

Santa Fe Independent School District
Kubacak Elementary
2024-2025 Campus Improvement Plan



Board Approval Date: October 15, 2024
Public Presentation Date: October 15, 2024

Mission Statement

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

Vision

One Tribe

Value Statement

Courage:

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

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Innovation:

We will solve problems using imagination to create new solutions.

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Honesty:

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

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Kindness:

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

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Responsibility:

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
District Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Engagement	11
District Organization	12
Technology	13
Goals	14
Goal 1: Ensure an exceptional learning experience for all students in a safe and positive learning environment.	14
Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.	16
Goal 3: Maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.	30
Goal 4: Recruit, retain, and support a world-class team of employees.	32
Goal 5: Maximize our use of financial resources to ensure the greatest effectiveness and benefit for all students.	35
Campus Funding Summary	36

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On May 6, 2024, the Campus Improvement Committee, made of representatives from all stakeholder positions, met at Kubacak Elementary. They reviewed the following:

- Discipline Data
- Culture Data
- Attendance Data
- Culture goals

The committee discussed revisions for the 24-25 school year based on last year's data.

The second needs assessment took place on July 11th at Kubacak. STAAR data was reviewed. CIP goals were finalized after identifying strengths and weaknesses. The committee decided on priority problem statements and wrote goals aligned to these needs using a root cause analysis.

Demographics

Demographics Summary

Enrollment

Kubacak Elementary serves grades PK-5. In 2023-2024, Kubacak had a student population of 710 students.

Economic Disadvantaged

Kubacak had a 54% Economic Disadvantaged enrollment in 2023-2024.

Ethnicity

Kubacak is comprised of approximately 75% White students, 22% Hispanic students, and 2% 2 or more races.

Student Groups

Kubacak had 40 ESL students, 130 Special Education Students, and 143 at-risk students in 2023-2024.

Student Achievement

Student Achievement Summary

STAAR 2024 Results:

Overall Kubacak went up in 2024 as compared to 2023. Kubacak is above the state averages in all areas.

	2023			2024		
	AGL	Meets	Masters	AGL	Meets	Masters
3rd RLA	82	55	17	84	59	23
4th RLA	82	49	24	88	66	36
5th RLA	85	53	20	79	53	23
3rd Math	78	50	22	83	42	20
4th Math	81	61	27	80	55	20
5th Math	86	59	20	86	59	12
5th Science	80	48	27	78	39	12

District Culture and Climate

District Culture and Climate Summary

Core Values

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

Professional Learning

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

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

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms
 - Phonics instruction
 - mClass testing
 - refinement of Lucy Calkins
- Third year of implementation of new Math curriculum (refinement)
 - Eureka Math
- Continued refinement of Stem Scopes curriculum in 5th grade Science
- **School Climate**

Kubacak has implemented the following.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Instructional coaches are available to support and help grow staff and provide expert assistance and guidance in PLCs. All teachers have a voice and Kubacak administration works hard to build a strong close-knit team.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

During the 2024-2025 school year, the District will continue the implementation of the Science of Teacher Reading. RLA curriculum and instruction documents are created from best practices provided by a multitude of resources such as Ohio State University and Teacher's College at Columbia University, Heggerty Phonological Awareness, 95 Phonics and Patterns of Power. Math and Science will continue to focus upon creating literate learners within their content. Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. The math curriculum for the 2022-2023 school year will be the continuation of Eureka Math. Stem Scopes and Discovery Science will be used as a resource in Science.

Various learning cohorts and academies were formed within the District to strengthen and reinforce our leaning systems for academic success.

Family and Community Engagement

Family and Community Engagement Summary

Kubacak promotes activities that encourage lifelong learning and student success.

