Spring Independent School District

Ponderosa Elementary

2023-2024 Improvement Plan

Mission Statement

Through a culture of excellence, Ponderosa will build champions academically prepared to succeed who know they are valued, loved, and created with a purpose.

Vision

Ponderosa Elementary will be a campus of choice known for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

Ponderosa Elementary believes that all students are CHAMPIONS:

Courage

Honor

Attitude

Motivation

Perseverance

Integrity

Optimism

Never Give Up!

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Demographics

Demographics Summary

Ponderosa Elementary School, built in 1971, is one of 26 prekindergarten through 5th-grade elementary campuses in Spring ISD, serving 780 scholars. Ponderosa is a neighborhood school located at 17202 Butte Creek Road in Houston, Texas in the Ponderosa Forest Community. When first built, Ponderosa was an open area, open concept building (no walls). Although, walls were added during the 2001 remodel, Ponderosa still uses the original concept as a foundation by focusing on collaboration and innovation.

Ponderosa's scholar demographic breakdown includes 59% Hispanic/Latino, 33% Black/African American, 3% White, 2% American Indian/Alaska Native, 2% Multi-Race, and 1% Asian. The ponderosa enrollment includes 51% female scholars and 40% male scholars. Over the past three years, Ponderosa has had an increase in the Hispanic/Latino population (9% increase since 2019) and the Black/African American population (3% increase since 2019). All other populations have decreased with the largest decrease being in the White population (4% decrease since 2019) and the American Indian/Alaska Native population (5% decrease since 2019).

Ponderosa is one of the few Spring ISD campuses that serves scholars through various special programs to meet the needs of all scholars. These special programs include Gifted & Talented (5%), Bilingual (42%), Emergent Bilingual (5%), Special Education (11%) - Adaptive Behavior, Positive Approach to Student Success, Community Academic Structured Education, Early Childhood Special Education, Resource, In Class Support, and 504 (2%). In addition to these special programs, Ponderosa also serves scholars that are Economically Disadvantaged (88%), Homeless, (2%), in Foster Care (6%), and At-Risk (76%). The primary language spoken at Ponderosa is English (60%), while Spanish comes in second (40%).

Behavior trends at Ponderosa include various common infractions - Unacceptable Physical Contact (22 infractions), Mutual Combat (16 infractions), Defiance of Authority (8 infractions), Substantial Disruptions (3 infractions), and Vandalism (2 infractions). These infractions led to 55 suspensions over 2021-2022 school year (includes both in-school and out-of-school suspensions), which is a decrease of 25 from the 2019-2020 school year (the 2020-2021 school year only had 3 infractions as students participated in virtual learning or small face-to-face classes).

Ponderosa has a high mobility rate (averages 25% for the past three years), made up of our largest populations, Hispanic/Latino and Black/African American. During the 2021-2022 school year, Ponderosa had roughly over 200 students withdrawn/enroll for various reasons, including transferring within the district, moving outside of the district, and/or not providing new enrollment information (dropout). The Ponderosa attendance rate is 92.4% with August, September, and January being the lowest months (due to parent concerns about COVID). The average class size at Ponderosa is roughly 22 scholars to every one teacher (prekindergarten and special education classes also have at least one paraprofessional).

Ponderosa Elementary School has over 100 staff members to serve our students and community. These staff members include the administrative team, the student support team, the instructional support team, the intervention team, the front office support team, the FAME team, the SPED team, and our teaching team (with 41+ classroom teachers). Majority of the staff at Ponderosa are highly qualified and certified in their respective areas. However, due to the national teacher shortage, roughly 17% of the teaching staff will be considered aspiring teachers who are working towards their certification. The average years of experience for teachers at Ponderosa is about 9 years, while many of the teachers have spend an average of 5 of those years in Spring ISD.

