

San Antonio Independent School District

Crockett Elementary

2022-2023 Campus Improvement Plan

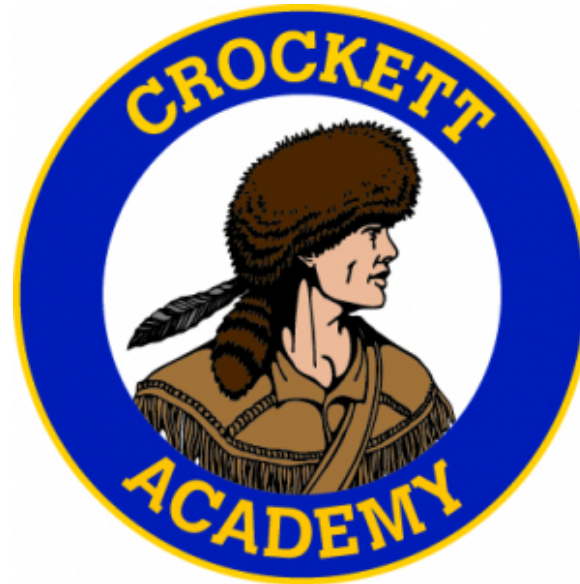


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment at Crockett Academy for this school year averaged 685 students.

Our sub-pop/demographics are as follows:

2022-2023

2021-2022

2020-2021

Hispanic: 92%=579

Hispanic: 91%= 621

White:3%=16

White: 2%= 12

African American:4%=25

African American: 5%=31

Asian:1%=8

Asian: 2%=12

American Indian:0%=0

American Indian: 0%=2

Female:47%=298

Female: 47%=318

Male:53%=330

Male: 53%=361

SPED:17%=104

Special Ed:16%=112

G/T:3%=18

GT: 4%=25

LEP/EB:31%=196

LEP/ELL: 33%=223

BE:23%=144

BIL: 20% =138

ESL:5%=30

ESL: 10%=68

Eco Dis:97%=612

Eco Dis: 97%=657

At Risk:83%=521

At Risk: 77%=522

Homeless:4%=24

Homeless: 2%=12

Dyslexia:7%=44

Dyslexia:45= 7%

Enrollment and Withdrawals for to date 5-10-22:

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
WD	5	19	16	20	17	8	11	10	16	11
Prev SAISD	2	11	11	4	7	2	4	3	8	4
New Other Dist	36	23	11	11	8	10	4	4	5	3

Demographics Strengths

Due to the high number of students with learning disabilities that have been identified over the last 3 years we have been able to secure teachers to meet their needs on a daily basis.

- This year we had a full time Dyslexia Teacher and an assistant on staff to provide services to our students.
- Due to the high number of students who have been identified for special education, we are now able to serve them because the district has secured four full time GEC teachers and two assistants to address all of our students' special ed needs.
- Our ESL population has grown over the years and we are now equipped with two full time ESL teachers to service our K-5th grade students and 6th-8th grade students.
- We have better practices in place to identify ESL and ELL students with the help of the district and are providing ongoing services and support to the families.
- We have increased the number of community outreach services to support our At-Risk population and student programs, to include CIS, St. Marks Episcopal Church, Byrd Bakery, Bill Miller, and UTSA partnership to train teachers.
- We are retaining our students from PK-8th grade from year to year which allows us to continue operating as an Academy.
- We have a diverse group of students and teachers within our learning community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There continues to be decrease in enrollment this school year in comparison to the last two years. **Root Cause:** Parents are choosing to send their children to Charter Schools or they are moving out of the area due to SAHA assignments

Student Learning

Student Learning Summary

The following is our preliminary campus STAAR assessment data for 2021-2022:

Achievement Domain:

