

# San Antonio Independent School District

## Mission Academy

### 2022-2023 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

At Mission Academy, we believe in empowering all students who enter our doors with the knowledge and ability to establish successful lives and become productive leaders of society. We provide students with an equal opportunity to strive academically by offering rigorous academic exposure, small class sizes, technology-driven instruction and continuous colleague collaboration and growth to enhance the overall classroom experience. Our extracurricular programs promote comradery among students, strengthen relationships between students and teachers, instill leadership skills in students and promote a family-oriented campus by showing students how to care for our campus and those within it.

## Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to have all students graduate and prepare them for success beyond graduation. Our ideology is reflected in our core beliefs, values, and commitments that guide us in our daily practices.

## Value Statement

- Every student and staff member should be valued and that their differences should be honored and respected.
- Every student should have equitable access to an excellent educational experience and can learn and achieve at high levels.
- Every student and staff member is entitled to a safe and secure learning and work environment.
- Every District operation should be managed and monitored efficiently and effectively.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total Enrollment at Mission Academy: 502

HISP 92% , AMER IND 0% , ASIAN 1% , AF AMER 3% , WHITE 3% , PAC ISLAND 0% , MULTIRACE 1% , ECO DIS 76% , GT 9% , ESL 1% , LEP 5% , SPED 20% , SpEd SC 3% , AT-RISK 46% , 504 4% , MIGRANT 0.0% , HOMELESS 1%

### Demographics Strengths

The great majority of our students come from 2-parent households with some parents having post high school education. This is evident by the Low SES rate of 88% for the campus. The majority of parents communicate with teachers regarding academics.

Students are respectful and take pride in themselves and each other.

Students hold one another to a high standard.

There is an innate pride and confidence in self and a high work ethic.

Students are excited about learning.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Mission Academy met its attendance goal in the 2021-2022 school year with a 95.2% average for the year. However, absences and tardies continued despite campus measures taken such as: parent calls by office staff, Individual Attendance Plans and student incentives. In addition, high absenteeism continued for students who had reached Tier 2 in attendance reports. **Root Cause:** Due to the frequent change in office staff, phone calls were inconsistent. Communication with parents by teaching staff was primarily through informal written means such as Dojo and text with some follow through by phone or during parent/teacher conferences.

**Problem Statement 2:** The campus had limited parent volunteers in the 2021-2022 school year and a Parent Teacher Organization inconsistently had approximately 6 parents who participated. **Root Cause:** Parent feedback was not utilized to implement different ways and times that parents could volunteer to serve students and staff of the campus, and to participate in parent meetings.

# Student Learning

## Student Learning Summary

STAAR and MAP assessments were administered for the 2021-2022 school year.

### Campus EOY MAP Data (K-2)

Reading:

(2020-2021) Reading: 38% DNM, 62% Approaches, 22% Meets, 8% Masters

(2021-2022) Reading: 34% DNM, 66% Approaches, 20% Meets, 2% Masters

EOY Tier levels Reading:

Tier 1: Kinder 41%, 1st 26%, 2nd 43%

Tier 2 for Reading: Kinder 33%, 1st 36%, 2nd 16%

Tier 3 for Reading: Kinder 26%, 1st 38%, 2nd 41%

Math:

(2020-2021) Math : 34% DNM, 66% Approaches, 8% Meets, 4% Masters

(2021-2022) Math : 30% DNM, 70% Approaches, 16% Meets, 3% Masters

2021-2022 EOY Tier levels Math :

Tier 1: Kinder 49%, 1st 38%, 2nd 33%

Tier 2: Kinder 38%, 1st 38%, 2nd 11%

Tier 3: Kinder 13%, 1st 25%, 2nd 56%

### STAAR Data 2021-2022:

Reading: 72% Approaches, 42% Meets, 23% Masters

Math: 60% Approaches, 24% Meets, 11% Masters

Science: 69% Approaches, 37% Meets, 19% Masters

Social Studies: 46% Approaches, 20% Meets, 6% Masters

## STAAR Data 2020-2021 (Approaches level)

Reading: 54%

Math: 45%

Science: 58%

Social Studies: 31%

## TELPAS Data:

24 students took TELPAS

21% Beginning, 8% Intermediate, 46% Advanced, 25% Advanced High

## Student Learning Strengths

For the STAAR assessment, all subject areas had an increase in scores for overall passing (approaches level) as follows:

Reading - increase of 18 percentage points

Math - increase of 15 percentage points

Science - increase of 11 percentage points

Social Studies - increase of 15% percentage points

For MAP reading, there was a 2% increase in students at the approaches level. Grade 1 had a decrease of 15 percentage points of students in Tier 3 moving from 53% to 38%; Grade 2 had an increase of 5 percentage points of students in Tier 1 moving from 38% to 43%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Based on classroom observation data, consistent components of the new Amplify program are not evident in each classroom in grades K-5. Guided reading groups at some grade levels are not followed with fidelity and literacy workstations are not clearly aligned to engage students in learning at high levels to increase reading progress.

**Root Cause:** Though training for full implementation of Amplify was provided as well as Reading Academies, teachers need additional guidance to adjust practices to ensure all components are aligned and evident in the classrooms across grade levels.

**Problem Statement 2:** A low attendance rate of \_\_ among students in Tiers 2 and 3 cause gaps in skill attainment which impact the ability to meet rigorous and challenging standards set by the state. **Root Cause:** The school's and teachers' outreach to increase attendance is not consistently effective.