The Ponderosa Community is a diverse community with families that include White (28%), Black/African American (50%), Asian (2%), and Hispanic/Latino (32%). The median household income is about $45,000, with roughly 1,600 families living below poverty. The neighborhood consist of beautiful homes that date back to the 1980's, however, many of these homes are now lease homes. The area also has various apartment complexes, where roughly 45% of our families live. Of those who live in the community, about 29% of them hold an associates degree or higher, while 16% have no high school diploma. 5% of our community is unemployed. The average age of parents in the community is 29 years old. Although the community has various daycare centers, it lacks any official community centers that serve the scholars/families. Many of the scholars hang out in the park or are latchkey kids as their parents are working. The crime grade for the Ponderosa Community is a 'D' due to a high number of violent and property crimes.

Demographics Strengths

Ponderosa Elementary School has the following demographic strengths:

- A collaborative and innovative staff that is able to meet the needs of all scholars, even those being served in the various special programs
- Discipline infractions have decreased from previous years
- Although there is a high mobility rate, enrollment continues to stay steady

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Academic success requires teacher excellence, parent support, and student willingness. This happens through constant communication, consistency, and building effective relationships. Currently at Ponderosa, there is a lack of communication between the teacher and parent, inconsistent expectations for students, and ineffective building of relationships, which leads to poor academic success.   **Root Cause:** Teachers had low expectations for academics and behaviors for students. Teachers were not communicating consistently with parents. This led to misconstrued perceptions about school.

Student Learning

Student Learning Summary

The prekindergarten scholars at Ponderosa take the CIRCLE assessment three times a year (BOY, MOY, EOY). This assessment measures phonological awareness (78% at/above grade-level), math (96% at/above grade-level), early writing (95% at/above grade-level), and social emotional (94% at/above grade-level).

The scholars in kindergarten through second grade take the mCLASS assessment three times a year (BOY, MOY, EOY). This assessment measures letter naming fluency, fist sound fluency, phonemic segmentation fluency, nonsense word fluency, dynamic oral reading fluency, and text reading comprehension. Based on the EOY data, Ponderosa ended with 46% of kindergarteners on or above grade-level, 56% of first graders on or above grade-level, and 46% second graders on or above grade-level. The third through fifth graders participate in a similar assessment, MAP, that measures scholar growth from one testing window to the next. 77% of third grades met their growth targets, 66% of fourth grades met their growth targets, and 56% of fifth graders met their growth targets.

Kindergarten through fifth grade scholars also participate in the MAP assessment for math. In kindergarten, 36% of the scholars met their growth target, 43% of first grades, 28% of second grades, 73% of third graders, 69% of fourth grades, and 65% of fifth graders.

Scholars in third through fifth grade participate in The State of Texas Assessment of Academic Readiness (STAAR). Based on the data received, our overall STAAR results are as follows:

- Reading - 72% of scholars scored approaches, 48% scored at meets, and 25% scored at masters (an increase in all performance categories compared to the 2020-2021 school year)
- Math - 62% of scholars scored approaches, 36% scored at meets, and 17% scored at masters (an increase in all performance categories compared to the 2020-2021 school year)
- Science - 47% of scholars scored approaches, 21% scored at meets, and 4% scored at masters (a decrease in all performance categories compared to the 2020-2021 school year)

The overall percent of scholars (all subjects) at the approaches grade-level is 60%. Overall, 35% of scholars scored at meets grade-level, while 15% overall scored at masters grade-level. This data represents Domain 1 and provides a component score of 37. The scaled score for Domain 1 - Student Performance would be calculated as a 65(D).

Student Learning Strengths

Based on the data gathered from the 2021-2022 school year, Ponderosa has the following student learning strengths:

- Prekindergarten scholars are performing well in math, early writing, and social emotional
- Third grade scholars are making huge gains in reading and math
- Reading surpassed the EOY STAAR goal of 70/40/20

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered

before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers.
Root Cause: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.