Crockett Academy					
STAAR Assessment	Grade Level	Growth	Approaches	Meets	Masters
MATH	DATA is Pending	69%	48%	20%	10%
ALGEBRA	DATA is Pending	84%	97%	75%	56%
READING	DATA is Pending	80%	55%	27%	15%
SCIENCE	DATA is Pending	NA	37%	13%	3%
SOCIAL STUDIES	DATA is Pending	NA	36%	20%	15%

District MAP Assessment Data 2021-2022:

Grade	BOY	MOY	EOY
Kinder Math	NA	47%	31%
Kinder Reading	NA	29%	19%
1st Math	17%	62%	44%
1st Reading	8%	37%	25%
2nd Math	48%	43%	35%
2nd Reading	31%	26%	37%
3rd Math	33%	59%	58%
3rd Reading	40%	47%	48%

Grade	BOY	MOY	EOY

4th grade Reading	51%	44%	56%
5th Math	40%	65%	57%
5th Reading	46%	39%	55%
6th Math	51%	42%	45%
6th Reading	63%	40%	38%
7th Math	34%	41%	42%
7th Reading	41%	46%	56%
8th Math	43%	55%	70%
8th Reading	44%	45%	46%

• This year we closed alot of academic gaps, but there is still alot of work to do to keep the school moving forward with students that are on level.

- Historically, we have always done better in math than in reading, but this school year it was not the case. We attribute it to the fact that math concepts build on one another and if students missed any lessons they fell behind.
- The Amplify Reading Curriculum was implemented, we think that this may have impacted our reading growth score.

Student Learning Strengths

Students showed STAAR growth in both Math and Reading this year. Reading is at 80% growth and Math is at 69% growth.

The Amplify Reading program was piloted at Crockett this year, both teachers and students enjoyed the content and learning expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math instruction needs to be more hands on and applicable to real life situations in varied grade levels. **Root Cause:** Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.

Problem Statement 2 (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

- Safety is always a priority. We will be more intentional with our monitoring and practice drills. A campus safety plan will be developed, presented and implemented to staff and students. The plan will be shared with parents.
- The campus will employ two instructional coaches who focus on working directly with teachers and students throughout the year. One coach will support Pre-K - 4th grade and the second coach will support 5th - 8th grade.
- A CIS Case Manager is assigned to Crockett to work with At-Risk students and their families (Employee is funded through St. Marks Episcopal Church). Assistance will be provided in the form of clothes, school supplies, mentoring, tutoring, financial support and holiday assistance with food.
- Crockett Academy will serve PK-8th grade students in 2022-2023 school year. We are retaining at least 95% of our students and families every year.
- Crockett Academy teachers will implement targeted activities tied to Amplify Reading.
- Walkthroughs will be conducted daily. Teachers will be provided immediate feedback and coached using various resources. Teachers will be provided ongoing feedback from Instructional Coach and Administration. Teachers will be provided with planning and data dis-aggregation time as needed to guide and adjust instructional action plans.
- Campus administration will calibrate every three weeks to ensure accurate implementation of the T-TESS Rubric.
- We will implement a power hour within our schedule to address Reading and Math.
- All students will continue to have a one to one iPad or Chromebook to use for learning purposes at school. All teachers will use technology such as Swivels , SMART Boards, Canvas and Technology Applications provided by the district to enhance student learning.
- Every classroom will be equipped with flex furniture to enhance our students' learning environment.
- Teachers will continue attending PD offered by the district and campus in order to expand their knowledge and implement it in the classroom.

School Processes & Programs Strengths

- We are a Lighthouse 2.0 Campus, so we are technology rich and will continue seeking PD to integrate technology into our content.
- We have teachers that are eager to learn and devoted to making a difference...they will continue attending PD in the content areas that they teach.
- While we have lost students over the course of the year due to withdrawals, we are able to retain most of the students that have been part of our Academy since PK/Elementary.
- We have a strong administrative team that can coach our teachers to grow them instructionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have two Instructional Coaches to serve 10 grade levels- 648 students. **Root Cause:** Funding is not available.