**Problem Statement 3:** Math scores on the STAAR assessments and interim assessments are inconsistent from Grades 3-8. The overall Math achievement score was 60% on STAAR. Though it increased from the previous year, the campus has consistently scored above the district average in previous years. **Root Cause:** Performance monitoring is conducted at the 3/6/9 intervals; however aggressive performance monitoring on daily work is observed inconsistently to allow teachers to determine which stage of the GRR process to transition. We need to improve systems that involve assessments, analysis of the results and the creation of intervention/accelerated plans.

**Problem Statement 4:** Science investigations and instruction in grades PK-4, 6, and 7 science classes are held in the classroom with limited resources and investigations. **Root Cause:** The science lab is not utilized on a regular basis which causes limited opportunities for hands-on investigations. There is no diagnostic assessment to assess Science skills to measure progress.

**Problem Statement 5:** Based on data from the Insight Survey, student achievement and engagement has decreased in comparison to previous years. The learning environment was rated lower in 4 of the 7 indicators, with a 17% drop in "My school is fun and joyful". **Root Cause:** Inconsistent implementation of best practices for teaching, learning in different learning environments.

**Problem Statement 6 (Prioritized):** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.



# School Processes & Programs

## School Processes & Programs Summary

Curriculum Based Assessments are administered every 3/6/9 weeks to track student performance and data. This increases student accountability and helps student set goals for themselves. It also allows teachers to plan strategically using data to drive lesson planning and instruction. Assessments are created utilizing Eduphoria and released STAAR Tests (for STAAR Tested grades). After each assessment, teachers analyze the data to create a strategic plan.

For STAAR tested grades, simulation assessments are given for each STAAR tested subject area based on formerly released tests. Data is analyzed to identify strengths and weaknesses. Teachers create action plans addressing these areas to plan and provide focused instruction to students.

Professional Learning Communities meet weekly as a grade level (elementary) and subject department (middle school) where they collaboratively engage in conversations and planning regarding best practices in teaching in learning. The teams discuss current data, instructional practices, student achievement and success to determine any changes that need to be made. The campus schedule allows for increased teacher collaboration during our weekly PLCs.

The end of the 2021-2022 school year had 7 retirements. This along with teacher resignations and added FTEs will have the campus with 9 new core content teachers (38%), 4 new SpEd teachers (44%) and 2 new special area teachers (33%).

Teachers new to Mission Academy engage in the Mentor Teacher Program. Teachers with 0-1 year of experience are assigned a mentor and teachers with 2+ years are assigned a "buddy". New teachers meet with their mentors or "buddies" weekly to discuss areas of need, instructional practices and campus processes. New teachers receive opportunities to observe their colleagues in the art of teaching and receive individualized assistance from the campus Instructional Coach.

The campus Instructional Coach supports all teachers daily, assists with creating lessons aligned to TEKS, guides data analysis and models instructional techniques.

Grade level teams meet weekly to plan lessons and discuss grade level activities.

Teachers use the Gap Analysis Protocol (GAP) during planning of high priority TEKS to determine students' possible misconceptions and areas of need and address them through planned scaffolds.

## School Processes & Programs Strengths

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

**Problem Statement 1:** MAP data shows that students K-2 students enter 3rd grade with insufficient skill mastery in phonemic awareness and phonics. According to the MAP Fluency Term Summary (EOY 2022), 36% of 2nd graders were reading on grade level and students in Tier 3 for Reading are Kinder 26%, 1st 38%, and 2nd 41% **Root Cause:** There was inconsistent approach and implementation to progress monitoring during 1st semester in 2021-2022. This was addressed in January of 2022 with the implementation and use of mClass assessment, data and lessons. The campus must continue its work and efforts at the beginning of the school year.

**Problem Statement 2:** Upon analyzing data in Reading, students who are below level in core content make slow gains in making progress toward on-grade level performance and do not meet their growth measure on MAP. MAP data shows the percent of students meeting their growth measure as follows: Kinder-32%, 1st-30%, 2nd-36%, 3rd-41%, 4th-63%, 5th-59%, 6th-44%, 7th-36% and 8th-56% **Root Cause:** Performance monitoring of the development of core content skills through interventions and acceleration with effective utilization of assessment data for planning purposes is not consistently seen with all teaching staff and need continued development through training.

**Problem Statement 3 (Prioritized):** Upon analyzing STAAR data, 31% of students did not meet the achievement domain in all subject areas. EOY MAP data shows 25% of students in Tier 3 for reading and 34% of students in Tier 3 for math. **Root Cause:** The campus met the minimum attendance standard of 95%, which is lower than in previous years. Attendance has seen a steady decline over the years from 98% to 95%. Tier 3 students continued have inconsistent attendance and the measures implemented by the campus to increase their attendance has had minimal impact.

# Perceptions

## Perceptions Summary

There is consistency of implementation of PBIS in classrooms and the common areas as observed during walkthrough observations. The campus PBIS committee developed PROWL to guide all lessons. PROWL is an acronym for Pride, Respect, Ownership, Work Hard and Lead by Example. As an active PBIS team, they have created lessons for each common area for teachers to teach their students. This maintains common expectations for all students in all areas on the campus. Training is given to new campus teachers on the PBIS system and how to effectively implement PROWL, rules, and procedures. Structures are in place to provide support for new teachers implementing PBIS. All classroom teachers have behavior management systems in place that area aligned to PROWL.