Problem Statement 2 (Prioritized): Math is a content that builds upon previously taught concepts and requires a CPA (concrete, pictorial, abstract) understanding. Without concrete and pictorial instruction, students have gaps in basic computation/fluency and problem solving. Teachers are now spending more time finding ways to support scholars in learning prerequisite skills to ensure they can master grade-level content/skills.   **Root Cause:** Teachers were not using Eureka with fidelity. Teachers used their own resources to teach math in the classroom.

Problem Statement 3 (Prioritized): Science data has been consistently low compared to math and reading. Although, scholars enjoy science instruction, there is a disconnect between what is being taught/learned and what is being assessed.   **Root Cause:** Teachers need additional training and coaching on the new Amplify Science Curriculum

School Processes & Programs

School Processes & Programs Summary

Ponderosa begins the process of recruiting, selecting, assigning, inducting, and retaining high-quality educators in March. The process beings with conversations with current educators about their plans for the upcoming school year, interest in other grade levels/content areas, and changes that may be made based on year-long data (T-TESS, Student Achievement, etc.). For example, based on data, Ponderosa looped a 4th-grade science teacher to the 5th grade to better support students in 5th-grade science. After there is an estimate of how many educators may be leaving or moving, Ponderosa begins advertising potential vacancies. These vacancies are advertised through Applitrack, social media, and word of mouth. The summer is then spent interviewing candidates and hiring based on the needs of the campus. Ponderosa uses three focus questions to decide if a candidate will be a good fit for the campus (What is your personal story, Why education, and How do you connect with students).

The Ponderosa leadership team receives explicit roles and responsibilities based on leaders' strengths and weaknesses. The team meets each day the week prior to teachers returning to review roles and responsibilities and to prepare for teachers' return. Starting in March we hold various meetings to discuss the glows and grows of the school year. These meetings include a leadership team planning meeting and a team leader planning meeting (team leaders meet prior with their respective grade levels to gather information to share during the meeting). There is also conversation held with students and parent input from the annual survey. All information is collected and data is reviewed. The leadership team then meets again prior to the last day of school to create focus areas and goals for the upcoming school year. These focus areas and goals are divided among leadership team members who serve as the focus area leaders. This requires the leadership team to monitor their assigned area and report back progress during leadership team meetings.

As an elementary campus, many programs and services that are offered at Ponderosa to ensure opportunities for students are at the foundation/explore level. These include:

- Mountain Time (common intervention/acceleration block)
- Hispanic Heritage Celebration
- Black History Celebration
- Kola Kare (after-school program)
- Career & College Week
- Culture Week
- Genius Hour Week
- One-on-One technology for 3rd-5th grade and technology carts for PK-2nd grade

At Ponderosa, there is a framework/plan to ensure powerful teaching and learning. These include instructional non-negotiables, classroom environment expectations, discipline framework/action plan, PLC expectations, etc. A survey is sent to teachers to solicit their input in planning for master schedules, planning periods, PLCs, tutorials, etc. Ponderosa also utilizes a culture playbook that explicitly describes campus and classroom routines and procedures. These routines and procedures are taught and practiced with staff prior to students arriving. Ponderosa then spends the first three weeks of school solely focusing on routines and procedures, while coaching and developing teachers in areas in need of improvement.

School Processes & Programs Strengths

Ponderosa's school processes and programs strengths include:

- Strong plans for effective teaching and learning
- Strong plans for routines and procedures
- Strategically planned services to ensure the needs of the whole child are met

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Strategic planning and consistent execution of plans is necessary for leadership teams to improve performance. A strong leadership team takes time to work consistently.   **Root Cause:** Five Leadership Team Members are new to the Team.

Perceptions

Perceptions Summary

The overall attendance rate for Ponderosa was 92.4%. In relation to scholar engagement, the Hispanic/Latino population had an attendance rate of 92.4%, while the Black/African American population had an attendance rate of 92.2%. The female scholar's attendance rate was 0.9% higher than the male scholars. Prior to COVID, the Ponderosa attendance rate was consistently around 96% or higher. The attendance rate has had a significant decrease over the past two years. In terms of scholar behavior, 87% of suspensions come from Black/African American males. 38% of those suspensions are scholars of the special education population. To reduce these behaviors, Ponderosa has put many things into place. For example, in September, most at-risk scholars are assigned a staff member on campus to mentor and support that scholar.