Perceptions

Perceptions Summary

School Culture and Climate:

- With regards to school culture and climate our goal is to provide a safe environment for students, teachers, families, and our community.
- We have two counselors and they have split the grade levels to allow them to attend to the needs of students PK - 4th and 5th - 8th grade.
- Our teachers have all created a safe learning environment in every classroom for their students in order for them to enjoy coming to school and learn.
- Our CIS team is available to help families in need of support. They assist with home visits and reaching out to families struggling with attendance.
- Our teachers are very aware of meeting the needs of the whole child and they realize that in order to address academic gaps they need to address the social-emotional needs of their students.
- Every classroom is equipped with flex furniture and technology that allows our students the option of instructional settings that meet their kinesthetic needs.
- Our PBIS team was redesigned last year and we continue to work on making it better for our students. The PBIS team has focused on incentives for attendance since that is the biggest challenge for students and families at Crockett.

The addition of a Middle School Counselor is a strength as it allows for our elementary and secondary students to receive more individualized support. Each counselor is able to address the needs (academic and social emotional) of the appropriate age groups.

Family and Community Engagement:

- Our parents are an integral part of our students' success as they are the first teachers and set the behavioral and academic foundations for their children. At Crockett we believe that parents, community partners, teachers and staff should all work together in order for our students to be academically and social-emotionally successful.

Perceptions Strengths

School Culture and Climate:

PBIS is part of our campus culture. We have been implementing our PBIS system since 2014 and have seen an improvement in behavior across the campus. We have a few students that have some social emotional issues and we have been working with them alongside their teachers, behavior specialist, counselors and administrative team. We have students upwards of 5th grade that are wanting to identify with other genders. We are working alongside with their families, administrative team, counselors and teachers to support them as needed.

Family and Community Engagement:

- At Crockett, we feel that parental and community involvement are key components to student academic success. We work hard to provide opportunities for our parents to become engaged in daily school practices. We provide a monthly calendar to parents to keep them informed of all events that are taking place at the school and remind them that we need their continued support to ensure their child's success. We use a variety of media to communicate on a regular basis with our parents.
- We have an active PTA that is led by parents and staff who work together to support our students' needs.
- Principal Coffees are held monthly in order to connect with parents. This allows our parents to bring up concerns or share ideas with regards to what takes place at the campus.
- As a campus we hold academic and family events on a monthly basis to invite parents to get involved in their children's education.
- Our FACE Specialist does an excellent job of reaching out to parents and working with them to get them more involved at the campus level.

- Communication between parents, teachers and office personnel was key in the high number of pre-registration for the 2022-2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students across K-8th grade are struggling with social emotional, behavioral and developmental gaps that we need to address. **Root Cause:** School personnel are not equipped to deal with the struggles that students are displaying. We need to take the time to include kindness as part of our everyday teachings in the classroom and common areas of the campus.

Priority Problem Statements

Problem Statement 1: There continues to be decrease in enrollment this school year in comparison to the last two years.

Root Cause 1: Parents are choosing to send their children to Charter Schools or they are moving out of the area due to SAHA assignments

Problem Statement 1 Areas: Demographics

Problem Statement 2: Math instruction needs to be more hands on and applicable to real life situations in varied grade levels.

Root Cause 2: Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have two Instructional Coaches to serve 10 grade levels- 648 students.

Root Cause 3: Funding is not available.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students across K-8th grade are struggling with social emotional, behavioral and developmental gaps that we need to address.

Root Cause 4: School personnel are not equipped to deal with the struggles that students are displaying. We need to take the time to include kindness as part of our everyday teachings in the classroom and common areas of the campus.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 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 5: 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 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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 Success Initiative (SSI) data for Grades 5 and 8
- 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
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures 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 this school year, our goal is to grow 100% of our 1st and 2nd year teachers professionally to help them become strong teachers who can help us close the students' learning gaps as measured by Circle, MAP and STAAR.