Mission Academy has caring families who are dedicated to ensuring that their children receive a good education in a positive atmosphere. Parents/guardians understand the importance of an education and want their children to be successful. Parents advocate for their children when they believe their is insufficient support for them.

## Perceptions Strengths

The campus has a PBIS committee that has developed procedures for all common areas of the school and classrooms that are taught through the use of lessons developed by the PBIS committee. This includes expectations for the restroom, cafeteria, hallways, bus area, arrival, dismissal, library and classroom.

Due to restrictions, families were not afforded with opportunities to be involved in traditional parent involvement activities during 1st semester and the campus was unable to hold Literacy Night and Math/Science Nights. However, teachers continued to effectively communicate with parents formally and informally about the academic progress of their children through phone and video parent teacher conferences, progress reports and Class Dojo.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Less than 20% of teachers consistently communicate in writing the academic goals, activities, and expectations with parents. **Root Cause:** Parent communication is focused on school wide events, the monthly calendar and district information at the administrative level. Classroom teacher contact focuses on behavior, grades and special events. Information about curriculum and instruction is not frequently sent ho

**Problem Statement 2:** According to the family survey only 54% of parents responded favorably to satisfaction with the amount of communication with the school. Therefore, 46 % parents' in-depth knowledge of their child's performance and progress is limited to what is seen on printed report card and progress reports. **Root Cause:** Academic information for parents has been through the use of the online Frontline system. The school needs to vary its efforts to assist new parents with accessing Frontline and registering for this resource. There is inconsistent communication of specific data and progress communicated by teachers.

**Problem Statement 3:** There is no active PTA or PTO. As such, the organization takes no role with implementing activities on campus. School efforts to form a PTA or PTO have been unsuccessful. **Root Cause:** The campus has yet to actively recruit parents for leadership positions in the PTA/PTO.

# Priority Problem Statements

**Problem Statement 1:** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause 1:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Upon analyzing STAAR data, 31% of students did not meet the achievement domain in all subject areas. EOY MAP data shows 25% of students in Tier 3 for reading and 34% of students in Tier 3 for math.

**Root Cause 2:** The campus met the minimum attendance standard of 95%, which is lower than in previous years. Attendance has seen a steady decline over the years from 98% to 95%. Tier 3 students continued have inconsistent attendance and the measures implemented by the campus to increase their attendance has had minimal impact.

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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.

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- 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
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) 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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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



# Goals











## Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 1:** By the end of the academic 2022-23 year, campus staff will build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all. We will increase the student rating on "Self-Management" on the SEL survey from 61% to 70%

**Evaluation Data Sources:** Discipline data  
Referrals  
Class Dojo data  
SEL Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of teachers and 95% of students will follow the school wide discipline plan, PK teacher will use the communication folder, PK-8 teachers will utilize the Positive Behavior Implementation System (PBIS) communication application Class Dojo form and 6th- 8th grade teachers will also follow the Lynx Playbook. These are developed by the PBIS committee and incorporate a school wide reward point system to recognize students' positive behavior.</p> <p><b>KPI/Metric/Measure:</b> Discipline referrals Discipline Data Class Dojo reports</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee members, Counselor, Assistant Principal, Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p><b>Funding Sources:</b> student incentives - 173 - Student Attendance Incentive, Student incentives - 211 - ESEA Title I, Part A - Regular, Student incentives - 282 - ESSER - 2821164990021011s33</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PBIS Team will meet on the first Tuesday of each month to discuss system and strategy implementation, analyze data, create plans of action to support PBIS initiative on campus and to monitor and adjust as needed. This will result in a 25% drop in discipline referral compared to 2021-22 academic year.</p> <p><b>KPI/Metric/Measure:</b> meeting notes discipline data Frontline student discipline</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee Members, Assistant Principal (PBIS Admin Rep.), Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus counselor will conduct guidance lessons that focus on the six pillars of character, bullying, suicide prevention, and conflict resolution. Counselor will also work collaboratively with the librarian to incorporate campus wide events and holidays into lessons such as reading challenge, holiday celebrations for diversity/acceptance, etc. Character Education Rallies will be held monthly for students, teachers and families. PALS will be implemented to include Counselor training, student training and related materials.</p> <p><b>KPI/Metric/Measure:</b> Counseling lesson plans Counselor referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal, LMS</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and Materials - 211 - ESEA Title I, Part A - Regular</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A priority for teachers and all campus personnel is having a safe environment for student learning. Instant communication for school security and safety is important particularly in emergency situations.</p> <p><b>KPI/Metric/Measure:</b> Student Surveys Staff surveys Parent/family surveys</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrations, office staff, Head Custodian</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and materials - 282 - ESSER - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				











**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 2:** By the end of the 2022-23 academic year, campus staff will work collaboratively to improve the culture of the school by increasing students' rating on "Growth Mindset" from 46% to 56% on the Social Emotional Learning survey.

