

San Antonio Independent School District

Fenwick Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Fenwick Academy commits to empowering lifelong learners to be contributing members of the community in a global society by embracing academic excellence, a strong learner profile, service to others, and individual student passions.

Vision

We at Fenwick Academy are committed to providing a nurturing and reflective environment that encourages all students to Inquire, Inspire, and Impact the community and world around us.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrolled: 511

Demographics:

Black/African American: 2%

Hispanic: 97%

White: 1%

BIL: 22%

EB: 27%

ESL: 7%

At-Risk: 32%

Eco Dis: 94%

Sped: 16%

GT: 5%

Homeless: 1%

Demographics Strengths

Neighborhood community services and businesses are supportive of our school providing volunteer, mentors, student supplies and other needed resources. Partnerships/donors include HEB, Peter Piper Pizza, Veteran's League, Jefferson H.S. JROTC, St. Mary's University, PAWS, TX Agriculture Extension, City of San Antonio, SA Public Library, San Antonio College

Enrollment at Fenwick continues to grow, as Fenwick is a family school. Many of the Fenwick families have lived in the community for years and have had several generations attend Fenwick. In addition the staff turnover rate has been low, creating a community/family environment. The composition of our student body has remained consistent, with no significant changes in demographics or subpopulations

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment has improved in the recent year, however, we continue to lose 3% of students to neighboring schools in our district. **Root Cause:** Active recruitment within our school district and parents believing that charter schools provide better learning opportunities.

Problem Statement 2: Our special education population continues to grow (16%) and although they are showing gains in growth, our students continue to struggle academically. 17% passing Math and 21% passing Reading in 2022 STAAR. results **Root Cause:** More support is needed to balance the increased case load and teachers need professional development in how to properly support Special Education students in their learning.

Problem Statement 3: Our Emergent Bilingual population makes up 27% of our school population and performs below level academically with 47% passing Math and 50% passing Reading. **Root Cause:** Our Emergent Bilingual population shows gaps begin to develop in the lower grades beginning in Pre-Kindergarten. Our foundational teachers in grades Pre-k through 2nd grade need a stronger focus on academic achievement in the classroom by releasing the learning to students.

Problem Statement 4: Our Economically Disadvantaged population makes up a large portion of our overall enrollment at 94% of our school population and performs below level academically with 41% passing Math and 52% passing Reading. **Root Cause:** Economically Disadvantaged students are not held to a high standard of expected achievement and a stronger focus on academic achievement in the classroom is needed. Learning is not being released to students, and frequent checks for understanding throughout the lesson are not consistently performed.

Student Learning

Student Learning Summary

STAAR by Subject 2022 :

Reading	58% App	30% Meets.	14% Masters
Math.	45% App.	15% Meets.	4% Masters
Science	37% App.	12% Meets.	4% Masters
Socia Studies.	18% App.	0% Meets.	0% Masters

ACADEMIC GROWTH 2022: All grades tested

	Reading	Math
4th.	71%.	85%
5th.	98%.	86%
6th.	61%.	69%
7th.	88%.	56%
8th.	62%.	54%

Student Learning Strengths

Covid 19 had a detrimental effect on student learning, however, the 2021 - 2022 school year provided an opportunity to get our students back into the regular school routine. While Covid was still a factor, the impact on student learning was lessened due to being back in our school at 100%.

Students had a significant amount of ground to make-up and worked hard to achieve and reach their growth measures. This is evident in the 76% growth measure.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On or above math level performance for grade K-2nd continue to be low based on EOY MAP scores. Kinder entering 1st is at 27%, 1st entering 2nd is 13%, 2nd entering 3rd is 9%. **Root Cause:** Math components are inconsistently implemented. Small group interventions, as well as math centers do not engage students in targeted, scaffolded skill building that will lead students to mastery of math objectives and close the gaps