Evaluation Data Sources: T-TESS Evaluations and walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will use calibration exercises multiple times throughout the year to rate teachers fairly. meet weekly with Instructional Coaches to discuss how they are supporting teachers and provide feedback within 48 hours on all walkthroughs logged in Performance Matters. Administrators will request meetings with teachers if coaching session is needed.</p> <p>KPI/Metric/Measure: Performance Matters</p> <p>Staff Responsible for Monitoring: Administrative Team using walkthrough feedback and conferences</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We have two Instructional Coaches to serve 10 grade levels- 648 students. Root Cause: Funding is not available.</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 2: To increase student readiness by a minimum of 10% across all content areas, student populations, and programs as measured by end of year Circle, MAP, and STAAR/

Evaluation Data Sources: MAP

- Circle
- STAAR
- TELPAS
- CBAs
- District Assessments
- Informal Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: As a Lighthouse 2.0 campus, students and teachers will have access to different types of digital platforms to enhance and maximize performance and engagement by students in all learning content areas. These platforms should allow for differentiated instructional opportunities for students.</p> <p>KPI/Metric/Measure: Class products</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Secretary, Librarian, IT Representative</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with mini assessments, exit tickets, informal assessments, district assessments, and summative assessments in a variety of formats to monitor and track student progress.</p> <p>KPI/Metric/Measure: MAP, STAAR, CBA, TELPAS, Semester Exams</p> <p>Staff Responsible for Monitoring: Teachers, Administration, and Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Printing - 211 - ESEA Title I, Part A - Regular - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students in grades PK-8th will be expected to maintain journals in all content areas, discussions, and Dual Language literary circles as an extension of their learning and writing for the day.</p> <p>KPI/Metric/Measure: Journal entries, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administration using random journal checks</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies and materials - 164 - State Compensatory Education (SCE) - \$2,221, Supplies and materials - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be provided opportunities to participate in PD and Planning Sessions during PLNs to address areas of concern, to plan activities, exit tickets and mini assessments. Rehearse lesson delivery and share best practices. Teachers will be able to observe teacher leaders and Instructional Coaches to promote vertical alignment and differentiation to support all learners,</p> <p>KPI/Metric/Measure: Lesson Plans, MAP, STAAR, EOC, Semester Exams, CBAs</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and Supplies - 164 - State Compensatory Education (SCE) - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 2 Problem Statements:







Student Learning
<p>Problem Statement 1: Math instruction needs to be more hands on and applicable to real life situations in varied grade levels. Root Cause: Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: 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: To increase student attendance at school, our objective is to increase our student ADA to a minimum of 95% so that teachers and staff are able to make a difference to our students' academic year and to close learning gaps.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be called every morning their child is absent or they will receive a home visit on the fourth absence from school by our FACE Specialist, Administrative Team or CIS Case Managers while attendance folders and individual attendance trackers will be provided to every teacher to track student attendance.</p> <p>KPI/Metric/Measure: ADA Reports BI Attendance Reports Phone logs notes on calls Home visit log</p> <p>Staff Responsible for Monitoring: Attendance Clerk FACE Specialist Attendance Committee Counseling Clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Printing of Attendance Cards and Door Hangers - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students with Perfect Attendance will be celebrated every Grading Period.</p> <p>KPI/Metric/Measure: ADA Reports BI Reports</p> <p>Staff Responsible for Monitoring: Teachers Attendance Clerk FACE Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Incentives - 211 - ESEA Title I, Part A - Regular - \$1,041</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:



Demographics
<p>Problem Statement 1: There continues to be decrease in enrollment this school year in comparison to the last two years. Root Cause: Parents are choosing to send their children to Charter Schools or they are moving out of the area due to SAHA assignments</p>



Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: 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: To teach students, parents and staff how to celebrate and understand the diversity found within our community. We want to ensure that 100% of our students, parents and staff are provided the opportunity to learn how to accept, respect and celebrate other cultures in our community.