**Evaluation Data Sources:** Student surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> For the 22-23 academic year, the campus will continue to implement the Positive Behavior Intervention and Support via PROWL in order to promote character education, foster respect, and develop appropriate decision-making for all students and decrease the number of discipline referrals and referrals to DAEP by 10%.</p> <p><b>KPI/Metric/Measure:</b> Frontline discipline reports</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal PBIS Committee members</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and Materials - 211 - ESEA Title I, Part A - Regular, Supplies and materials - 282 - ESSER</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The school counselor will provide SEL lessons to all classes throughout the school year. These will be communicated to parents with follow up strategies to use at home.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor FACE Specialist</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and materials - 211 - ESEA Title I, Part A - Regular, Supplies and materials - 282 - ESSER</p>	Formative			Summative
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**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 3:** By the end of the 2022-23 academic year Mission Academy attendance committee will implement a Campus system for monitoring student attendance. Increase the attendance rate to 97%.

**Evaluation Data Sources:** Attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the 22-23 academic year the Attendance Committee will meet bi-monthly to discuss attendance data, analyze information, and implement plans of action to result in a 95% daily attendance rate.</p> <p><b>KPI/Metric/Measure:</b> Attendance rate reports Tiered attendance reports</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee: Assistant Principal, FACE Specialist, Counselor, Feeder Campus Attendance Liaison, District Social Worker</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> For the 22-23 academic year the campus will have Attendance and PROWL rallies (Pride, Respect, Ownership, Work hard, Lead by example) every 9-week period. Students from classrooms who exemplify attendance goals and character traits will be acknowledged and receive prizes. Students will receive periodic incentives for having Perfect Attendance through a campus wide system. This will support our goal of 95% daily attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Assistant Principal FACE Specialist</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies - 173 - Student Attendance Incentive, Student Incentives - 211 - ESEA Title I, Part A - Regular, Supplies and materials - 211 - ESEA Title I, Part A - Regular, Student incentives - 211 - ESEA Title I, Part A - Regular</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				



**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**









1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 4:** By the end of the 2022-23 academic year, the faculty will increase students' grade level readiness by 10% across all student populations and programs as measured by STAAR, MAP, and Circle EOY assessments PK-12.

**Evaluation Data Sources:** MAP reports

- CBAs
- STAAR
- CIRCLE
- mClass

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the 22-23 academic year Mission Academy will implement Performance Monitoring during the independent practice portions of the lesson to gather real-time data that will inform small group interventions.</p> <p><b>KPI/Metric/Measure:</b> Walkthroughs Data trackers Assignment coding.</p> <p><b>Staff Responsible for Monitoring:</b> ILT (Principal, IC, AP's)</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies and Materials - 211 - ESEA Title I, Part A - Regular, Buses for student travel - 282 - ESSER, Student Entrance fees - 211 - ESEA Title I, Part A - Regular</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During the 22-23 academic year Mission Academy students will be assessed through informal, formative, and summative assessments that are aligned to state standards. Unit assessments and CBA data will allow us to make predictions and create interventions and acceleration activities. This will result in a 10% increase in STAAR performance.</p> <p><b>KPI/Metric/Measure:</b> Assessment calendar Unit assessments CBA data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies - 211 - ESEA Title I, Part A - Regular, Supplies and materilas - 282 - ESSER</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During the 22-23 academic year, the ILT and teachers will provide additional student support in grades K-8 through interventions after school or during the school day and after school during tutoring and acceleration events.</p> <p><b>KPI/Metric/Measure:</b> MAP results, STAAR results, CBAs, unit assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Instructional Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Tutoring payroll funds - 211 - ESEA Title I, Part A - Regular, Tutoring payroll funds - 164 - State Compensatory Education (SCE), Payroll funds - 282 - ESSER</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 5:** By the end of the 22-23 academic year, campus staff will increase the number of parents participating in school activities from 32% to 42% on "Family Involvement" on the Family survey by creating a PTO and more engaging opportunities to increase their knowledge of academic expectations based on the TEKS.

**High Priority**

**Evaluation Data Sources:** Parent Surveys



Teacher Surveys









STAAR Data

MAP Data

MClass Data

CBA Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the 22-23 academic year the Family And Community Engagement (FACE) specialist in collaboration with staff members will invite parents to participate in school activities to include volunteering and to attend learning opportunities to support their children in learning. This will result in an increase the number of parents participating in school activities from 32% to 42% on "Family Involvement" on the Family survey</p> <p><b>KPI/Metric/Measure:</b> Parent sign in sheets Family survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal FACE specialist</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and materials for parents - 211 - ESEA Title I, Part A - Regular, Supplies and materials for parents - 164 - State Compensatory Education (SCE), Refreshments for parents - 211 - ESEA Title I, Part A - Regular</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The FACE Specialist and campus administration will distribute the parent compact, the Parent and Family Engagement Policy and communicate data regarding campus performance and goals during the 22-23 academic year at monthly parent engagement events..</p> <p><b>KPI/Metric/Measure:</b> Parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal FACE Specialist Assistant Principal</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and resources - 211 - ESEA Title I, Part A - Regular, Refreshments for parents - 211 - ESEA Title I, Part A - Regular</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During the 22-23 academic year the ILT will coordinate parent STAAR and acceleration tutoring events to increase parent's knowledge of the TEKS, student progress and school/district information.</p> <p><b>KPI/Metric/Measure:</b> Parent surveys STAAR date</p> <p><b>Staff Responsible for Monitoring:</b> Principal FACE Specialist District FACE department Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and materials - 211 - ESEA Title I, Part A - Regular, Refreshments for parents - 211 - ESEA Title I, Part A - Regular</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 2: ENSURE PROFICIENCY**

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

**Performance Objective 1:** By the end of the testing window, 100% of Pre-K students will take the CIRCLE assessment to monitor student growth from BOY to EOY.

