Schertz-Cibolo Universal City Independent School District

Schertz Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.

2018 Accountability Rating Overall - Met Standard

Vision

Prepare EVERY student to be a productive citizen.

Value Statement

Leadership, Character, Commitment, Service, Learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Schertz Elementary is a Title 1, PreK-4th grade campus located in central Schertz near Randolph Air Force Base. Based on 2020-2021 data, the school had approximately 667 students with a diverse population consisting of mainly Hispanic, White and African American students. The campus was over 6% African American, 62.7% Hispanic, 25.5% white and 5.2% Two or more races. the campus and is a dual language campus serving 22% English Learners. The makeup includes 57.9% economically disadvantaged and 30.6% at risk. The campus attendance rate was 99.0%. and our mobility rate is 9.1%. The campus has a GT population that represetns 6% of the campus. The campus has 6% population receiving GT services. The Bilingual population makes up 24.9% of the campus. The students receiving Special Education poplation makes up 17.1% of the campus enrollement. Zero Disciplinary Placemetns were documetned for the campus. (TAPR 2020-2021)

2019: The campus scorecard reflects that the campus was rated a D for the 2019-2020 school year and in the 2021 school year TEA identified all Texas schools as "Not rated" due the to Covid-19 pandemic.

2022: The campus scorecard reflexts that the campus was rated a C for the 2021-22 school year.

Teacher retention is high at 90.56%. The average teacher years of experience 14.9 years. The average years of teachers with experience in the district is 6 years.

Parent satisfaction is above the district mean (3.99 (SCUC 3.76)) in regards to satisfaction. Is is located in an established neighborhood and was originally built in 1952 in a community with a growing number of military connected students, currently at 19%.

Demographics Strengths

- Dual Language Program
- Diverse teacher population
- Programs to support teacher efficacy (Campus/District)

Student Learning

Student Learning Summary

BOY to EOY MAP Math Growth

Percentage of students that met growth					
HB3 Goal: 56% of students will meet growth in MAP Math					
MATH	Kinder	1st	2nd	3rd	4th
20-21 BOY to EOY Overall	45%	70%	44%	54%	60%
21-22 BOY to EOY Overall	62% ⬆	47%	69% ⬆	52%	70% ⬆
Overall Percentage of Students that Met Growth: 59%					

EOY MAP Math Achievement

2021-2022 Schertz Elementary K-4

On Level- Above the 40th %tile					
MATH	Kinder	1st	2nd	3rd	4th
Mean RIT	Below Nation	Below Nation	Above Nation	Below Nation	Below Nation
20-21 Overall	69%	72%	57%	54%	58%
21-22 Overall	59%	63%	68% ⬆	56% ⬆	65% ⬆

Math instruction at Schertz Elementary will be an areas of focus for our campus. The data suggest that we are "growing" more students in Kinder, 2nd, and 4th. Achieement in Math instruction is still lower than our 2020-21 achievement.

EOY MAP Reading Growth

Reading				
Goal; 53% of Students will meet growth in MAP Reading				
Eng	Eng	Sp	Sp	Combined

	Eng. 20-21	Eng. 21-22	Sp. 20-21	Sp 21-22	Combined Eng. Spanish
K	39%	63% ⬆	34%	41% ⬆	61%
1st	71%	42%	48%	45%	44%
2nd	47%	51% ⬆	45%	59% ⬆	54%
3rd	43%	39%	67%	68% ⬆	46%
4th	50%	62% ⬆	65%	85% ⬆	64%

EOY MAP Reading Achievement

2021-2022 Schertz Elementary K-4

	On Level- Above the 40th %tile				
Reading	Kinder	1st	2nd	3rd	4th
Mean RIT	Below Nation	Below Nation	Below Nation	Below Nation	Equal to Nation
Eng. Overall 2020-2021	52%	69%	64%	57%	69%
Eng. Overall 2021-2022	56% ⬆	53%	64%	54%	65%
Sp. Overall 2020-2021	89%	78%	68%	67%	80%
Sp. Overall 2021-2022	58%	76%	80% ⬆	84% ⬆	92% ⬆

Reading data in NWEA/MAP indicates that all but two grade levels improved reading growth perfroamnce (1st and 3rd did not). Reading data in NEWA/MAP suggest that achievement in is below the 2020-2021 school year (eecpt for Kinder, spanish 2nd- 4th).