Evaluation Data Sources: Frontline reports
 Incidents reported and debrief with parents or students
 Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will attend training on cultural diversity, race sensitivity and LGBTQ+ and training sessions will be provided to parents during our parent coffees, district and community led training sessions that will help us get the conversations around race and diversity started. Parent sessions will be provided in English and Spanish.</p> <p>KPI/Metric/Measure: Feedback from parents Sign-In Sheets</p> <p>Staff Responsible for Monitoring: FACE Specialist Principal Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies & Materials & Refreshments - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers, Counselors and CIS Case Managers will be able to incorporate their learning on cultural diversity and racism into their lessons to begin to have discussions and teaching around how we should all treat each other with respect and celebrate our differences.</p> <p>KPI/Metric/Measure: Student Feedback Parent Feedback Teacher and Counselor Feedback Frontline Discipline Reports</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrative Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:



Perceptions
<p>Problem Statement 1: Students across K-8th grade are struggling with social emotional, behavioral and developmental gaps that we need to address. Root Cause: School personnel are not equipped to deal with the struggles that students are displaying. We need to take the time to include kindness as part of our everyday teachings in the classroom and common areas of the campus.</p>









Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: 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: Our objective is to address the needs of 100% of our students who suffer from social-emotional needs on a daily basis and work with their parents, counselor and behavior specialist to get them timely assistance.

Evaluation Data Sources: Frontline Reports
MTSS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet with our campus counselors, CIS and administration team to identify students in their classrooms that are in need of extra support so that we can have daily check in times with them and keep them on our radar so that we can provide them with the services that they need.</p> <p>KPI/Metric/Measure: MTSS Referrals Counseling Referrals Frontline Discipline Reports Student Academic Records AMP Data</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, SAISD Behavior Specialists, Administrative team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: At-Risk students will be identified and referred to our CIS Case Manager to work with them at the school to provide them with school supplies, uniforms, mentors and outside tutoring.</p> <p>KPI/Metric/Measure: CIS Monthly Reports CFA, CBA, Benchmark Data Teacher Feedback Counselor Feedback Student and Parent Feedback on Program and Progress</p> <p>Staff Responsible for Monitoring: CIS Case Manager Teachers Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All bullying cases will be reported to administration so that students can be referred to our counselors who will work directly with students and parents using restorative practices, PBIS strategies and counseling strategies.</p> <p>KPI/Metric/Measure: Counselors Teachers Support Staff</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Counselor - Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Perceptions









Problem Statement 1: Students across K-8th grade are struggling with social emotional, behavioral and developmental gaps that we need to address. **Root Cause:** School personnel are not equipped to deal with the struggles that students are displaying. We need to take the time to include kindness as part of our everyday teachings in the classroom and common areas of the campus.

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 6: 100% of our students will have the ability to make safe decisions when it comes to their health and well-being to help develop well rounded individuals.

Evaluation Data Sources: Fitness Gram Assessments
Pacing Guide
SPARK Curriculum







Strategy 1 Details	Reviews			
<p>Strategy 1: Our coaching staff will work on building strong and healthy students across grade levels as they prepare them for participation in our Athletic Program. Coaches will encourage all students to live a healthy lifestyle and make good choices with regards to their health and well being.</p> <p>KPI/Metric/Measure: Fitness Gram Assessments Pacing Guide SPARKS Curriculum</p> <p>Staff Responsible for Monitoring: Athletic Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Our nursing staff will conduct all required health assessments/screenings and provide our students with access to classes that are required of them at certain ages/grade levels in order to keep them informed of what is safe and healthy.</p> <p>KPI/Metric/Measure: Nurse Records Parent Permission Forms</p> <p>Staff Responsible for Monitoring: Nurse Nurse Assistant</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</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 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: 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 7: All of our parents will be informed monthly of campus updates regarding their children's educational opportunities.