**Evaluation Data Sources:** CIRCLE reports

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K will implement the Frog Street program with fidelity to increase student achievement. All lessons will focus on Cognitive and Language domains, driven by CIRCLE assessments goals set by the campus from BOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> PK Teachers Assistant Principal Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies and materials - 199 - Local Maintenance - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Goal 3: ENSURE PROFICIENCY**







2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

**Performance Objective 1:** Core content teachers will create and implement data driven lesson plans to ensure student academic needs are met for intervention and acceleration.

**Evaluation Data Sources:** MAP

- Unit assessments
- CBA's

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading and Math MAP assessments will be administered to all students in the Fall, Winter and Spring (BOY, MOY, EOY) to monitor progress and student growth. Teachers will conference with students after each assessment to review results, discuss and set goals. Teachers will re-teach TEKS identified as areas of need.</p> <p><b>KPI/Metric/Measure:</b> MAP Reports</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Administration Grade level/Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

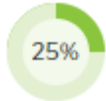



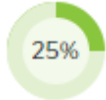





**Goal 3: ENSURE PROFICIENCY**

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

**Performance Objective 2:** Teachers will provide a comprehensive reading and writing process to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

**Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in grades will participate in a rigorous reading and writing comprehension process through the use of strategies and best practices from the Science of Teaching in an effort to assist students in building their comprehension skills and develop proficiency in reading and vocabulary at grade level or above. Teachers will use the research based approaches to teach reading to include Phonemic Awareness, Vocabulary, Fluency, Phonics, Comprehension, Guided Reading, Literature Circles, and State English Language Proficiency Standards (ELPS)</p> <p><b>KPI/Metric/Measure:</b> STAAR results                      TELPAS results                      CBAs                      Reading Inventory                      Running Records                      Progress Monitoring data                      MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Instructional Coach                      Academic Coordinating Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies and materials - 211 - ESEA Title I, Part A - Regular - 211-11-6399-00-210-2-3000 - \$3,000, Online resources - 211 - ESEA Title I, Part A - Regular - 211-11-6399-27-210-2-3000 - \$1,000, Magazines and periodicals - 211 - ESEA Title I, Part A - Regular - 211-11-6325-65-210-2-3000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive additional reading instruction and assistance during non-school hours/time such as after-school tutoring, and intercession provided by campus teachers and campus Master Teachers .</p> <p><b>KPI/Metric/Measure:</b> Learning Walks            STAAR results            TELPAS results            CBAs            Reading Inventory            Running Records            Progress monitoring data            MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Academic Coordinating Teachers            Department Chairs</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extra Duty Pay - 164 - State Compensatory Education (SCE) - 164-11-6118-24-210-2-3000 - \$1,000, Extra Duty Pay - 211 - ESEA Title I, Part A - Regular - 211-11-6118-24-210-2-3000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: ENSURE PROFICIENCY**



2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR







**Performance Objective 3:** All students will receive quality math instruction that is aligned to the state standards to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

**Evaluation Data Sources:** MAP

- Learning Walks
- Data Tracker
- CBAs
- Unit assessments

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To improve rigorous Math instruction, weak objectives, and critical thinking skills, teachers will use a variety of instructional strategies and materials. Campus will use additional resources, such as, but not limited to, student supplies, student manipulatives, workbooks, STAAR related testing material and online math programs to assist teachers and students in strengthening weak objectives.</p> <p><b>KPI/Metric/Measure:</b> MAP Learning Walks Data Tracker CBAs Unit assessments STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Academic Coordinating Teachers (ACTs) Department chairs</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> STAAR Resources - 211 - ESEA Title I, Part A - Regular - \$3,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive additional math instruction and assistance during non-school hours/time such as after-school tutoring, and intercession provided by campus teachers and Master Teachers .</p> <p><b>KPI/Metric/Measure:</b> STAAR results CBAs Unit Assessments MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extra Duty Pay - 164 - State Compensatory Education (SCE) - 164-11-6118-24-210-2-3000 - \$1,000, Extra Duty Pay - 211 - ESEA Title I, Part A - Regular - 211-11-6118-24-210-2-3000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** During the 22-23 academic year core content teachers (in ALL subjects) will create and implement data driven lesson plans that are aligned to state standard to ensure student academic needs are met for Tier 1 instruction, intervention and acceleration. This will result in a 10% increase in students scoring at the Meets level in STAAR.

**Evaluation Data Sources:** MAP reports  
Campus assessment reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Science MAP assessment will be administered to students in Grades 5 &amp; 8 in the Fall, Winter and Spring (BOY, MOY, EOY) to monitor progress and student growth. Teachers will conference with students after each assessment to review results, discuss and set goals. Teachers will re-teach science TEKS identified as areas of need.</p> <p><b>KPI/Metric/Measure:</b> MAP results STAAR Grades 5 &amp; 8</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Administration Grade level Chair Campus Science Department Chair</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students in all grade levels will be afforded the opportunity to attend field trips to provide enrichment in order to increase achievement at the Meets level.</p> <p><b>KPI/Metric/Measure:</b> Circle, MAP, CBA, STAAR</p>	Formative			Summative
	Oct	Jan	Apr	June

**Staff Responsible for Monitoring:** CILT, Teachers

**TEA Priorities:**

Improve low-performing schools

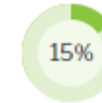
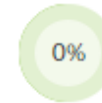
**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** School Processes & Programs 3

**Funding Sources:** Field Trips- Admissions, transportation - 282 - ESSER - 2821164120021011R29 - \$3,500, Field Trips- Admissions, Transportation - 282 - ESSER - 2821164940021011r29 - \$1,500



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**



**Problem Statement 3:** Upon analyzing STAAR data, 31% of students did not meet the achievement domain in all subject areas. EOY MAP data shows 25% of students in Tier 3 for reading and 34% of students in Tier 3 for math. **Root Cause:** The campus met the minimum attendance standard of 95%, which is lower than in previous years. Attendance has seen a steady decline over the years from 98% to 95%. Tier 3 students continued have inconsistent attendance and the measures implemented by the campus to increase their attendance has had minimal impact.