Activities include:

- Increased formats of communication between parents and teachers
- Live Facebook Announcements to the School and Community
- Campus Parent Engagement Committee
- Campus survey data utilized to continually improve
- Parent/Teacher Association (PTA)
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, STEM Night
- Title 1 Meetings
- Choir Performances
- Feast and School Parties
- Fun Run
- Grade level family breakfasts
- Art Show
- Chiefs' monthly newsletter

District Organization

District Organization Summary

Dan J. Kubacak

- Principal, Casey Adoor
- Assistant Principal, Jamie Nichols
- Counselor, Danielle Derouen

School context and organization:

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

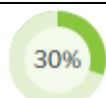
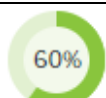
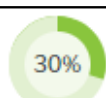
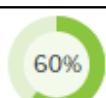
Technology

Technology Summary

Goals

Goal 1: Ensure an exceptional learning experience for all students in a safe and positive learning environment.

Performance Objective 1: Kubacak Elementary will ensure an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: The School Resource Officer or Security Officer will regularly check security features including doors, outside perimeter entrances, campus cameras and respond to irregularities immediately.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The School Resource Officer or Security Officer will regularly interact with students and parents in a positive way to build a relationship and trust.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Watchdog Dads will be continued to encourage male participation during the school day. Watchdog Dads will monitor hallways, cafeteria, and interact with students academically in and out of the classroom.	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Upper elementary students will have the opportunity to serve on Safety Patrol. These students will be trained to assist and monitor students during arrival and dismissal time.	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Establish a school wide understanding of expectations for all common areas of the school building.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 1: Kubacak Elementary is dedicated to promoting academic achievement and success through student engagement, innovation, rigorous and relevant learning in the area of Reading. Kindergarten, First Grade, and Second Grade will strive to meet 85% of all students reading at benchmark as determined by the mClass assessment. Third Grade will strive to meet 87% AGL, 57% Meets, and 37% Masters. Fourth Grade will strive to meet 89% AGL, 56% Meets, and 35% Masters. Fifth Grade will strive to meet 83% AGL, 63% Meets, and 33% Masters.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides, refinement of strategies utilizing the STR, differentiated small group instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning with written response, STAAR redesign questioning, Phonics programs, and total engagement strategies. (Domain 1) Strategy's Expected Result/Impact: 1. PLC teams moving through the Cycle of Continuous Improvement 2. Walk-throughs/Learning Walks/Evidence of implementation of the Units of Study 3. Walk-throughs/Learning Walks/Evidence of implementation of Units of Study and total engagement strategies 4. Walk-throughs/Learning Walks/Evidence of implementation of phonics instruction in K-5 5. Walk-throughs/Learning Walks/Evidence of best teaching practices Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/ Grassmuck/RLA Teachers 2.Adoor/Nichols/Hill/Grassmuck 3. Adoor/Nichols/Hill/Grassmuck 4. Adoor/Nichols/Hill/Grassmuck 5.Adoor/Nichols/Hill/Grassmuck Funding Sources: - Title I	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve student growth (approaches, meets, masters) by analyzing, tracking, and creating differentiated action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/Meets expectations on SBAs 2. Aware data reports/ mClass progression chart/progress monitoring 3. Progress measures as indicated on STAAR report Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/Grassmuck/RLA Teachers 2. Adoor/Nichols/Hill/Grassmuck/RLA Teachers 3. Adoor/Nichols/Hill/Grassmuck/RLA Teachers 4. Adoor/Nichols/Hill/Grassmuck/RLA Teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1) Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ Power PLC minutes Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/Grassmuck	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve individual student growth by creating healthy clusters when scheduling students with disabilities and provide scheduled time for intentional collaboration between the special education and general education teachers. (Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/weekly IPGs 3. Individualized Educational Plan (IEP) Goals 4. Special Education students progress measures as indicated on STAAR report. Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/Grassmuck/RLA Teachers 2. Special Education/General Education Teachers 3. Special Education teacher 4. Adoor/Nichols	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Improve individual student growth of Emergent Bilinguals by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all EB teachers. (Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. EB students progress measure as indicated on STAAR progress 4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 5. EB student progress measure as indicated on STAAR report/ELPS posted in classroom 6. EB student progress measure as indicated on STAAR report Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/Grassmuck/RLA Teachers 2. EB Teachers 3. EB Teachers 4. Adoor/Nichols/EB Teachers 5. Adoor/Nichols 6. RLA Teachers	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans Staff Responsible for Monitoring: 1. Adoor/Nichols/Hill/Grassmuck/RLA Teachers 2. RLA Teachers	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Improve individual student growth for underperforming students by providing reading intervention through analyzing, tracking, and creating action plans using performance data to implement reteach strategies and provide interventions. Strategy's Expected Result/Impact: 1. Student will close gaps and become on level Staff Responsible for Monitoring: 2. Admin/Coaches/Teachers	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 2: Kubacak Elementary is dedicated to promoting academic achievement and success through student engagement, innovation, rigorous and relevant learning in the area of Math. Kindergarten, First Grade, and Second Grade will strive to meet 80% of mastery for all math priority standards. Third Grade will strive to meet 88% AGL, 62% Meets, and 39% Masters. Fourth Grade will strive to meet 88% AGL, 62% Meets, and 39% Masters. Fifth Grade will strive to meet 90% AGL, 64% Meets, and 44% Masters.