HB3 Goals-By Cohort

NWEA Math Cohort Growth

Percent of students who met or exceeded projected growth

	EOY 2021	EOY 2022
K	44%	
1	70%	48% ⇧
2	44%	69%
3	54%	52% ⇧
4	60%	67% ⇧

NWEA Reading Cohort Growth

NWEA Reading Cohort Growth

Percent of students who met or exceeded projected growth

	EOY 2021	EOY 2022
K	40%	60%
1	71%	43% ⇧ *
2	47%	54% *
3	44%	46% *
4	50%	64% ⇧

HB3 Goals-Overall

HB3- Math and Literacy Goals Worksheet (link)

	20-21	21-22
Math	55%	59% ⬆
English Reading	49%	52%
Spanish Reading	50%	56%
Total Reading	49.49%	53.10% ⬆

HB3 Growth for our campus overall is on track. Data from NWEA/MAP suggest that students are growing in reading across all grade levels. The campus is performing above the district in 4th grade reading. This is evidence of targeted grouping at the 4th grade level with progress monitoring and adjustments. This work will continue and need critical support. The rest of the campus is growing studnets but performing below the district in growth for Reading. In math the campus is growing students with the highest growth coming from the 2nd grade students in 20-21. The campus needs to focus on math growth as our achievment data suggested above.

STAAR Data-Reading TEKS to Target

	Understanding Across Genres	Understanding/ Analysis of Literary Text	Understanding/ Analysis of Informational Text
3rd Grade	79%	62%	55%
TEKS to Target: 3.9Dii, 3.6F, 3.9Di, 3.10D, 3.8D			
4th Grade	74%	68%	57%
TEKS to Target: 4.6G, 4.7C, 4.7D, 4.10B, 4.10D			

STAAR Data- Math TEKS to Target

STAAR Data-Math TEKS to Target

	Numerical Representations and Relationships	Computations and Algebraic Reasoning	Geometry and Measurement	Data Analysis & Personal Financial Literacy
3rd Grade	65%	52%	42%	48%
TEKS to Target: 3.4K, 3.7B, 3.9B, 3.5E, 3.6E				
4th Grade	55%	57%	61%	51%
TEKS to Target: 4.3F, 4.4H, 4.2G, 4.8C, 4.9A				

STAAR Data-Spanish Reading Trends

3rd Grade Reading	Approaches	Meets	Masters	Did Not Meet
20-21 (Sp)	50%	–	–	50%
21-22 (Sp)	65% ⬆	27% ⬆	23% ⬆	35%

4th Grade Reading	Approaches	Meets	Masters	Did Not Meet
20-21 (Sp)	48%	29%	14%	52%
21-22 (Sp)	50% ⬆	21%	14%	50%

STAAR Data-Math Trends

3rd Grade Math	Approaches	Meets	Masters	Did Not Meet
20-21	51%	22%	9%	49%
21-22	53% ⬆	23% ⬆	10% ⬆	46%

4th Grade Math	Approaches	Meets	Masters	Did Not Meet
20-21	55%	27%	14%	45%
21-22	60% ⬆	36% ⬆	12%	40%

STAAR Data-Reading Trends

3rd Grade Reading	Approaches	Meets	Masters	Did Not Meet
20-21	71%	30%	13%	29%
21-22	70%	37% ⬆	18% ⬆	30%

4th Grade Reading	Approaches	Meets	Masters	Did Not Meet
20-21	68%	33%	14%	32%
21-22	73% ⬆	46% ⬆	19% ⬆	27%

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		64	Not Rated: Senate Bill 1365
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 60.9%)	37	58	Not Rated: Senate Bill 1365
Closing the Gaps	55	72	C

The campus moved from an overal rating of a D in 2019 to a C in 2022. The campus school progress domain is an overall B from a previous F. The academic growth indicator is a B

verus an F in 2019. The campus will need to focus on overall achievement. The campus is opting to complete an ESF Needs Assessment with ESF Lever focus for our campus to continue the improvement cycle.