**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 2:** During the 22-23 academic year, all students will receive quality Reading, Math, science and social studies instruction that is aligned to the state standards to increase Student Achievement by 10%, Student Progress by 10%, and Closing the Achievement Gap.

- Evaluation Data Sources:** MAP reports  
 Campus assessment reports  
 Learning Walks  
 Data Tracker  
 CBAs  
 Unit assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To improve rigorous reading, math, science and social studies instruction, weak objectives, and critical thinking skills, teachers will use a variety of instructional strategies and materials. Campus will use additional resources, such as, but not limited to, student supplies, student manipulatives, workbooks, STAAR related testing material and online programs to assist teachers and students in strengthening weak objectives.</p> <p><b>KPI/Metric/Measure:</b> STAAR results                      CBAs                      Unit Assessments                      MAP                      Learning Walks</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Chair                      Reading Department Chair                      Science Department Chair                      Social Studies Department Chair                      Instructional Coach                      Assistant Principal</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> STAAR resources - 211 - ESEA Title I, Part A - Regular - \$10,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$500, Sirius - 282 - ESSER - 2821163996521011R-29 - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive additional reading, math, science and social studies instruction and assistance through after-school tutoring and intercession provided by campus teachers .</p> <p><b>KPI/Metric/Measure:</b> STAAR results CBAs Unit Assessments MAP</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Chair Reading Department Chair Science Department Chair Social Studies Department Chair Instructional Coach Assistant Principal Principal</p> <p><b>Funding Sources:</b> Extra Duty - 211 - ESEA Title I, Part A - Regular - \$400, Extra Duty Pay - 282 - ESSER - 2821161180021011r29 - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 6:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Upon analyzing STAAR data, 31% of students did not meet the achievement domain in all subject areas. EOY MAP data shows 25% of students in Tier 3 for reading and 34% of students in Tier 3 for math. <b>Root Cause:</b> The campus met the minimum attendance standard of 95%, which is lower than in previous years. Attendance has seen a steady decline over the years from 98% to 95%. Tier 3 students continued have inconsistent attendance and the measures implemented by the campus to increase their attendance has had minimal impact.</p>



**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 3:** During the 22-23 academic year, students will increase their academic performance in all subject areas, evident in a 10% increase in MAP, Unit Assessment, and CBA's. This will be attributed to teachers ability to deliver high-quality instruction using the GRR lesson cycle (includes: effective planning/skills checks/etc).

**Evaluation Data Sources:** Walkthrough feedback/observations

MAP Data

3/6/9 Week assessments data

**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 4:** Increase the percentage of students meeting their growth goal on the MAP assessments by 5% in all subjects by the end of 2022-2023 school year and increase the percentage of students achieving the Meets level by 5% in all core subjects.

**Evaluation Data Sources:** MAP results, STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use digital tools (such as iStation, Imagine Math, Lightsail, Flocabulary, NearPod, and iXL) and hands-on materials resources that empower teachers and support all students in reading, writing, language arts, math, science, social studies vocabulary, science, and test-taking skills.</p> <p><b>KPI/Metric/Measure:</b> CBAs, Semester exams</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Supplies and materials - 211 - ESEA Title I, Part A - Regular - \$1,000, Supplies and materials - 164 - State Compensatory Education (SCE) - \$1,000, - 211 - ESEA Title I, Part A - Regular - 211-116399-65-210-30-00-00 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be able to participate in theatre productions/plays to increase understanding of reading skills such as plot and vocabulary of the play.</p> <p><b>KPI/Metric/Measure:</b> Reading CBA</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>Funding Sources:</b> supplies and materials - 211 - ESEA Title I, Part A - Regular - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will be provided with a variety of rigorous and differentiated learning experiences both on and off the campus to increase performance across all content areas.</p> <p><b>KPI/Metric/Measure:</b> CBAs, 3/6/9 week assessments, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Grade level/Department Chair (ACTs)</p> <p><b>Funding Sources:</b> bus and entrance fees - 282 - ESSER, bus and entrance fees - 211 - ESEA Title I, Part A - Regular - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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## Performance Objective 4 Problem Statements:

### Student Learning

**Problem Statement 6:** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

**Goal 5: ENSURE PROFICIENCY**



2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Performance Objective 1:** By the end of the 22-23 academic year, Mission Academy will prepare and identify 7th grade students to take Algebra I in 8th grade for high school credit.