Over the past two years, the staff turnover rate was about 45%. This is larger due to new leadership. The staff had 337 absences during the 2021-2022 school year. The staff results for the School Quality Survey are listed below:

- 78% of staff rate the overall quality of Ponderosa as good or excellent
- 92% of staff believe has high learning standards for all students
- 93% of staff believe teachers set high expectations for all students
- 95% of staff believe that learning standards and expectations are clearly explained to students
- 91% of staff believe that students are challenged by their school work
- 88% of staff believe that teachers give timely and helpful feedback about student work
- 84% of staff believe teachers successful show students how lessons relate to life outside of school
- 98% of staff believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a school problem
- 96% of staff believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a personal problem
- 90% of staff believe students at Ponderosa are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities
- 75% of staff believe that Ponderosa offers students a variety of activities and courses
- 81% of staff believe that students receive the support they need for academic and career planning
- 92% of staff believe that school-based administrators make decisions that are in the best interests of students
- 91% of staff believe that school-based administrators clearly communicate the school's mission and vision
- 85% of staff believe that school-based administrators are available when they have a concern
- 90% of staff believe that school-based administrators are courteous when they have a concern
- 88% of staff believe that school-based administrators are responsive when they have a concern
- 97% of staff believe that families are informed about school-sponsored activities
- 98% of staff believe that families are encouraged to attend school-sponsored activities
- 68% of staff believe that Ponderosa encourages families to volunteer
- 84% of staff believe that staff members and families treat each other with respect
- 90% of staff believe that Ponderosa respects and values input provided by families
- 74% of staff believe Ponderosa uses family input to improve instruction
- 95% of staff believe that all school staff members are aware of the safety and security procedures
- 95% of staff believe all students are aware of the safety and security procedures
- 92% of staff believe that Ponderosa is safe
- 69% of staff believe that discipline is enforced fairly
- 86% of staff believe that staff members and students treat each other with respect
- 90% of staff believe that staff members are responsive when students report bullying
- 92% of staff believe that bullying is not tolerated

Parent participation shows high support for events such as open house, field day, and celebratory programs. However, parent participation is low in numbers for events such as

STAAR Night and academic events. The parent results for the School Quality Survey are listed below:

- 75% of parents rate the overall quality of Ponderosa as good or excellent
- 70% of parents believe has high learning standards for all students
- 70% of parents believe teachers set high expectations for all students
- 65% of parents believe that learning standards and expectations are clearly explained to students
- 67% of parents believe that students are challenged by their school work
- 66% of parents believe that teachers give timely and helpful feedback about student work
- 48% of parents believe teachers successful show students how lessons relate to life outside of school
- 62% of parents believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a school problem
- 51% of parents believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a personal problem
- 70% of parents believe students at Ponderosa are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities
- 60% of parents believe that Ponderosa offers students a variety of activities and courses
- 58% of parents believe that students receive the support they need for academic and career planning
- 68% of parents believe that school-based administrators make decisions that are in the best interests of students
- 72% of parents believe that school-based administrators clearly communicate the school's mission and vision
- 67% of parents believe that school-based administrators are available when they have a concern
- 67% of parents believe that school-based administrators are courteous when they have a concern
- 70% of parents believe that school-based administrators are responsive when they have a concern
- 79% of parents believe that families are informed about school-sponsored activities
- 72% of parents believe that families are encouraged to attend school-sponsored activities
- 67% of parents believe that Ponderosa encourages families to volunteer
- 75% of parents believe that staff members and families treat each other with respect
- 66% of parents believe that Ponderosa respects and values input provided by families
- 51% of parents believe Ponderosa uses family input to improve instruction
- 69% of parents believe that all school staff members are aware of the safety and security procedures
- 74% of parents believe all students are aware of the safety and security procedures
- 79% of parents believe that Ponderosa is safe
- 56% of parents believe that discipline is enforced fairly
- 65% of parents believe that staff members and students treat each other with respect
- 48% of parents believe that staff members are responsive when students report bullying
- 63% of parents believe that bullying is not tolerated

Perceptions Strengths

Ponderosa's perceptions strengths are:

- 98% of staff believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a school problem
- 98% of staff believe that families are encouraged to attend school-sponsored activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 43% of parents will recommend Ponderosa Elementary to another family member or friend. **Root Cause:** Lack of multiple forms of

communication/frequency of communication. Parents are not aware of what is going on at Ponderosa Elementary.

Problem Statement 2 (Prioritized): Only 68% of parents and 63% of staff members believe that discipline is enforced fairly.   **Root Cause:** Lack of discipline routines and procedures that provide teachers with autonomy to enforce behavior concerns. Lack of communication to parents regarding discipline procedures, outcomes, and follow through.

Priority Problem Statements

Problem Statement 1: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers.

Root Cause 1: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math is a content that builds upon previously taught concepts and requires a CPA (concrete, pictorial, abstract) understanding. Without concrete and pictorial instruction, students have gaps in basic computation/fluency and problem solving. Teachers are now spending more time finding ways to support scholars in learning prerequisite skills to ensure they can master grade-level content/skills.

Root Cause 2: Teachers were not using Eureka with fidelity. Teachers used their own resources to teach math in the classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Science data has been consistently low compared to math and reading. Although, scholars enjoy science instruction, there is a disconnect between what is being taught/learned and what is being assessed.

Root Cause 3: Teachers need additional training and coaching on the new Amplify Science Curriculum

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Academic success requires teacher excellence, parent support, and student willingness. This happens through constant communication, consistency, and building effective relationships. Currently at Ponderosa, there is a lack of communication between the teacher and parent, inconsistent expectations for students, and ineffective building of relationships, which leads to poor academic success.

Root Cause 4: Teachers had low expectations for academics and behaviors for students. Teachers were not communicating consistently with parents. This led to misconstrued perceptions about school.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Strategic planning and consistent execution of plans is necessary for leadership teams to improve performance. A strong leadership team takes time to work consistently.

Root Cause 5: Five Leadership Team Members are new to the Team.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 68% of parents and 63% of staff members believe that discipline is enforced fairly.

Root Cause 6: Lack of discipline routines and procedures that provide teachers with autonomy to enforce behavior concerns. Lack of communication to parents regarding discipline procedures, outcomes, and follow through.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Only 43% of parents will recommend Ponderosa Elementary to another family member or friend.

Root Cause 7: Lack of multiple forms of communication/frequency of communication. Parents are not aware of what is going on at Ponderosa Elementary.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved 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 programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance
levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 %   2024 %

Approaches	59%	to	62%
Meets	31%	to	34%
Masters	18%	to	21%

Strategy 1 Details	Reviews			
Strategy 1: PES will build in structured time in the master schedule to focus on foundational skills in ELAR using the Amplify Curriculum	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be more successful at reading comprehension, reading fluency, grammar skills and critical thinking using our Amplify Curriculum. **Staff Responsible for Monitoring:** Teachers, ELAR Coaches, Leadership Team, Administration **Title I:** 2.4, 2.5, 2.6 - **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 Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: PES will restructure PLCs to provide teachers with alternating weeks between planning/practice and learning/ data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have more time with building their capacity with the Amplify Curriculum **Staff Responsible for Monitoring:** Teachers, ELAR Coaches, Leadership Team, Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers.   **Root Cause**: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 %   2024 %

Approaches	52%	to	55%
Meets	25%	to	28%
Masters	7%	to	10%

Strategy 1 Details	Reviews			
Strategy 1: PES will build in structured time in the master schedule to focus on foundational skills in ELAR using the Eureka Curriculum	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have more time with building their capacity with the Eureka Curriculum **Staff Responsible for Monitoring:** Teachers, Math Coaches, Leadership Team, Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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 Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: PES will implement the new item types questions/practice compared to multiple-choice questions in all grades.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their critical thinking skills and instruction will be aligned to the Eureka Curriculum	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Math Coaches, Leadership Team, Administration				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** 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 Learning 2				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math is a content that builds upon previously taught concepts and requires a CPA (concrete, pictorial, abstract) understanding. Without concrete and pictorial instruction, students have gaps in basic computation/fluency and problem solving. Teachers are now spending more time finding ways to support scholars in learning prerequisite skills to ensure they can master grade-level content/skills.   **Root Cause**: Teachers were not using Eureka with fidelity. Teachers used their own resources to teach math in the classroom.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 %   2024 %

Performance Level	2023 %		2024 %
Approaches	49%	to	52%
Meets	26%	to	29%
Masters	6%	to	9%

Strategy 1 Details	Reviews			
Strategy 1: PES will provide hands-on/simulations opportunities for students to learn science through experiments that are standards based.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their critical thinking stills in science **Staff Responsible for Monitoring:** Teachers, Science Coaches and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	**Oct**	**Jan**	**Mar**	**June**

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Science data has been consistently low compared to math and reading. Although, scholars enjoy science instruction, there is a disconnect between what is being taught/learned and what is being assessed.   **Root Cause**: Teachers need additional training and coaching on the new Amplify Science Curriculum

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	96%
Letter-Sound Correspondence	90%
Early Writing	97%

Strategy 1 Details	Reviews			
Strategy 1: PES will use Circle Data to align instruction to phonological awareness, letter-sound correspondence and early writing.	Formative			Summative
Strategy's Expected Result/Impact: By aligning instruction, teachers can ensure that students are receiving instruction that meets the needs of critical learning opportunities **Staff Responsible for Monitoring:** Teachers, ELAR/Math Coach, Leadership Team and Administration **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: 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 Learning 1	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: PES Teachers will implement 100% Frog Street with fidelity to enhance Literacy Development	Formative			Summative
Strategy's Expected Result/Impact: PK students will reach On Target on CLI Engage/CIRCLE **Staff Responsible for Monitoring:** Teachers, ELAR Coach, Leadership Team, Administration	Oct	Jan	Mar	June

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
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 Learning 1

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers.   **Root Cause**: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

	2023 Percentage
Overall Math	97%

Strategy 1 Details				Reviews			
Strategy 1: PES will use CIRCLE data to align instruction to math				**Formative**			**Summative**
Strategy's Expected Result/Impact: By aligning instruction, teachers can ensure that students are receiving instruction that meets the needs of critical learning opportunities.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Math Coach, Leadership Team and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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 Learning 2							
Strategy 2 Details				**Reviews**			
Strategy 2: PES Teachers will implement 100% Frog Street with fidelity to enhance Math Development				**Formative**			**Summative**
Strategy's Expected Result/Impact: PK students will reach On Target on CLI Engage/CIRCLE				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Math Coach, Leadership Team and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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 Learning 2							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 2: Math is a content that builds upon previously taught concepts and requires a CPA (concrete, pictorial, abstract) understanding. Without concrete and pictorial instruction, students have gaps in basic computation/fluency and problem solving. Teachers are now spending more time finding ways to support scholars in learning prerequisite skills to ensure they can master grade-level content/skills.   **Root Cause**: Teachers were not using Eureka with fidelity. Teachers used their own resources to teach math in the classroom.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 62%

Strategy 1 Details	Reviews			
Strategy 1: PES will implement a common structured intervention/acceleration block (Champions Rise Up Block) that focuses on meeting all students where they are to close the gaps	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement will increase as students receive research & Standards-based instruction on their individual levels **Staff Responsible for Monitoring:** Teachers, Interventionists, ELAR Coaches, Leadership Team and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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 Learning 1				

