:** We did not implement a plan to encourage regular attendance with fidelity.

Problem Statement 13: Saegert had 611 office referrals at the end of 2023 and 568 office referrals at the of the 2024 school year. **Root Cause:** Saegert staff has not consistently implemented a school-wide discipline plan.

Financial Stewardship

Problem Statement 1: Appropriate channels were not used when requesting supplies and resources for classroom instruction, professional development, and parent workshops.
Root Cause: New leadership and office staff combined with a lack of clear guidance have caused gaps in our processes and procedures.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Saegert leadership will work closely with the district to ensure alignment between campus-level policies and district goals while advocating for campus-specific needs or adjustments.</p> <p>Progress Measure (Lead: Attend leadership PLCs and collaborate bi-monthly about the information gained from district leadership.</p> <p>Outcome Measure (Lag): By the end of the 2024-25 school year, Saegert will achieve at least an 85% satisfaction rate from staff and parents regarding campus policies and district alignment.</p> <p>Dates/Timeframes: Quarterly reviews</p> <p>Staff Responsible for Monitoring: Leadership, staff, all stakeholders</p> <p>Problem Statements: Student Success 12, 13 - Human Capital 3 - Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Continuously monitor the impact of any new or updated policies on school climate, using both qualitative (surveys, interviews) and quantitative (attendance, behavior data) measures. Adjust policies as needed based on feedback and outcomes.</p> <p>Progress Measure (Lead: Conduct quarterly campus-level reviews to assess policy alignment with district goals.</p> <p>Outcome Measure (Lag): Achieve 100% alignment between campus and district policies by the end of the school year.</p> <p>Dates/Timeframes: Quarterly review</p> <p>Staff Responsible for Monitoring: Admin, staff, stakeholders</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 12, 13 - Financial Stewardship 1</p>

Goal 3 Problem Statements:

Student Success
<p>Problem Statement 12: Saegert ended the 23-24 school year with a 93% attendance rate. Root Cause: We did not implement a plan to encourage regular attendance with fidelity.</p> <p>Problem Statement 13: Saegert had 611 office referrals at the end of 2023 and 568 office referrals at the of the 2024 school year. Root Cause: Saegert staff has not consistently implemented a school-wide discipline plan.</p>

Human Capital

Problem Statement 3: Teacher teams change frequently creating the need to provide grade-level teams the opportunity to build relationships with one another on a professional and personal level. **Root Cause:** Teachers have worked to advance in the field of education resulting in multiple certified teachers leaving 3-5th grade classrooms after the transfer window closed.

Financial Stewardship

Problem Statement 1: Appropriate channels were not used when requesting supplies and resources for classroom instruction, professional development, and parent workshops. **Root Cause:** New leadership and office staff combined with a lack of clear guidance have caused gaps in our processes and procedures.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Improve the sustainable and efficient use of district resources and procedures by providing training to staff on district procedures, compliance, and resource and financial management practices.</p> <p>Progress Measure (Lead): Ensure staff understand the district's operational guidelines regarding budget management, facility maintenance, and use of materials. Implement monitoring mechanisms to ensure adherence to district policies and guidelines related to resource use and sustainability efforts.</p> <p>Outcome Measure (Lag): Saegert will 100% compliance rate across all departments by the end of the 2024-25 school year.</p> <p>Dates/Timeframes: Monthly checks</p> <p>Staff Responsible for Monitoring: Leadership, secretary, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Saegert will implement systems for monitoring resource use and financial expenditures to ensure alignment with district goals.</p> <p>Progress Measure (Lead): Implement regular monthly reports that track resource use and expenditures, with data made available to leadership and SBDM. Conduct quarterly review meetings to assess expenditure and resource alignment with district goals.</p> <p>Outcome Measure (Lag): Ensure that 100% of relevant staff are trained on the new monitoring systems by the end of the second quarter.</p> <p>Dates/Timeframes: Monthly and/or Quarterly</p> <p>Staff Responsible for Monitoring: Leadership, Teachers, SBDM</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Financial Stewardship 1</p>

Goal 4 Problem Statements:

Financial Stewardship

Problem Statement 1: Appropriate channels were not used when requesting supplies and resources for classroom instruction, professional development, and parent workshops.

Root Cause: New leadership and office staff combined with a lack of clear guidance have caused gaps in our processes and procedures.