**Evaluation Data Sources:** STAAR data  
 MAP data  
 CBAs  
 Semester Exams

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-AP classes will be offered in grades 6 and 7 to prepare students to take the Algebra 1 course in 8th grade.</p> <p><b>KPI/Metric/Measure:</b> STAAR data                      MAP data                      CBAs                      Semester Exams</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal - Master Scheduler                      Instructional Coach                      Middle School Math Teachers</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During the 22-23 academic year Mission Academy will increase the number of students enrolled in Algebra 1 during their 8th grade year from the previous academic year.</p> <p><b>KPI/Metric/Measure:</b> Course student list</p>	Formative			Summative
	Oct	Jan	Apr	June

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Master Scheduler

7th/8th Grade Math teachers

**TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 4: High-Quality Curriculum



No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS**

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

**Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS**  
4a: Increase the % meeting TSI/SAT/ACT college-ready performance



**Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

**Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS**







4c: Increase the percent of graduates attending College

**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$9,767</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	100% of teachers and 95% of students will follow the school wide discipline plan, PK teacher will use the communication folder, PK-8 teachers will utilize the Positive Behavior Implementation System (PBIS) communication application Class Dojo form and 6th- 8th grade teachers will also follow the Lynx Playbook. These are developed by the PBIS committee and incorporate a school wide reward point system to recognize students' positive behavior.
4	1	2	Students in all grade levels will be afforded the opportunity to attend field trips to provide enrichment in order to increase achievement at the Meets level.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	100% of teachers and 95% of students will follow the school wide discipline plan, PK teacher will use the communication folder, PK-8 teachers will utilize the Positive Behavior Implementation System (PBIS) communication application Class Dojo form and 6th- 8th grade teachers will also follow the Lynx Playbook. These are developed by the PBIS committee and incorporate a school wide reward point system to recognize students' positive behavior.
4	1	2	Students in all grade levels will be afforded the opportunity to attend field trips to provide enrichment in order to increase achievement at the Meets level.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	100% of teachers and 95% of students will follow the school wide discipline plan, PK teacher will use the communication folder, PK-8 teachers will utilize the Positive Behavior Implementation System (PBIS) communication application Class Dojo form and 6th- 8th grade teachers will also follow the Lynx Playbook. These are developed by the PBIS committee and incorporate a school wide reward point system to recognize students' positive behavior.
4	1	2	Students in all grade levels will be afforded the opportunity to attend field trips to provide enrichment in order to increase achievement at the Meets level.

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Mission Academy will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically to address the instructional needs of At-Risk students. In the Plan4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box..

5/31/22 21-22 Summative and 22-23 CNA 8/23/22 8/31/22 10/18/22 Q1 Review Dates the CNA was reviewed and or revised for the school year: The 21-22 CIPs was reviewed and used to guide and evaluate the systems in place. A team of stakeholders reviewed historical achievement and enrollment data and identified trends and patterns for student learning, demographic and perceptions components. These trends and patterns were used to develop problem statements and identify root causes. This information in conjunction with the Targeted Improvement plan was used to identify strategies to address the problem statements and root causes. (See addendum)

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

CLT Membership Roster Mission Academy 22-23

School: Date:

Category Number Sub-Category Name Elected Replacement/Date Elected Term Expiration

NON-EMPLOYEES (Non-Elected Members)

Parents Minimum 2 (At least two parents submitted to represent a school organization, i.e. PTA, Booster, etc.) Parent Organization Representative September 2022 Sept 2022 Parent Organization Representative Parent Victoria Saenz Parent Claudia Garza

Students Minimum 2 4th grade or above 4th grade or above

Community Minimum 2 Reside in SAISD Donica Torres Reside in SAISD Grace Estrada

Business Minimum 1 (Insert Name of Business) Bar B Q Republic

EMPLOYEES (Elected)

Teachers

Elected by their

grade level,  
departments,  
learning teams, and  
vertical or multi-  
grade-level teaching  
teams or academies.

10 – 14 Grade Level Early Childhood 3yr / 4yr September 2022 Sept 2022 Kindergarten Lisa Medina Grade Level 1st Patricia Garcia-Villarreal Grade Level 2nd Molly Rosenblatt  
Grade Level 3rd Valeria Ballesteros Grade Level 4th Christian Delgado Grade Level 5th Jennifer Ramirez Grade Level 6th (If applicable) Grade Level 7th (If applicable) Grade Level  
8th (If applicable) Eric Trevino Special Areas Michael Niemeyer Special Education Marta Fischer Bilingual (If applicable)ASL Candia Cannon RDSPD Kendall Smith

Paraprofessional &

Classified 2 (1 each or 2 of same) Para or Classified Mary Helen Dominguez Para or Classified Caleb Sablatura

Prof. Support Staff

(Nurse, Counselor/

Social Worker,

Librarian, AP, DIC) 1 or 2 (Insert Title)Counselor Rosalia Zapata (Insert Title)Librarian Jeanette Barrera

District-level

Professional 1 (Insert Title)Academic Leadership Gabriela Santiago

Please send this original form to the appropriate Assistant Superintendent and a copy to the Governmental & Community Relations Department

Revised: July 2013

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan is made available in both English and Spanish to parents and community stakeholders in multiple ways. Digitally, the CIP is available on the campus website; physical paper copies are made available during Parent and community engagement meetings, and always available in the front office.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available in both English and Spanish to parents and community stakeholders in multiple ways. Digitally, the CIP is available on the campus website; physical paper copies are made available during Parent and community engagement meetings, and always available in the front office.



## **2.4: Opportunities for all children to meet State standards**

Mission Academy will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically to address the instructional needs of At-Risk students. In the Plan4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box.