Evaluation Data Sources: Parent Surveys
Parent Questions

Strategy 1 Details	Reviews			
<p>Strategy 1: We will hold our Annual Title I Meetings in English and Spanish to explain how we are using funding to improve the instruction at the campus. During this meeting, we will review the Parental Involvement Policy and revise as needed.</p> <p>KPI/Metric/Measure: Parent Feedback Staff Responsible for Monitoring: Principal FACE Specialists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Our objective is to have a 5% increase of students being program and grade level ready in reading and math.

Evaluation Data Sources: MAP

Circle

LAS and PreLas

Strategy 1 Details	Reviews			
<p>Strategy 1: As a Lighthouse 2.0 campus, Teachers and administration will continue to receive training in the areas of technology, including digital platforms and applications that will enhance student learning.</p> <p>KPI/Metric/Measure: Technology data sources District Training</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrative Team ACTs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: 3D Printers - 211 - ESEA Title I, Part A - Regular - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:








Student Learning
<p>Problem Statement 1: Math instruction needs to be more hands on and applicable to real life situations in varied grade levels. Root Cause: Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.</p>

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 2: 85%-95% of our teachers will attend professional development offered by the district across content areas.

Evaluation Data Sources: STAAR Scores
 MAP Scores
 Fountas and Pinnell Data
 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will work with District Specialist during the school year to enhance Math instruction in the classroom with research based strategies.</p> <p>KPI/Metric/Measure: Walkthrough Data Math STAAR Scores Math CBA and CFA Data Math MAP Data</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrative Teams</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Substitutes - 164 - State Compensatory Education (SCE) - \$3,200, Substitutes - 212 - ESEA Title I, Part C - Migrant - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:




Student Learning
<p>Problem Statement 1: Math instruction needs to be more hands on and applicable to real life situations in varied grade levels. Root Cause: Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.</p>




Goal 3: ENSURE PROFICIENCY





2b: Increase the percent of Grade 3- 8th students on grade level in Reading & Math STAAR

Performance Objective 1: By the end of the 2022-2023 SY, our campus goal is to ensure the number of students show growth and meet grade level expectations by a minimum of 10% using end of year assessments.

Evaluation Data Sources: STAAR, Benchmarks, MAP, CBA, TELPAS, and Fountas and Pinnell

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers in PK-8th will participate in PLNs to plan and review units of study after disaggregating data. Their focus will be to plan activities and stations for Tier I Instruction and tutoring. 1st and 2nd year teachers will work with Math District Specialist on Professional Development and the RLA Department to focus on station activities and modeling of small group instruction to close learning gaps.</p> <p>KPI/Metric/Measure: Station Activities, MAP Reading, Fountas and Pinnell, STAAR, TELPAS</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Coaches, ACTs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Hand Outs - 211 - ESEA Title I, Part A - Regular - \$1,000, Materials for stations - 211 - ESEA Title I, Part A - Regular - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students that are not on level will be provided intervention during Tier II and III Instruction. They will also invited to participate in district interventions and tutoring. The campus will purchase APPs to support intervention methods in</p> <p>KPI/Metric/Measure: STAAR Scores MAP Unit Assessments TELPAS Exit Ticket</p> <p>Staff Responsible for Monitoring: Administrative Team Instructional Coaches ACTs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring, Math and Reading Materials - 211 - ESEA Title I, Part A - Regular - \$35,000, Intervention / tutoring - 282 - ESSER - \$5,000, Math and Reading Materials - 164 - State Compensatory Education (SCE) - \$8,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	 75%	 80%	 0%	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:



Student Learning
<p>Problem Statement 1: Math instruction needs to be more hands on and applicable to real life situations in varied grade levels. Root Cause: Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.</p>
School Processes & Programs
<p>Problem Statement 1: We have two Instructional Coaches to serve 10 grade levels- 648 students. Root Cause: Funding is not available.</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 1: Our campus will provide all academically struggling students with the opportunity to close their learning gaps and get them as close to grade level. Our goal is to grow by a minimum of 10% in all STAAR tested areas.