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		Yes	No					No	Yes	No		No	No		
% at Meets GL Standard or Above	38%	22%	37%	42%	-	100%	-	42%	31%	29%	8%	20%	37%	41%		
# at Meets GL Standard or Above	80	2	49	22	-	2	-	5	39	14	3	1	57	23		
Total Tests (Adjusted)	209	9	133	53	-	2	-	12	127	48	40	5	153	56		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No	No					No	No	No		No	No		
% at Meets GL Standard or Above	29%	11%	29%	32%	-	50%	-	33%	26%	25%	8%	0%	29%	30%		
# at Meets GL Standard or Above	61	1	38	17	-	1	-	4	33	12	3	0	44	17		
Total Tests (Adjusted)	209	9	133	53	-	2	-	12	127	48	40	5	153	56		
Total Indicators															2	16

Our campus is identified as a Targeted Support and Improvement Campus. We have 3 years of unsuccessful peformance in student groups. Although our campus earned a C rating from an F in 2019. Achievement in our student needs improvement. The campus will have a goal of 3/16 student groups meeting target in acheivement.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		Yes	No					Yes				Yes	Yes		
Academic Growth Score	69%	67%	71%	64%	-	100%	-	67%	74%	73%	50%	100%	69%	72%		
Growth Points	66.0	2.0	45.0	16.0	-	1.0	-	2.0	43.5	14.5	9.5	1.0	48.0	18.0		
Total Tests	95	3	63	25	-	1	-	3	59	20	19	1	70	25		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes		Yes	No					Yes				Yes	Yes		
Academic Growth Score	80%	100%	83%	73%	-	100%	-	67%	79%	88%	67%	100%	75%	96%		
Growth Points	75.5	3.0	50.5	19.0	-	1.0	-	2.0	46.0	17.5	12.0	1.0	51.5	24.0		
Total Tests	94	3	61	26	-	1	-	3	58	20	18	1	69	25		

Growth for our campus student groups earned 10/12 student groups met target.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No	No					No	No	No		No	No		
STAAR Component Score	37	26	36	39	-	83	-	38	32	33	11	13	37	35		
% at Approaches GL Standard or Above	63%	44%	62%	68%	-	100%	-	54%	57%	58%	24%	30%	64%	58%		
% at Meets GL Standard or Above	34%	17%	33%	37%	-	75%	-	38%	28%	27%	8%	10%	33%	36%		
% at Masters GL Standard	14%	17%	14%	11%	-	75%	-	21%	10%	13%	0%	0%	15%	12%		
Total Tests	418	18	266	106	-	4	-	24	254	96	80	10	306	112		
Total Indicators															0	8

Student Success Status is an area we are not on track to meet. We have met 0 of the 8 targets.

Student Learning Strengths

Overall our campus student learning strenghts are academ growth in 2nd gade reaidng and 4th grade reading and math. This performance of our 4th graders exceeded oru school district and earned os a TEA rating B in School Progress and academic achievement.

Overall House Bill 3 Growth for our campus met our taget.

EOY Spanish reading acheivement in 2nd- 4th grade (accroding to NEWA/ MAP) is well above monolingual reading acheivement.

EOY Math Achievement in 2nd- 4th grade(accroding to NEWA/ MAP improved fromt he year prior.

EOY Reading Growth (HB3 Progress Monitoring) met targets in Kinder, 2nd, & 4th monolingual classrooms.

EOY Reading Growth (HB3 Progress Monitoring) met targets in Kinder, 2nd, 3rd & 4th Spanish classrooms.

Perceptions

Perceptions Summary

Schertz Elementary conducted a Community Engagement Survey, Energage Staff Survey, and Panorama Survey. Based on the Community Engagement Survey, parent satisfaction is above the district average with a mean of 3.99 in 2022. Based on the Energage Staff Survey, employees at reported overall engagement at 51% which is higher than the district at 42%.

Based on the beginning of the year Panorama, students reported the greatest gains in Teaher-Student Relationships.

Schertz Student ENERGAGE mean of 3.93 (SCUC 3.76 mean)

Top 3 Strengths

4.68: My principal is a good leader
4.58: I enjoy PE Class.
4.57 My teacher cares about me.

Top 3 Opportunities

3.61 Mean : Students show respect for each other at this school.
3.71 Mean: I feel safe on the bus.
3.74 My school is clean.

Panorama STUDENT SURVEY RESULTS (3rd and 4TH Grade Students ONLY) indicate a need for improving a sense of belonigng.

Panorama STUDENT SURVEY RESULTS (K-2 ONLY) indicate a need for self management.

Perceptions Strengths

Attendance data is slowing imprvoing over time.