## **2.5: Increased learning time and well-rounded education**

The Mission Academy ILT will ensure that instruction is aligned to state standards and of the highest quality. We will begin to implement GAP Analysis Protocol, Performance Monitoring, and student data trackers.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Face Specialist works collaboratively with parents to develop and refine the Parent and Family Engagement Policy every year. This policy is made available to parents in Spanish and English via multiple forms, including but not limited to, paper copies sent home and available in the front office and digital copies sent via e-mail. Parent education meetings are held once per month in English and Spanish by the Family and Community Engagement Specialist. One session each semester will focus on providing parents assistance in understanding the State's academic standards, the State and local assessment standards. [Your Campus] will support parents' involvement in improving their child's achievements by hosting one curriculum night per semester that provides parents ideas and instructional activities that can be done at home with students to improve student achievements. Our Family and Community Engagement Specialist and counselor (federal funds) collaborate to provide resources, parent education, and outreach to families. Parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, parent meetings, family events. Our Bilingual teachers and counselors will often act as translators for families who speak languages other than English. Our campus provides opportunities for parent activities at various times during the day. Some events are scheduled during the day; others are scheduled in the evening to accommodate working parents. Family surveys will be utilized to get feedback from families at events to continuously improve events from the perspective of families being served. A list of the individuals and their roles who assist with the development and refinement of the Parent and Family Engagement Policy for the 22-23 school year is included below:

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent Family Engagement Policy was distributed at a meeting held on [date] from [time] in [exact location]. The meeting and refinement of policy was conducted in English and Spanish. Campus Compact on is available in English and Spanish directly from the campus website.

<https://schools.saisd.net/page/210.homepage>

### **4.2: Offer flexible number of parent involvement meetings**

Mission Academy has offered and will continue to offer multiple meeting times for PTO and Coffee with the Principal. Additionally a Zoom option has been made available to parent.

## **5. Targeted Assistance Schools Only**

## **5.1: Determine which students will be served by following local policy**

Please see Title1Crate for the following documentation.

# Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Tutoring payroll funds		\$0.00
1	5	1	Supplies and materials for parents		\$0.00
3	2	2	Extra Duty Pay	164-11-6118-24-210-2-3000	\$1,000.00
3	3	2	Extra Duty Pay	164-11-6118-24-210-2-3000	\$1,000.00
4	4	1	Supplies and materials		\$1,000.00
11	1	1	MAP Assessment Platform		\$9,767.00
<b>Sub-Total</b>					\$12,767.00
173 - Student Attendance Incentive					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	student incentives		\$0.00
1	3	2	Supplies		\$0.00
<b>Sub-Total</b>					\$0.00
199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies and materials		\$200.00
<b>Sub-Total</b>					\$200.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student incentives		\$0.00
1	1	3	Supplies and Materials		\$0.00
1	2	1	Supplies and Materials		\$0.00
1	2	2	Supplies and materials		\$0.00
1	3	2	Supplies and materials		\$0.00
1	3	2	Student incentives		\$0.00
1	3	2	Student Incentives		\$0.00
1	4	1	Student Entrance fees		\$0.00
1	4	1	Supplies and Materials		\$0.00

211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplies		\$0.00
1	4	3	Tutoring payroll funds		\$0.00
1	5	1	Refreshments for parents		\$0.00
1	5	1	Supplies and materials for parents		\$0.00
1	5	2	Refreshments for parents		\$0.00
1	5	2	Supplies and resources		\$0.00
1	5	3	Refreshments for parents		\$0.00
1	5	3	Supplies and materials		\$0.00
3	2	1	Supplies and materials	211-11-6399-00-210-2-3000	\$3,000.00
3	2	1	Magazines and periodicals	211-11-6325-65-210-2-3000	\$1,000.00
3	2	1	Online resources	211-11-6399-27-210-2-3000	\$1,000.00
3	2	2	Extra Duty Pay	211-11-6118-24-210-2-3000	\$2,000.00
3	3	1	STAAR Resources		\$3,000.00
3	3	1	Supplies and Materials		\$2,000.00
3	3	2	Extra Duty Pay	211-11-6118-24-210-2-3000	\$1,000.00
4	2	1	Supplies and Materials		\$500.00
4	2	1	STAAR resources		\$10,000.00
4	2	2	Extra Duty		\$400.00
4	4	1		211-116399-65-210-30-00-00	\$5,000.00
4	4	1	Supplies and materials		\$1,000.00
4	4	2	supplies and materials		\$200.00
4	4	3	bus and entrance fees		\$500.00
<b>Sub-Total</b>					\$30,600.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student incentives	2821164990021011s33	\$0.00
1	1	4	Supplies and materials		\$3,000.00
1	2	1	Supplies and materials		\$0.00
1	2	2	Supplies and materials		\$0.00
1	4	1	Buses for student travel		\$0.00

282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplies and materilas		\$0.00
1	4	3	Payroll funds		\$0.00
4	1	2	Field Trips- Admissions, transportation	2821164120021011R29	\$3,500.00
4	1	2	Field Trips- Admissions, Transportation	2821164940021011r29	\$1,500.00
4	2	1	Sirius	2821163996521011R-29	\$7,000.00
4	2	2	Extra Duty Pay	2821161180021011r29	\$2,000.00
4	4	3	bus and entrance fees		\$0.00
<b>Sub-Total</b>					<b>\$17,000.00</b>