Problem Statement 2: On or above reading level performance for grade K-2nd continue to be low based on EOY MAP scores. Kinder entering 1st is at 26%, 1st entering 2nd is 18%, 2nd entering 3rd is 24%. **Root Cause:** ELAR components are inconsistently implemented. Small group guided reading and interventions, as well as literacy centers do not engage students in targeted, scaffolded skill building that will lead students to mastery of literacy objectives and close the gaps

Problem Statement 3: Student performance and progress has increased from 2021 to 2022 in the following areas: Rdg 38%-58%, Mth 21%-45%, Sci 19%-37%. Social Studies showed a decline in performance between 2021 to 2022 40% - 18%. **Root Cause:** Instruction has been teacher-directed and has not been at the depth and complexity required for student progress in recent years. Instruction is now aligned to the TEKS which will continue to close gaps in students.

Problem Statement 4 (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.

Problem Statement 5: Overall school growth was 76% and the school met 13 of the 14 Academic Growth areas for Closing the Gap in Domain 3. **Root Cause:** Instruction has been teacher-directed and has not been at the depth and complexity required for student progress in recent years. Instruction is now aligned to the TEKS which will continue to close gaps in students.

School Processes & Programs

School Processes & Programs Summary

Professional Development:

- As an IB campus, our teachers get extra PD days to ensure they are learning and practicing the skills needed to teach TEKS and IB unit planners in unison.

Vetting process:

- Members of the administration team vet weekly lesson plans for alignment two weeks before the lessons are to be implemented. Feedback is given and teachers are required to make the necessary changes prior to implementing the lesson.

- 4 and 9 week assessments are also vetted to ensure alignment to TEKS and the STAAR. Feedback is given and adjustments are made prior to students taking the assessments in Eduphoria.

PLN process:

- We have weekly PLN meetings. Every month, we hold 2 guided PLN meetings, 1 inquiry based PLN meeting, and 1 MTSS meeting.

- Guided PLN's consist of data review, action plans, standards in practice protocol, learning walks, and sharing of data gained through learning walks.

- Inquiry PLN's consist of collaborative teams choosing a topic of interest to learn more about and taking action with it. It is similar to action research- the team will research a topic and strategies, then implement in their classroom, and finally report out findings of their research.

- MTSS PLN's are built in monthly to review student challenges and growths. Teachers and administrators collaborate to determine strategies to assist students with struggles and enrich them with their strengths.

New Teacher Support Group:

- New teachers meet with administration once a month to discuss pre-determined topics as well as any needs that may arise. Pre-determined topics include: alignment, lesson planning, behavior management, DOK, GRR, DFA's, 7 steps to a language rich classroom, and sub plans.

Leadership Houses:

- Administration is divided into houses to ensure that each teacher has a person to reach out to for any questions or concerns that arise. We have implemented an MYP house, a PYP reading, social studies, and fine arts house, and a PYP math, science, and PE house. The leaders of each house vet lesson plans and assessments for their house, give feedback, hold house meetings, and share information about their house with the rest of the team.

School Clubs:

- Chess club- Two of our teachers have created a chess club this year in which students are learning the basic components of chess and will eventually compete in UIL competitions. Research shows that playing chess significantly improves children's visual memory, attention span, and spatial-reasoning ability.

- Art club- Our K-8th grade art teacher has created an art club where students are taking part in a Chalk it Up event and are able to express their creativity through art.

- Yearbook club- Our middle school teacher is planning to start up a yearbook club. Students will be learning how to take photographs, design pages, and add captions to pictures.

- Student council- Eligible students in 4th-8th grade had the opportunity to run for a position and be apart of student council. Students gave speeches and an election was held. The group plans to meet regularly to create plans to improve the school community as well as the appearance of the school.

- Athletics- Students in 7th and 8th grade have the opportunity to compete in sports including: volleyball, football, basketball, soccer, and cross country.

-Patrols- 5th grade students have the opportunity to be part of our safety patrols. The patrols help with dismissal, use stop signs to make sure our parents and students get across the road safely, and are in charge of putting our American and Texas flags up every morning and taking them down every evening.