2021-2022

SY Average % = District = 92.67   Schertz = 93.02   (+0.35)

2020-2021

SY Average % = District = 95.50   Schertz =   95.08   (-0.42)

2019-2020

SY Average % = District = 95.49   Schertz =   95.42   (-0.07)

2018-2019

SY Average % = District = 95.23   Schertz =   95.09   (-0.14)

2018-2017

SY Average % = District = 95.55   Schertz =   94.73   (-0.82)

Employee satisfaction is steadling increasing.

Parent satisfastion is steadlig increaseing.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 1: 1.2 Expand District procedures, protocols, and practices to establish campus infrastructures supporting successful community partnerships.

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish a campus Connection Team that will be responsible for building systems for :	**Formative**		
Parent to Teacher experiences Community and Campus Relationships Student to Student Experiences	**Oct**	**Jan**	**May**

Strategy's Expected Result/Impact: Promote a culture of belonging. Build a school-wide community. Support character building.
    Staff Responsible for Monitoring: Admin
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Parent Orientations by Grade Level / Dept will be hosted for our parents.	**Formative**		
Strategy's Expected Result/Impact: Connections and Relationships **Staff Responsible for Monitoring:** Admin	**Oct**	**Jan**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Career Fair	**Formative**		
Strategy's Expected Result/Impact: Identify passion and interest while connecting with the community **Staff Responsible for Monitoring:** CIS	**Oct**	**Jan**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Common Community Partnership List	**Formative**		
Strategy's Expected Result/Impact: Identify which community partners we have working relationships with and continue to foster reciprocal partnerships.	**Oct**	**Jan**	**May**

Staff Responsible for Monitoring: Counselor

0%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 2: Increase community relationships and expand opportunities for district, campus, and community entities to serve one another.

Strategy 1 Details			Formative Reviews		
Strategy 1: Parent Education Sessions			**Formative**		
Strategy's Expected Result/Impact: Align student needs to parent learning sessions			**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Admin					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 1: 2.2 Provide information and resources so that students can confidently choose the courses they want to take and clubs they want to join.

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify opportunities of student choice within the classroom	**Formative**		
Strategy's Expected Result/Impact: Create awareness of these opportunities on campus.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Admin			

Strategy 2 Details	Formative Reviews		
Strategy 2: Identify opportunities of student choice on campus to include: Student Ambassadors, UIL Academic Clubs, and Ramp Up Clubs.	**Formative**		
Strategy's Expected Result/Impact: Identify opportunities of student choice on campus	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Admin			

Strategy 3 Details	Formative Reviews		
Strategy 3: Career day events for all students.	**Formative**		
Strategy's Expected Result/Impact: Provide learning opportunities for our students to begin thinking about long term goals and ambitions.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Counselor	0%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Create a school-wide science lab for authentic student learning experiences.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to engage in scientific learning through exploration and lab work.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Instructional Coach **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	0%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 1: 3.2 Promote social opportunities for student and staff engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a process of parents to celebrate/ recognize staff members.	**Formative**		
Strategy's Expected Result/Impact: Build positive connections	**Oct**	**Jan**	**May**
ESF Levers: Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a system to engage students and staff in the RCA House System.	**Formative**		
Strategy's Expected Result/Impact: Build School wide community Supports character building Promotes a culture of belonging	**Oct**	**Jan**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a Fall and Spring Social Event for all staff.	**Formative**		
Strategy's Expected Result/Impact: Increase in staff morale **Staff Responsible for Monitoring:** Administration	**Oct**	**Jan**	**May**
	0%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development with Dan St. Romain that focuses on staff and student SEL.	**Formative**		
Strategy's Expected Result/Impact: Fewer discipline referrals and a increase in favorable responses from students and staff about the culture and climate of Schertz Elementary. **Staff Responsible for Monitoring:** Administration	**Oct**	**Jan**	**May**
	0%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 2: 3.3 Ensure teachers and students have instructional resources needed for academic and social-emotional learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: SEL School Counselor Schedule	**Formative**		
Strategy's Expected Result/Impact: Ensures all students have access to Social Emotional Learning	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Counselor			
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: MTSS Systems focused on academics and behavior	**Formative**		
Strategy's Expected Result/Impact: Increase access to research based techniques and tools.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: MTSS			

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Learning on SEL	**Formative**		
Strategy's Expected Result/Impact: Increase knowledge to research based techniques and tools.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Admin			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: We will provide timely, consistent, and transparent communication.

Performance Objective 1: Align the district's communication methods both internally and externally.