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides to create literate Mathematicians through the implementation of Eureka Curriculum, backwards design, learning designs, Guided Math, number talks, differentiated small group instruction, vocabulary strategies, collaborative structures, hands on experiences, high level questioning, accountable talk and total engagement strategies. (Domain 1) Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change 2. Walk-throughs/Learning Walks/Utilizing IPGs 3. Walk-throughs/Learning Walks 4. Walk-throughs/Learning Walks/Evidence of best teaching practices Staff Responsible for Monitoring: 1.Adoor/Nichols/Hill/Dunham/Math Teachers 2. Dunham/Hill/Math Teachers 3. Adoor/Nichols/Dunham/Hill 4. Dunham/Hill Funding Sources: math manipulatives - Title I	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve individual student growth (approaches, meets, masters) by analyzing, tracking, and creating differentiated action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions for all GT students. (Domain 2) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Progress measures as indicated on STAAR report 4. Growth on SBA Data Staff Responsible for Monitoring: 1. Adoor/Nichols/Dunham// Math Teachers 2. Adoor/Nichols/Dunham/Hill/Math Teachers 3. Adoor/Nichols/Dunham/Hill/Math Teachers/Students 4. Dunham/Hill/Math Teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1) Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ PLC minutes 2. Lesson Plans/mini lesson plans/ PLC minutes Staff Responsible for Monitoring: 1. Adoor/Nichols/Dunham/Hill 2. Adoor/Nichols/Dunham/Hill	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve individual student growth by creating healthy clusters when scheduling students with disabilities and provide scheduled time for intentional collaboration between the special education and general education teachers.(Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Individualized Educational Plan (IEP) Goals 4. Special Education students progress measures as indicated on STAAR report. Staff Responsible for Monitoring: 1. Adoor/Nichols/Dunham/Hill/Math Teachers 2. Special Education/General Education Teachers 3. Special education teachers 4. Adoor/Nichols	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Improve individual student growth of Emergent Bilinguals by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all EB teachers. (Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. EB students progress measure as indicated on STAAR report 4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 5. EB students progress measure as indicated on STAAR report/ELPS posted in classroom 6. EB students progress measure as indicated on STAAR report Staff Responsible for Monitoring: 1. Adoor/Nichols/Dunham/Hill/EB Teachers 2. EB Teachers/LPAC Committee 3. EB Teachers 4. Nichols/EB Teachers 5. Nichols 6. Math Teachers	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Improve individual student growth of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions for all GT students. (Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans Staff Responsible for Monitoring: 1. Adoor/Nichols/Dunham/Hill/Math Teachers 2. Math Teachers	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Improve individual student growth for underperforming students by providing math intervention through analyzing, tracking, and creating action plans using performance data to implement reteach strategies and provide interventions. Strategy's Expected Result/Impact: 1. Close gaps on performance objectives Staff Responsible for Monitoring: 1. Admin/Coaches/Math Teachers	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 3: Kubacak Elementary is dedicated to promoting academic achievement and success through student engagement, innovation, rigorous and relevant learning in the area of Science. Fifth Grade will strive to meet 89% AGL, 59% Meets, and 34% Masters.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve initial classroom instruction and create literate Scientists through the development of 5E lesson design within the HMH curriculum, implementation of backwards design, differentiated small group instruction, vocabulary strategies, collaborative structures, hands on lab experiences including STEM opportunities, high level questioning, and total engagement strategies. (Domain 1) Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change 2. Walk-throughs/Learning Walks/Observations 3. Walk-throughs/Learning Walks/Observations for evidence of vocabulary strategies, canvas and total engagement strategies 4. Walk-throughs/Learning Walks/Observations for evidence of best teaching practices Staff Responsible for Monitoring: 1.Adoor/Nichols/Dunham/Hill/Science Teachers 2. Dunham/Hill/Science Teachers 3. Adoor/Nichols 4. Dunham/Hill Funding Sources: - Title I	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve individual student growth (approaches, meets, masters) by analyzing, tracking, and creating action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Progress measures as indicated on STAAR report Staff Responsible for Monitoring: 1. Adoor/Nichols/Dunham/Hill/ Science Teacher 2. Adoor/Nichols/Dunham/Hill/ Science Teacher 3. Adoor/Nichols/Dunham/Hill/Science Teachers/Students	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1) Strategy's Expected Result/Impact: Lesson Plans/mini lesson plans/ PLC minutes Staff Responsible for Monitoring: 1. Adoor/Nichols	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve individual student growth for students receiving special education services by analyzing, tracking, and creating action plans using performance data to provide appropriate accommodations and modifications while implementing it in the general education classroom. (Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Individualized Educational Plan (IEP) Goals 4. Special Education students progress measures as indicated on STAAR report. Staff Responsible for Monitoring: 1. Adoor/Nichols/Dunham/Hill/Science Teachers 2. Special Education/General Education Teachers 3. Special Education Teacher 4. Adoor/Nichols	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Improve individual student growth of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3) Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. EB students progress measure as indicated on STAAR report 4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 5. EB students progress measure as indicated on STAAR report 6. EB students progress measure as indicated on STAAR Progress Staff Responsible for Monitoring: 1. Adoor/Nichols/Click/Science Teachers 2. EB Teachers 3. EB Teachers 4. Adoor/Nichols/EB Teachers 5. Nichols 6. Science Teachers	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Performance Objective 1: Kubacak Elementary is dedicated to maintaining a collaborative culture that promotes partnership among all students, staff, families, and community stakeholders.

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

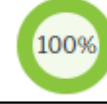
Strategy 1 Details	Formative Reviews		
Strategy 1: All Staff/Students/Parents will be able to recognize and understand the campus core values and builds from the vision of "One Tribe." Strategy's Expected Result/Impact: 1. Continually communicate the vision and mission to students, parents, and Staff 2. Continually use vision statement within daily announcements. Staff Responsible for Monitoring: 1. Adoor/Nichols/ Coaches/Team Leads 2. All Staff	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Kubacak Staff will implement our mission statement that aligns with our core values and vision of the school. Strategy's Expected Result/Impact: 1. Share the mission statement with all stakeholders so everyone knows and understands it. Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Build, Maintain and Monitor a culture of positivity and excellence where students come first and strive for excellence through Kubacak Core Values. Strategy's Expected Result/Impact: 1. Survey staff twice a year. 2. Two walkthroughs per staff throughout the year. 3. Review surveys with Leadership Team for refinement. Staff Responsible for Monitoring: Adoor/Nichols Academic Coaches	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Build upon the positive culture where students and staff feel a sense of belonging and pride through the implementation of the Kubacak House System. Strategy's Expected Result/Impact: 1. Staff and students become part of a house 2. Staff and students participate in house spirit days 3. Staff and students attend House Rally's 4. Staff and students attend House Gatherings 5. Kinder and 5th Grade student mentor/mentee program to build relationships Staff Responsible for Monitoring: Adoor/Nichols All Staff/All Students	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Build a school wide positive communication system through the use of Class Dojo in conjunction with our Kubacak House System for a positive impact on student behavior Strategy's Expected Result/Impact: 1. Use Class Dojo for the Kubacak House System 2. Teachers will use Class Dojo within their classroom as a communication tool with parents. Staff Responsible for Monitoring: 1. Nichols/Adoor/All staff	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Kubacak Elementary will integrate Character Strong lessons during PLC time. Strategy's Expected Result/Impact: 1. Character Strong lessons allow for stronger social emotional skills 2. Stronger relationships with students and staff resulting in positive school culture 3. Jr. Sunshine committee helps carry out kindness activities and build kindness on activity Staff Responsible for Monitoring: 1. All Staff 2. All Staff	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Recruit, retain, and support a world-class team of employees.

Performance Objective 1: Kubacak Elementary is dedicated to recruiting, retaining and supporting a world-class team of employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs follow the Cycle of Continuous Improvement to improve practice resulting in increased student achievement through the use of learning designs based on the current data. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Adoor/Nichols/Hill/Click	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Coaches collaborate with the administrative team to prepare PLCs and collaborate on individual coaching cycles that align with current goals to hold individuals and teams accountable to the continuous improvement cycle that results in increased student achievement. Strategy's Expected Result/Impact: -Provide support for teachers to gain a better understanding of how to specific concepts are taught Staff Responsible for Monitoring: Adoor/Nichols/Hill/Dunham/Grassmuck	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers have clear professional learning goals to improve their practice. Strategy's Expected Result/Impact: -Improvement in practices that is evident on their evaluation and walk throughs -Improvement in student achievement Staff Responsible for Monitoring: Adoor/Nichols	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers take part in the campus goal setting process and create their own connection to the mission and the vision and model them in the daily life of school. Strategy's Expected Result/Impact: -These will be set through their SFTAS goal setting process Staff Responsible for Monitoring: -Adoor/Nichols	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Intentional collaboration time with Special Education (IST) and General Education teachers to analyze and monitor student progress and plan for individualized instruction and support for students with disabilities. Strategy's Expected Result/Impact: -Growth in student achievement with our special education students -Support for the general education teachers so growth Staff Responsible for Monitoring: Adoor/Nichols	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Kubacak Elementary will provide moral builders and team building opportunities several times throughout the year. Strategy's Expected Result/Impact: -Continue to sustain a strong moral at Kubacak elementary Staff Responsible for Monitoring: -Adoor/Nichols/All staff	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: First year and second year teachers will receive support through the mentor program where they are able to plan with their mentor, observe other classrooms, and work closely with instructional coaches Strategy's Expected Result/Impact: -Increase in support for teachers and retainment of teachers Staff Responsible for Monitoring: -mentor teacher/Instructional coaches/administration	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilizing the paid Intern Program in SFISD, Kubacak Elementary will develop and recruit teacher candidates.	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize various social media platforms (Dojo, Facebook, Instagram, Campus Website) to highlight events and share positive classroom experiences to engage and recruit potential candidates.	Formative		
	Nov	Feb	May
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide leadership coaching throughout the school year and differentiate assistance based on the individual need of the leader.	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Utilize the Kubacka TEAMS binder so teachers can access information on the norms, roles, goals, learning designs, action plan and PLC Cycle	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Leaders understand their role and expectations as team leaders to support their colleagues.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Maximize our use of financial resources to ensure the greatest effectiveness and benefit for all students.

Performance Objective 1: Kubacak Elementary will maximize our use of financial resources to ensure the greatest effectiveness and benefit all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with Kubacak PTA to support student and campus success through administrator collaboration sessions, quarterly campus meetings, and work together on fundraisers to benefit all Kubacak students. Strategy's Expected Result/Impact: -Support for students and staff through the help of PTA Staff Responsible for Monitoring: -Adoor/Nichols/PTA board	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Kubacak will correctly utilize the budget guidelines and all expenditures will be in support of campus goals which are based on the campus needs assessment.. Strategy's Expected Result/Impact: -Plan and develop an idea of purchases throughout the year to stay on budget Staff Responsible for Monitoring: -Principal secretary/Adoor	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Kubacak will hold monthly budget meetings to review finances and discuss expenses for the future. Strategy's Expected Result/Impact: -Continuous monitoring of finances to keep budget on track Staff Responsible for Monitoring: -Adoor/Principal Secretary	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1	math manipulatives		\$0.00
2	3	1			\$0.00
Sub-Total					\$0.00