School Processes & Programs Strengths

Curriculum and Instruction:

- Our leadership team meets weekly to determine strengths and weaknesses found from learning walks down throughout the week. Action plans are created to carry out the following week. The leadership team does learning walks daily to ensure instruction is aligned, students are engaged in completing authentic work, and that student discourse is occurring.

Communicaiton-

- Weekly newsletters are shared with faculty and with parents about upcoming events and expectations. Any new news that needs to be shared is covered during housekeeping at the beginning of every weekly PLN meeting. Teachers also have house leaders that they can ask questions to whenever they need assistance.

Organization/Scheduling- Master schedules were created to allow teachers extra time for collaboration and planning. This time is used for coaching cycles for some teachers as well.

Extra-curricular-

New staff has brought amazing new opportunities for students with the clubs that have been created this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There was an increase in discipline referrals throughout the campus, specifically in Middle School. **Root Cause:** Students needed to become re-acclimated to the school environment and behavior expectations after returning from Covid 19 and virtual learning. Social skills need to be reestablished as well.

Problem Statement 2: Unit and Lesson Plans are not being followed in the classroom during instruction resulting in instruction and student learning that is not aligned to the state standards. **Root Cause:** Unit Plans and supporting lessons were completed in compliance and are being followed in the classroom or are only closely followed with modifications being made to lower the academic learning level.

Problem Statement 3: PBIS is not having a positive impact on Middle School students behavior and choices **Root Cause:** In addition, 6th - 8th grade behaviors indicated that PBIS was not working effectively for this group and needs revision to directly provide a positive impact.

Perceptions

Perceptions Summary

Parent Survey

Teacher Survey

Student Survey

Partnerships

Newsletters

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student enrollment has improved in the recent year, however, we continue to lose 3% of students to neighboring schools in our district. **Root Cause:** Active recruitment within our school district and parents believing that charter schools provide better learning opportunities.

Problem Statement 2: Of the 57 parent responses received on the Family Survey, it is indicated that that 74% of parents feel the School Climate is positive, however, only 33% feel that families become involved with and interact with their children's school. **Root Cause:** In recent years, parent involvement has decreased due to Covid-19 safety protocols and a reduction of face to face family events.

Problem Statement 3: Parent participation continues to be low since returning from Covid-19 with an overall participation rate of 30 - 35% at family events and less than 1% at Principal's Coffee **Root Cause:** Parents were not aware of the events occurring in a timely manner due to not reading the weekly newsletter and lack of social media advertisement.

Problem Statement 4: Teacher Insight survey indicates an overall increase in teacher satisfaction with a school index score of 7.3 in 2021-2022, up from 4.1 in 2020-21. However, teachers feel their workload is too great and need more time for planning and prepping **Root Cause:** Teachers are still recovering from the effects of Covid and the resulting gaps in student education resulting in the need to differentiate and plan at a more details level in order to scaffold learning from where students are performing to actual grade level.

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





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)


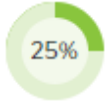






Performance Objective 1: Increase school accountability rating from D to B

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will implement and monitor student assessments and data to increase student achievement and closing the achievement gap. Teacher will use planning time for data analysis and student goal setting/intervention</p> <p>KPI/Metric/Measure: 4 and 9 week assessment, daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, AP, Principal, IC and IB Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vertically aligned content teams will do classroom observation visits to ensure that content being taught is aligned to the standards, check for assignment alignment, and for DOK level. Feedback will be provided to teachers to increase performance of their instruction in the content areas. The team will consist of teachers from Pre-K through 8th grade.</p> <p>KPI/Metric/Measure: Lesson Plans and Assessment data</p> <p>Staff Responsible for Monitoring: Principal, AP, IC and IB Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: STAAR Simulations will be provided to students in February in order to gain insight into actual STAAR Performance</p> <p>KPI/Metric/Measure: STAAR Simulation and STAAR Accountability</p> <p>Staff Responsible for Monitoring: Campus Testing Coordinator, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure leadership teams and teachers attend professional development in IB, supporting At Risk Students, Innovative Teaching strategies, social emotional development of students, and innovative school practices</p> <p>KPI/Metric/Measure: IB Unit Planners and Alignment to TEKS</p> <p>Staff Responsible for Monitoring: Principal, IB Coordinators, IC and AP</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress.</p> <p>KPI/Metric/Measure: 4 and 9 week assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, IC and IB Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				





Strategy 6 Details	Reviews			
<p>Strategy 6: Springboard will be utilized to support ELAR curriculum in 6th through 8th grade.</p> <p>KPI/Metric/Measure: 4 and 9 week assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, IC and IB Coordinators</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>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be provided with opportunities to participate in educational based field trips in order to increase their experiences of connecting academic content to real world experiences.</p> <p>KPI/Metric/Measure: Assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, IC and IB Coordinators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Field Trip/ Field Trip Transportation - 282 - ESSER - \$8,307.07, Field Trips/Field Trip Transportation - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Social Emotional Resources will be used to support students and families with a variety of needs such as: Social emotional development, counseling support, positive behavior choices and attendance incentives.</p> <p>KPI/Metric/Measure: Frontline Behavior Reports and Threat Assessments</p> <p>Staff Responsible for Monitoring: Counselor, Principal, AP</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: HEB & Oriental Trading - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				



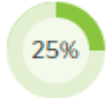





Strategy 9 Details	Reviews			
<p>Strategy 9: Certified Retired Teachers will be utilized to help support students in Reading and Math through targeted interventions.</p> <p>KPI/Metric/Measure: MAP, STAAR</p> <p>Staff Responsible for Monitoring: Administrative Team and Teacher</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Students will be provided with opportunities for independent projects and collaborative group work to deepen their understanding of content learned in the classroom.</p> <p>KPI/Metric/Measure: Project completions/ 4 and 9 week teacher assessments/ MAP/ STAAR</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Barnes & Noble - 282 - ESSER - \$11,000, Barnes & Noble - 211 - ESEA Title I, Part A - Regular - \$193</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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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: Increase kinder student BOY MAP rating from ___% in Math to ___% and from ___% in Reading to ___%

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will work to promote a joy of reading for at-risk students and teach students how to utilize the library to research topics learned in the classroom. Book Fairs and a Family Fun Night for Literacy will be hosted by the school.</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Principal, AP</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bilingual teachers will collaborate 1x per month to discuss student progress towards achieving Advanced High on TELPAS</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, IC</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				





Strategy 3 Details	Reviews			
Strategy 3: Teacher planning time for data analysis and student goal setting/intervention KPI/Metric/Measure: Branching Minds Staff Responsible for Monitoring: Teachers, AP, Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize Google Drive and/or Toddle to assist with planning and collaboration of lessons and unit plans. KPI/Metric/Measure: Google Drive/Toddle Staff Responsible for Monitoring: Teachers, IB Coordinators, Principal and AP	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 1: Increase percentage of 3rd grade students achieving grade level expectations on STAAR from ___% A, ___% Mts, ___% Mats to 70% A, 40% Mts, 20% Mats in Reading and from ___% A, ___% Mts, ___% Mats to 70% A, 40% Mts, 20% Mats in Math.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will work to promote a joy of reading for at-risk students and teach students how to utilize the library to research topics learned in the classroom. Book Fairs and a Family Fun Night for Literacy will be hosted by the school.</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, Librarian, IC and IB Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bilingual teachers will collaborate 1x per month to discuss student progress towards achieving Advanced High on TELPAS</p> <p>KPI/Metric/Measure: TELPAS</p> <p>Staff Responsible for Monitoring: AP, Principal, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher planning time for data analysis and student goal setting/intervention</p> <p>KPI/Metric/Measure: Branching Minds</p> <p>Staff Responsible for Monitoring: Teacher, Principal, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize a variety of strategies to check for understanding before, during, and after a lesson to close achievement gaps.</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, IC, and IB Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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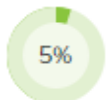

Goal 4: ENSURE PROFICIENCY







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

Performance Objective 1: Increase percentage of all overall student performance at Meets on STAAR from ___% to a minimum of 40%.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will work to promote a joy of reading for all students, including at-risk students, to inspire independent research and foster student inquiry. Students will receive individual books to complete a book study. Students will have the opportunity to take the books home to complete readings, analyze the text, and make notes in the margins to monitor their metacognitive skills. Books, Book Fairs and a Family Literacy Night will be utilized to increase reading and reading awareness across the campus.</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments Staff Responsible for Monitoring: Teachers, Librarian, Principal, AP, IC, and IB Coordinators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: BARNES & NOBLE - 164 - State Compensatory Education (SCE) - \$5,164</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Accelerated Learning Opportunity(Before/After School Tutoring) to focus on skills students are struggling with based on data.</p> <p>KPI/Metric/Measure: Assessment Progress monitoring with data Analysis Staff Responsible for Monitoring: Principal, Teachers, AP</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Extra duty - Teacher & other professional- 211- ESEA Title I, Part A-ESSER Funds - 211 - ESEA Title I, Part A - Regular - \$17,815.50</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher planning time for data analysis and student goal setting/intervention</p> <p>KPI/Metric/Measure: Branching Minds</p> <p>Staff Responsible for Monitoring: Principal, Teachers, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize a variety of strategies to check for understanding before, during, and after a lesson to close achievement gaps.</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: AMAZON - 164 - State Compensatory Education (SCE) - \$4,948.30</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Supplemental resources will be provided to staff, such as, Mentoring Minds/Think it Up! in order to increase student practice on STAAR aligned material</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teacher, Principal, AP</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p>Funding Sources: MENTORING MINDS - 282 - ESSER - \$11,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
Strategy 6: Strategy 6 Bilingual teachers will collaborate 1x per month to discuss student progress towards achieving Advanced High on TELPAS KPI/Metric/Measure: TELPAS 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	Formative			Summative
	Oct	Jan	Apr	June
	 20%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: 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>

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: Provide opportunities for 6th, 7th and 8th graders to take courses that will prepare them to take EOC in 8th grade - Algebra and US History

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will implement and monitor student assessments and data to increase student achievement and closing the achievement gap. Teacher will use planning time for data analysis and student goal setting/intervention</p> <p>KPI/Metric/Measure: MAP, STAAR, Campus based assessments and daily formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Campus Testing Coordinator and AP</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: STAAR Simulations will be provided to students in March in order to gain insight into actual STAAR Performance</p> <p>KPI/Metric/Measure: STAAR Simulations and STAAR</p> <p>Staff Responsible for Monitoring: Campus Testing Coordinator, AP and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

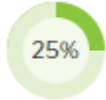





4c: Increase the percent of graduates attending College

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>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 4</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$6,166</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 4: 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>

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	10	Students will be provided with opportunities for independent projects and collaborative group work to deepen their understanding of content learned in the classroom.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The CNA was reviewed and/or revised for the school year on the following dates:

August 29, 2022

CIP Members

Cassie McClung, Principal

Michelle Amaya, Asst. Principal

Robert Botello, PK Teacher

Maria Garza, Kinder Teacher

Linda Fenton, 1st Teacher

Shirley Walker, 2nd Teacher

Ashley Thomas, 3rd Teacher

Tisha Estrada, 4th Teacher

Julie Beasely, 5th Teacher

Timothy Bell, 6th Teacher

Dominique Esparza, Science Teacher

Cynthia Montalvo, ELAR Teacher

Teresa Aguirre, Math Teacher

Lisa Villa, GEC Teacher

Monica Mendez, Coach

Alica Ruiz, Parent

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Cassie McClung, Principal

Michelle Amaya, Asst. Principal

Robert Botello, PK Teacher

Maria Garza, Kinder Teacher

Linda Fenton, 1st Teacher

Shirley Walker, 2nd Teacher

Ashley Thomas, 3rd Teacher

Tisha Estrada, 4th Teacher

Julie Beasely, 5th Teacher

Timothy Bell, 6th Teacher

Dominique Esparza, Science Teacher

Cynthia Montalvo, ELAR Teacher

Teresa Aguirre, Math Teacher

Lisa Villa, GEC Teacher

Monica Mendez, Coach

Alica Ruiz, Parent

2.2: Regular monitoring and revision

The CIP was/will be reviewed, revised and/or evaluated on the following dates:

August 29, 2022

December 8, 2022

March 2, 2023

May 4, 2023

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

The campus CIP is reference at Parent Meetings held throughout the year. Parents can request to view a copy at any time. A hard copy is kept in the Principal's Office. The CIP is also referenced during the Fall Parent-Teacher conference when teachers discussed the parent student compact.

The CIP is available in English and can be made available in Spanish if requested.

2.4: Opportunities for all children to meet State standards

Strategies that address opportunities for all students were indicated by checking the appropriate box in the Plan4Learning version of the CIP

2.5: Increased learning time and well-rounded education

The targeted indicators were checking the Plan4Learning element boxes with each goal and strategy that the indicator applied to.

2.6: Address needs of all students, particularly at-risk

The targeted indicators were checking the Plan4Learning element boxes with each goal and strategy that the indicator applied to.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

- Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement *This component was addressed with parents during the Fall Parent-Teacher Conferences.*
- Provide materials and training to help parents work with their child, such as literacy and technology training *Teachers provided materials and training to parents through conferences, daily office hours, and during our Family Nights.*
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners *This was provided to parents during the beginning of year Parent Information Open House - September 8, 2022*
- In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs *During the September 8th meeting and the Fall Parent-Teacher conferences parents also learned about other programs (e.g. GT, 504, Dyslexia, Title I)*

- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand *All communication is provided to parents in both English and Spanish.*
- Provide reasonable support for family engagement activities *During engagement activities, school officials (e.g. counselor, administrative team, FACE Specialist, Teachers, are present to support families.*

4.2: Offer flexible number of parent involvement meetings

Parent meetings are held on Wednesday from 2:00 - 3:00 in order for parents to make a smooth transition from the meetings to dismissal of students. This also allows parents to only make one trip to the school and multiple in one day. The meetings vary based on the calendar.

Wednesday, September 28, 2022 @ 2:00 - 3:00

Wednesday, October 26, 2022 @ 2:00 - 3:00

Wednesday, November 30, 2022 @ 2:00 - 3:00

Wednesday, December 14, 2022 @ 2:00 - 3:00

Wednesday, January 25, 2023 @ 2:00 - 3:00

Wednesday, February 22, 2023 @ 2:00 - 3:00

Wednesday, March 22, 2023 @ 2:00 - 3:00

Wednesday, April 5, 2023 @ 2:00 - 3:00

Wednesday, May 17, 2023 @ 2:00 - 3:00

5. Targeted Assistance Schools Only

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	BARNES & NOBLE		\$5,164.00
4	1	4	AMAZON		\$4,948.30
11	1	1	MAP Assessment Platform		\$6,166.00
Sub-Total					\$16,278.30
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Field Trips/Field Trip Transportation		\$10,000.00
1	1	10	Barnes & Noble		\$193.00
4	1	2	Extra duty - Teacher & other professional- 211- ESEA Title I, Part A-ESSER Funds		\$17,815.50
Sub-Total					\$28,008.50
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Field Trip/ Field Trip Transportation		\$8,307.07
1	1	8	HEB & Oriental Trading		\$5,000.00
1	1	10	Barnes & Noble		\$11,000.00
4	1	5	MENTORING MINDS		\$11,000.00
Sub-Total					\$35,307.07