Evaluation Data Sources: STAAR Scores
 TELPAS Scores
 CFA and CBA Scores
 MCLASS

Strategy 1 Details	Reviews			
<p>Strategy 1: Our MTSS Coordinator will work with teachers to identify students in need of tutoring or extended day learning in order to work with them in the identified areas of need. Teachers will work an extended day to support closing the learning gaps for students via tutoring session to support student growth throughout the school year.</p> <p>KPI/Metric/Measure: Tutoring groups CFA CBA Benchmark STAAR TELPAS</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrative Team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Staff Pay - 164 - State Compensatory Education (SCE) - \$10,000, Staff Pay - 211 - ESEA Title I, Part A - Regular - \$7,000, Staff Pay - 211 - ESEA Title I, Part A - Regular - \$25,000, Staff Pay - 282 - ESSER - \$11,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Library leveled books and differentiated teaching resources will be used in PK-8 classrooms to provide students with developmentally appropriate content and high interest to increase individual growth.</p> <p>KPI/Metric/Measure: MAP Reading</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies, materials and books - 164 - State Compensatory Education (SCE) - \$2,221, Supplies, materials and books - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in grades PK-8 will use math and reading manipulatives to enhance comprehension of mathematical concepts to increase student growth of grade level TEKs as evidence on Circle, MAP, STAAR, CBAs and other formative assessments.</p> <p>KPI/Metric/Measure: Circle, MAP, STAAR, CBA, Formative Assessments</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: math manipulatives - 164 - State Compensatory Education (SCE) - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will prepare academic welcome supply bags for new students who do not have access to basic supplies such as journals, paper, pencils, pens, colors, scissors, glue, etc.</p> <p>KPI/Metric/Measure: MAP CFAs Exit Tickets</p> <p>Staff Responsible for Monitoring: Teachers Secretary</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: school supplies - 211 - ESEA Title I, Part A - Regular - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide extended learning opportunities through fieldtrips to support Social, Emotional, Academic needs and kindness efforts of students to support growth.</p> <p>KPI/Metric/Measure: Lesson plan Reflection Journal Exit ticket</p> <p>Staff Responsible for Monitoring: Admin Teachers Instructional Coaches Instructional Assistants</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 282 - ESSER - \$20,000, Student Travel - Entrance Fee/Char Bus / Travel-Yellow Bus - 211 - ESEA Title I, Part A - Regular - \$15,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: PBIS team and Counselors will provide incentives to support students and faculty Social and Emotional wellness</p> <p>KPI/Metric/Measure: Reflection journals</p>	Formative			Summative
	Oct	Jan	Apr	June

exit tickets
Rhythm app

Staff Responsible for Monitoring: Admin team
Teachers
Counselors

Title I:

2.5, 2.6

- TEA Priorities:

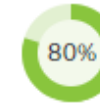
Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Funding Sources: reflection journal, gel pens, Aroma therapy diffusers, sno cone machine - 282 - ESSER - \$7,000



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Math instruction needs to be more hands on and applicable to real life situations in varied grade levels. **Root Cause:** Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.

Perceptions

Problem Statement 1: Students across K-8th grade are struggling with social emotional, behavioral and developmental gaps that we need to address. **Root Cause:** School personnel are not equipped to deal with the struggles that students are displaying. We need to take the time to include kindness as part of our everyday teachings in the classroom and common areas of the campus.

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: Increase the participation of students from various special programs to participate in the Algebra I course by 10%.