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

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers. **Root Cause**: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 47%

Strategy 1 Details	Reviews			
Strategy 1: PES will implement a common structured intervention/acceleration block (Champions Rise Up Block) that focuses on meeting all students where they are to close the gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student achievement will increase as students received standards based instruction on their individual levels
    Staff Responsible for Monitoring: Teachers, Interventionists, ELAR Coaches, Leadership Team and Administration
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
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 Learning 1				

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

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers. **Root Cause**: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 47%

Strategy 1 Details	Reviews			
Strategy 1: PES will implement a common structured intervention/acceleration block (Champions Rise Up Block) that focus on meeting all students where they are to close the gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement will increase as students received research and standards-based instruction on their individual levels **Staff Responsible for Monitoring:** Teachers, Interventionists, ELAR/Math Coaches, Leadership Team and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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 Learning 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 2: Math is a content that builds upon previously taught concepts and requires a CPA (concrete, pictorial, abstract) understanding. Without concrete and pictorial instruction, students have gaps in basic computation/fluency and problem solving. Teachers are now spending more time finding ways to support scholars in learning prerequisite skills to ensure they can master grade-level content/skills.   **Root Cause**: Teachers were not using Eureka with fidelity. Teachers used their own resources to teach math in the classroom.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 93.8%

Strategy 1 Details		Reviews			
Strategy 1: The attendance clerk and at-risk counselor will track student attendance. The at-risk counselor and attendance clerk will have parent conferences to address issues and provide resources to parents.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improve attendance rate **Staff Responsible for Monitoring:** Attendance Clerk, At-risk Counselor, Teachers, Administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 9 Problem Statements:

Perceptions
Problem Statement 1: Only 43% of parents will recommend Ponderosa Elementary to another family member or friend.   **Root Cause**: Lack of multiple forms of communication/ frequency of communication. Parents are not aware of what is going on at Ponderosa Elementary.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Strategy 1 Details		Reviews		
Strategy 1: PES will implement a common structured intervention/acceleration block (Champions Rise Up Block) that focuses on meeting all students where they are to close the achievement gap in reading.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement will increase as students receive research & Standard-based instruction on their individual levels. **Staff Responsible for Monitoring:** Teachers, Interventionists, ELAR Coaches, Leadership Team and Admnistration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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 Learning 1				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers. **Root Cause**: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
Strategy 1: PES will implement a common structured intervention/acceleration block (Champions Rise Up Block) that focuses on meeting all students where they are to close the achievement gap in math.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement will increase as students receive research & Standard-based instruction on their individual levels. **Staff Responsible for Monitoring:** Teachers, Interventionists, Math Coaches, Leadership Team and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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 Learning 2				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math is a content that builds upon previously taught concepts and requires a CPA (concrete, pictorial, abstract) understanding. Without concrete and pictorial instruction, students have gaps in basic computation/fluency and problem solving. Teachers are now spending more time finding ways to support scholars in learning prerequisite skills to ensure they can master grade-level content/skills. **Root Cause**: Teachers were not using Eureka with fidelity. Teachers used their own resources to teach math in the classroom.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

Strategy 1 Details	Reviews			

Strategy 1: PES will increase and provide multiple forms of communication (paper flyers, weekly parent newsletter (smores), marquee, social media and website) to increase parent participation at campus events/activities.
    Strategy's Expected Result/Impact: Parent participation at all campus events/activities will be at 70% or higher
    Staff Responsible for Monitoring: Teachers, Support Staff, PEL, Leadership Team and Administration
 	
    Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Perceptions 1
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: PES will hosts at least one family engagement event/activity per month and solicit 5-10 parent volunteers per event/activity
    Strategy's Expected Result/Impact: By intentionally planning parent engagement events/activities and selecting parent volunteers, the staff and parent perception of volunteering will increase.
    Staff Responsible for Monitoring: Teachers, Support Staff, PEL, Leadership Team and Administration
 	
    Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Perceptions 1
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Only 43% of parents will recommend Ponderosa Elementary to another family member or friend.   **Root Cause**: Lack of multiple forms of communication/ frequency of communication. Parents are not aware of what is going on at Ponderosa Elementary.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Strategy 1 Details	Reviews			
Strategy 1: PES will intentionally place Quaver on the master schedule at a time that will allow for all student participation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Being intentionally about when Quaver occurs will result in 100% implementation for all students	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Counselors, Leadership Team, Administration **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: PES will implement the culture playbook/discipline protocol and follow the Code of Conduct during the BOY, MOY, EOY.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensuring full implementation of the culture playbook will allow for a 40% decrease in discipline referrals that lead to ISS/OSS	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Leadership Team and Administration **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Academic success requires teacher excellence, parent support, and student willingness. This happens through constant communication, consistency, and building effective relationships. Currently at Ponderosa, there is a lack of communication between the teacher and parent, inconsistent expectations for students, and ineffective building of relationships, which leads to poor academic success. **Root Cause**: Teachers had low expectations for academics and behaviors for students. Teachers were not communicating consistently with parents. This led to misconstrued perceptions about school.

Perceptions
Problem Statement 2: Only 68% of parents and 63% of staff members believe that discipline is enforced fairly. **Root Cause**: Lack of discipline routines and procedures that provide teachers with autonomy to enforce behavior concerns. Lack of communication to parents regarding discipline procedures, outcomes, and follow through.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details		Reviews			
Strategy 1: PES will add apartment management, homeowners associations and construction management/realtors to the communication list.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase Enrolllement **Staff Responsible for Monitoring:** Assistant Principal, Registrar, Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Academic success requires teacher excellence, parent support, and student willingness. This happens through constant communication, consistency, and building effective relationships. Currently at Ponderosa, there is a lack of communication between the teacher and parent, inconsistent expectations for students, and ineffective building of relationships, which leads to poor academic success.   **Root Cause**: Teachers had low expectations for academics and behaviors for students. Teachers were not communicating consistently with parents. This led to misconstrued perceptions about school.

Perceptions
Problem Statement 1: Only 43% of parents will recommend Ponderosa Elementary to another family member or friend.   **Root Cause**: Lack of multiple forms of communication/frequency of communication. Parents are not aware of what is going on at Ponderosa Elementary.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Strategy 1 Details	Reviews			
Strategy 1: PES will provide additional professional development opportunities to meet the needs of learning passports	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase capacity on teachers	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal, ELAR/Math Coaches, Leadership Team, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1, 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on the data more than 50% of scholars in several grade-levels are not adequately prepared to be great readers.   **Root Cause**: There is a lack of alignment between what scholars are being taught and what is being assessed. Frog Street, Amplify were not implemented with fidelity.
Problem Statement 2: Math is a content that builds upon previously taught concepts and requires a CPA (concrete, pictorial, abstract) understanding. Without concrete and pictorial instruction, students have gaps in basic computation/fluency and problem solving. Teachers are now spending more time finding ways to support scholars in learning prerequisite skills to ensure they can master grade-level content/skills.   **Root Cause**: Teachers were not using Eureka with fidelity. Teachers used their own resources to teach math in the classroom.
Problem Statement 3: Science data has been consistently low compared to math and reading. Although, scholars enjoy science instruction, there is a disconnect between what is being taught/learned and what is being assessed.   **Root Cause**: Teachers need additional training and coaching on the new Amplify Science Curriculum

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
Strategy 1: PES Administrators will conduct monthly calibrations to ensure that ratings are consistent	**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistent Feedback **Staff Responsible for Monitoring:** Assistant Principal, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Strategic planning and consistent execution of plans is necessary for leadership teams to improve performance. A strong leadership team takes time to work consistently.   **Root Cause**: Five Leadership Team Members are new to the Team.