Strategy 1 Details	Formative Reviews		
Strategy 1: Communication of SCUC Strategic plan to all stakeholders (staff and CIC members)	**Formative**		
Strategy's Expected Result/Impact: Overall sense of transparency.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Principal			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Ensure our campus website is updated regularly and consistently.	**Formative**		
Strategy's Expected Result/Impact: Clear means of understanding all the programs and resources that Schertz Elementary has for its students and families.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Webmaster	0%		
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Counselor Communication (Newsletter)	**Formative**		
Strategy's Expected Result/Impact: Parent communication regarding social emotional habits that impact school.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Counselor	0%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 1: 5.1 Create, communicate, and demonstrate a culture of belonging among all stakeholders.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent Education of the House system	**Formative**		
Strategy's Expected Result/Impact: Improve sense of belonging	**Oct**	**Jan**	**May**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Improve PLC norms and systems	**Formative**		
Strategy's Expected Result/Impact: Improve efficiency and results of PLC	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Campus Leadership Team			
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Dan St. Romain PD- Anxious Kids/Anxious Teachers	**Formative**		
Strategy's Expected Result/Impact: Teachers are equipped with the tools and knowledge to best support themselves and their students.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Administration **ESF Levers:** Lever 5: Effective Instruction	0%		
Strategy 4 Details	**Formative Reviews**		
Strategy 4: Zones of Regulation learning to students, staff, and parents.	**Formative**		
Strategy's Expected Result/Impact: Students will learn to regulate their emotions while staff and parents learn to support them through their feelings and emotions.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Counselor	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 2: 5.2 Build upon existing community service programs in schools and incorporate opportunities for teachers, students, and community members to serve.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase Parent and Community involvement	**Formative**		
Strategy's Expected Result/Impact: Build relationships	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Connections Team, Teaches, CIC			
Strategy 2 Details	Formative Reviews		
Strategy 2: Community in Schools Alignment and Support	**Formative**		
Strategy's Expected Result/Impact: Increase staff awareness and student access to CIS	**Oct**	**Jan**	**May**
Strategy 3 Details	Formative Reviews		
Strategy 3: Volunteer meet and greet and training sessions.	**Formative**		
Strategy's Expected Result/Impact: Parents and community members will have a streamlined way to express interest and learn how they can serve Schertz Elementary	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Administration	0%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 3: 5.3 Support social and emotional development for students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the RCA House System	**Formative**		
Strategy's Expected Result/Impact: improve culture and sense of belonging for all	**Oct**	**Jan**	**May**
Strategy 2 Details	Formative Reviews		
Strategy 2: Improve PLC Collaboration and Coordination	**Formative**		
Strategy's Expected Result/Impact: Structure, systems, meeting notes and documentation	**Oct**	**Jan**	**May**
Strategy 3 Details	Formative Reviews		
Strategy 3: Support New Staff and New Hires	**Formative**		
Strategy's Expected Result/Impact: Retainment and School Culture	**Oct**	**Jan**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 1: 58% of 3rd graders will meet projected growth on the NWEA MAP assessment for math by May 2023. (additional grade band goals for K-5th grade will be added as an addendum)

HB3 Goal

Evaluation Data Sources: MAP Growth Data

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC Support	**Formative**		
Strategy's Expected Result/Impact: Common Formative Assessments that are rigorous and aligned	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Campus Leadership Team			
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math Themed Trunk or Treat Community Event	**Formative**		
Strategy's Expected Result/Impact: Students will engage with mathematics and families will be supplied with materials and resources to support their child at home.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Connections Team	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 2: 56% of 3rd graders will meet projected growth on the NWEA MAP assessment for reading by May 2023.

    HB3 Goal

    Evaluation Data Sources: MAP Growth Data

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC Support	**Formative**		
Strategy's Expected Result/Impact: Common Formative Assessments that are rigorous and aligned **Staff Responsible for Monitoring:** Campus Leadership Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**	**Oct**	**Jan**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Themed Love of Learning Community Event	**Formative**		
Strategy's Expected Result/Impact: Students will engage with reading and families will be supplied with materials and resources to support their child at home. **Staff Responsible for Monitoring:** Connections Team	**Oct**	**Jan**	**May**
	0%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Reading Restaurant Community Event	**Formative**		
Strategy's Expected Result/Impact: Students will engage with reading and families will be supplied with materials and resources to support their child at home. **Staff Responsible for Monitoring:** Administration	**Oct**	**Jan**	**May**
	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue