

San Antonio Independent School District

Herff Elementary

2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2022-23, we are a dual language Pk-5th grade ES. We currently have 283 students enrolled. Our English Learner population is roughly 50% of our enrollment. We are on the Eastside of San Antonio.

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

TAPR Information 2019-2020:

Enrollment by Race/Ethnicity

African American 4.4%

Hispanic 91.0%

White 4.4%

American Indian 0.0%

Asian 0.0%

Pacific Islander 0.0%

Two or More Races 0.2%

Enrollment by Student Group Economically Disadvantaged 97.2%

Special Education 9.0%

English Learners 37.8%

Mobility Rate (2018-19) 17.8%

We are partners with Lowe's, Carver Community Cultural Center, Teach for America (TFA), San Antonio Youth Literacy (SAYL) and the SA River Authority.

In the 2022-2023 school year, we have 6 IAs, 1 Counselor, 3 front office personnel, .5 FACE Specialist, 1 CIS Coordinator, 2 Instructional Coaches, 2 administrators, 1 librarian (split between 2 campuses) and 19 teachers. 63% of teachers have 3 years or less of teaching experience.

Demographics Strengths

*Strong DL community

* Good parent support

*Family-oriented neighborhood school

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 43% of Emerging Bilingual and 10% of Special Education students are at grade-level readiness as measured by STAAR. **Root Cause:** Herff has an inconsistent implementation of the Seven Steps and differentiated instructional strategies in all classrooms.

Student Learning

Student Learning Summary

Students performed extremely well in STAAR 2022. We will become a B-rated Campus. We moved out of IR Year 2.

STAAR Data:

Domain 1: 60% Approaches; 32% Meets; 17% Meets (All tests, all students)

Domain 2: 78% Met Growth (Scale score 85)

Domain 3: Scale Score 76

TELPAS: 70% met Growth

Student Learning Strengths

*Students are eager to learn at high levels

*Almost 50% of the student population are dual language learners. They are becoming bicultural, biliterate, and bilingual.

*Our Special Education students have shown growth in the 2022 STAAR exam.

*Students like to attend after-school tutoring.

*Students enjoy participating in family events.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 2 (Prioritized): Only 37% of all students were at grade level in Math, 35% in Reading, and 13% in Science. **Root Cause:** Herff has not fully implemented a system of daily formative checks and how to begin on Tier I instruction to drive interventions.

School Processes & Programs

School Processes & Programs Summary

- *All roles and responsibilities are outlined and distributed- front office, administrative team.
- *Daily schedules are required by each teacher
- *Teachers are provided a lesson plan exemplar.
- *Principal and Assistant Principal consistently recruit and support personnel.
- *Mentor/ Mentee program for new hires.
- *campus-wide assessment calendar is shared with staff
- *Instructional Coaches provide instructional support to teachers; ICs put 4 teachers (at least) through a coaching cycle.

School Processes & Programs Strengths

- Electronic handbook available to staff
- Expectations for daily schedules, lesson plans, ACTS, and CLT are distributed to staff
- weekly SMORE to staff that communicates all school events, expectations, and school highlights
- Bi-weekly Parent SMORE newsletter distributed via SchoolMessenger, Remind and emails.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Since 2019, Herff's enrollment has dropped by 18%. **Root Cause:** Herff does not have consistent communication systems in place to recruit and retain families.

Problem Statement 2 (Prioritized): Attendance rates have declined from 95% in 2020 to 88% in 2022. **Root Cause:** The systems that are currently in place contain gaps in clearly communicating with parents and family.

Perceptions

Perceptions Summary

Insight Survey information will be added here.

- Building a culture of high expectations. Students are taught at high levels of rigor.
- All students can learn at high levels.
- We are becoming a professional learning community- we are learning together; Herff students are everyone's responsibility.
- Parents are welcomed and invited into our Herff campus.
- Customer service is improving in our front office.
- Staff did an excellent job with recruiting for student registration for '22-'23
- We provide CCMR opportunities to our students. We want all our students to experience rich and robust educational and social-emotional experiences.

Perceptions Strengths

- Campus will become a "B-rated" campus.
- Will bring the idea of revamping our mission, vision, and values to the CLT in the '22-'23 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 47% of all students stated in the SEL Survey that people at their school understand them as a person. **Root Cause:** The campus implemented SEL time and strategies inconsistently during the previous year.

Problem Statement 2 (Prioritized): Family engagement has declined, with only 8% of all families participating in campus activities. **Root Cause:** The campus did not fully diversify times and platforms to meet the needs of parents.

Priority Problem Statements

Problem Statement 1: 43% of Emerging Bilingual and 10% of Special Education students are at grade-level readiness as measured by STAAR.

Root Cause 1: Herff has an inconsistent implementation of the Seven Steps and differentiated instructional strategies in all classrooms.

Problem Statement 1 Areas: Demographics

Problem Statement 7: 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 7: 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 7 Areas: Student Learning

Problem Statement 3: Since 2019, Herff's enrollment has dropped by 18%.

Root Cause 3: Herff does not have consistent communication systems in place to recruit and retain families.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 5: 47% of all students stated in the SEL Survey that people at their school understand them as a person.

Root Cause 5: The campus implemented SEL time and strategies inconsistently during the previous year.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: Only 37% of all students were at grade level in Math, 35% in Reading, and 13% in Science.

Root Cause 2: Herff has not fully implemented a system of daily formative checks and how to begin on Tier I instruction to drive interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Attendance rates have declined from 95% in 2020 to 88% in 2022.

Root Cause 4: The systems that are currently in place contain gaps in clearly communicating with parents and family.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Family engagement has declined, with only 8% of all families participating in campus activities.

Root Cause 6: The campus did not fully diversify times and platforms to meet the needs of parents.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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

- 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
- 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
- Evaluation(s) of professional development implementation and impact
- 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
- Study of best practices

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: Herff ES will increase the district overall grade under state accountability by becoming an A-rated campus in the '22-'23 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will effectively provide targeted science lab experiments from Kinder to 5th grade by utilizing Science supplies and materials to improve, master, meet, and approaches percentages specifically 5th grade. 5th grade STAAR results in Science will improve to a 60% passing rate from a 31% passing rate in 2022 STAAR.</p> <p>Staff Responsible for Monitoring: Principals and Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
	 0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Herff will provide targeted, effective small group instruction that focuses on specific low-performing TEKS.</p> <p>KPI/Metric/Measure: By the end of the year, 100% of classrooms will be using targeted, effective small group instruction.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 55%			
<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 2: By the end of the year, Herff will increase educational opportunities, trainings, and offerings to students and families via the FACE Department by 10%.


High Priority


Evaluation Data Sources: Agenda sign- in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: In conjunction with administration, the FACE Specialist will create monthly parent and student involvement opportunities to increase parent engagement and student learning. These opportunities will provide educational resources, supplies, guest speakers, and light refreshments.</p> <p>KPI/Metric/Measure: By the end of the year, Herff will increase educational opportunities, trainings, and offerings to students and families via the FACE Department by 10%.</p> <p>Staff Responsible for Monitoring: Administration and FACE Specialist, CIS Coordinator</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies - 211 - ESEA Title I, Part A - Regular - 2116163990113230000 - \$953, Supplies - 211 - ESEA Title I, Part A - Regular - 2116163990113230000 - \$933, Refreshments - 211 - ESEA Title I, Part A - Regular - 2116164990113230000 - \$933, Refreshments - 211 - ESEA Title I, Part A - Regular - 2116164990113230000 - \$953</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue






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: 70% of Pre-K and Kindergarten students will leave Pre-K and Kindergarten on grade level as measured by EOY MAP data in Reading and Math and Pre-K Circle assessments. On grade level includes Average, Hi Average, and Hi results.

High Priority

Evaluation Data Sources: MAP and Circle data

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing teachers with robust professional development that highly underscores the importance of teaching and learning of foundational skills in reading and math.</p> <p>KPI/Metric/Measure: EOY MAP scores will increase from 31% on grade level (Kinder EOY 2022) to 70% on grade level.</p> <p>Staff Responsible for Monitoring: Principals and ICs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: ENSURE PROFICIENCY

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

Performance Objective 1: 60% of 3rd graders will perform on grade level as measured by STAAR Math and Reading 2023. (Meets, and Masters)

High Priority

Evaluation Data Sources: STAAR 2023 Data



Goal 4: ENSURE PROFICIENCY






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

Performance Objective 1: By the end of the year, 100% of classrooms will incorporate reflective lesson planning, execution, and formatively assessing students at the end of the lesson cycle.

High Priority

Evaluation Data Sources: lesson plans, teacher artifacts, exit tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: We will collaborate with Mr. Littlefield to provide embedded professional development on constructing aligned exit tickets.</p> <p>KPI/Metric/Measure: By the end of the year, 100% of classrooms will implement aligned exit tickets effectively.</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>Title I: 2.4, 2.5, 2.6</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 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide teachers with a reflective protocol to align exit tickets to the depth and complexity of the Mathematics TEKS. We will conduct the reflective protocol every other week until alignment is 100% across grade levels.</p> <p>KPI/Metric/Measure: By the end of the year, 100% of teachers will have aligned exit tickets to be used in reflective planning.</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive professional development on differentiation strategies to address large achievement gaps including foundational skills. Strategies may include additional resources, materials, afterschool tutoring, coaching, and modeling.</p> <p>KPI/Metric/Measure: By the end of the year, 100% of classrooms will integrate all professional learning strategies at a high rate of efficacy.</p> <p>Staff Responsible for Monitoring: Leadership team and Instructional Coaches</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: materials and supplies - 164 - State Compensatory Education (SCE) - \$3,246</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 43% of Emerging Bilingual and 10% of Special Education students are at grade-level readiness as measured by STAAR. Root Cause: Herff has an inconsistent implementation of the Seven Steps and differentiated instructional strategies in all classrooms.</p>
Student Learning
<p>Problem Statement 2: Only 37% of all students were at grade level in Math, 35% in Reading, and 13% in Science. Root Cause: Herff has not fully implemented a system of daily formative checks and how to begin on Tier I instruction to drive interventions.</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

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 1</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$3,612</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>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: 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	1	Teachers will effectively provide targeted science lab experiments from Kinder to 5th grade by utilizing Science supplies and materials to improve, master, meet, and approaches percentages specifically 5th grade. 5th grade STAAR results in Science will improve to a 60% passing rate from a 31% passing rate in 2022 STAAR.
2	1	1	Providing teachers with robust professional development that highly underscores the importance of teaching and learning of foundational skills in reading and math.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will effectively provide targeted science lab experiments from Kinder to 5th grade by utilizing Science supplies and materials to improve, master, meet, and approaches percentages specifically 5th grade. 5th grade STAAR results in Science will improve to a 60% passing rate from a 31% passing rate in 2022 STAAR.
2	1	1	Providing teachers with robust professional development that highly underscores the importance of teaching and learning of foundational skills in reading and math.

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	materials and supplies		\$3,246.00
11	1	1	MAP Assessment Platform		\$3,612.00
Sub-Total					\$6,858.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Refreshments	2116164990113230000	\$933.00
1	2	1	Supplies	2116163990113230000	\$933.00
1	2	1	Supplies	2116163990113230000	\$953.00
1	2	1	Refreshments	2116164990113230000	\$953.00
Sub-Total					\$3,772.00