Evaluation Data Sources: STAAR Scores
 Simulations
 CBA

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of enrolled Algebra I students will be provided with the tools necessary for the course and EOY Testing.</p> <p>KPI/Metric/Measure: EOC Scores Simulation CBA End of Unit Exams</p> <p>Staff Responsible for Monitoring: Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Identification of Algebra I students will begin with the district guidance of 5th grade students transitioning to middle school and taking the MATH 6 Pre AP course.</p> <p>KPI/Metric/Measure: MAP</p>	Formative			Summative
	Oct	Jan	Apr	June

<p>Teacher Recommendation GT Identification Staff Responsible for Monitoring: Teachers Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Math instruction needs to be more hands on and applicable to real life situations in varied grade levels. Root Cause: Teachers are in need of more PD in the area of Math. Teachers are in need of supplies to support math activities.</p>

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: (Testing & Evaluations) By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85% and the CCMR rate to 75%.

Evaluation Data Sources: CBE

- MAP
- PSAT
- SAT
- ACT
- Retention rates
- Drop Out Rates
- Graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will implement the MAP assessment platform and conduct assessments at the BOY/MOY/EOY, KPI/Metric/Measure: Grade Level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$8,696</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading: Implement and monitor a dyslexia intervention program for students with disabilities to increase Student Achievement, Student Progress, and to Close the Achievement Gap. KPI/Metric/Measure: Program stats</p>	Formative			Summative
	Oct	Jan	Apr	June

STAAR
MAP

Staff Responsible for Monitoring: Administrative Team

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levels:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify






Discontinue





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 2: 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>Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$8,529</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 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.</p>

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

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

The CIP is located in the main office in English with the FACE Specialist in the Title I binder. There is a link on the school webpage to access the CIP as well.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

We developed a plan to inform and engage our parents and community. We sent flyers home with students. We sent automated phone calls, emails and text messages to inform parents of meeting dates. We advertised information on the marquee. We posted the information on the school facebook page. We distributed flyers during the parent conference days.

4.2: Offer flexible number of parent involvement meetings

For the review and revise of the Compact we offer 3 meetings: September 30, 2022, May 26, 2023 and May 27, 2023.

5. Targeted Assistance Schools Only

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplies and materials		\$2,221.00
1	2	4	Materials and Supplies		\$1,500.00
2	2	1	Substitutes		\$3,200.00
3	1	2	Math and Reading Materials		\$8,000.00
4	1	1	Staff Pay		\$10,000.00
4	1	2	Supplies, materials and books		\$2,221.00
4	1	3	math manipulatives		\$1,500.00
11	1	1	MAP Assessment Platform		\$8,696.00
11	2	1	MAP Assessment Platform		\$8,529.00
Sub-Total					\$45,867.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Technology		\$10,000.00
1	2	2	Printing		\$1,500.00
1	2	3	Supplies and materials		\$5,000.00
1	3	1	Printing of Attendance Cards and Door Hangers		\$1,000.00
1	3	2	Incentives		\$1,041.00
1	4	1	Supplies & Materials & Refreshments		\$1,000.00
1	5	3	Counselor - Supplies and Materials		\$5,000.00
2	1	1	3D Printers		\$3,000.00
3	1	1	Materials for stations		\$4,000.00
3	1	1	Hand Outs		\$1,000.00
3	1	2	Tutoring, Math and Reading Materials		\$35,000.00
4	1	1	Staff Pay		\$25,000.00
4	1	1	Staff Pay		\$7,000.00
4	1	2	Supplies, materials and books		\$10,000.00
4	1	4	school supplies		\$3,000.00

211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Student Travel - Entrance Fee/Char Bus / Travel-Yellow Bus		\$15,000.00
6	1	1	Supplies and Materials		\$6,000.00
Sub-Total					\$133,541.00
212 - ESEA Title I, Part C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Substitutes		\$2,000.00
Sub-Total					\$2,000.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Intervention / tutoring		\$5,000.00
4	1	1	Staff Pay		\$11,000.00
4	1	5			\$20,000.00
4	1	6	reflection journal, gel pens, Aroma therapy diffusers, sno cone machine		\$7,000.00
Sub-Total					\$43,000.00