

**San Antonio Independent School District**  
**Highland Park Elementary**  
**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus consists of 21 classroom teachers, 4 SPED teachers, 3 specials teachers, 9 instructional assistants, 1 counselor, 1 instructional coach, 2 administrators, 1 nurse, and 2.5 office staff members.

**Demographics:** Highland Park is an A rated, Title 1 campus with a total population of 404 students; 97% Hispanic, 3% Black, 2% White.

88% economically disadvantaged, 65% At Risk, 25% LEP, 4% GT, 16% SPED, 3% homeless.

The campus has three classrooms for every grade level, PreK-5th.

Staff demographics: 82% Hispanic, 4% Black, 2% White.

Teacher to student ratio is 20-1

45% of teachers have at least 11 years of teaching experience.

**Attendance and enrollment :** Attendance dropped from 93 % to 90% for the 21-22 school year.

Enrollment dropped from 457 to 404 for students in grade Pre-5th grade. Projected enrollment for the upcoming school year in 400 students.

**Community engagement:** Highland Park parents participated in parent meetings through zoom at the beginning of the year and in person meetings at the end of the year when COVID restrictions were lifted. Campus principal kept parents informed using weekly smore, messenger, classdojo, facebook, and twitter.

The community partners included Burger Boy, Peter Piper Pizza, HEB, Sonic, and WhatABurger. Rey Feo and his court presented to our students.

Campus staff engaged the community by offering the following events: Math and Science Night, Literacy Night, Dr. Seuss parade, Halloween parade, Spring Fiesta Festival, Spanish Spelling Bee, and end of year celebrations.

### Demographics Strengths

Our staff is representative of our student population. We have a low teacher turnover. The campus has 6 master teachers with TEA designations and one teacher leader. Highland Park has a rich history (107 years old). We have parents and grandparents who attended the school when they were children.

Based on the TEA Accountability rating Highland Park is designated to be an A campus again.

98% of our students are enrolled for next school year.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance has dropped from 93% to 90% for the 21-22 school year. While attendance incentives later in the year resulted in an increase in attendance, we did not reach our goal of 94% ADA. **Root Cause:** Attendance incentives later in the year resulted in an increase in attendance. Incentives need to be in place earlier in the year.

**Problem Statement 2 (Prioritized):** Enrollment in dual language classes is low. 20% of students enrolled at Highland Park are in the dual language classes. 1 of 3 classes per grade level are designated dual language classes. Therefore, 33% of enrollment should be dual language. **Root Cause:** Enrollment efforts for our dual language classes has not been effective.

# Student Learning

## Student Learning Summary

### MAP MOY Math performance

38% did not meet, 32% approached, 21% meets, 7% masters.

### MAP MOY Reading performance

42% did not meet, 28% approached, 21% meets, 8% masters.

### MAP MOY Spanish Reading performance

34% did not meet, 30% approached, 16% meets, 18% masters.

## 2021-22 STAAR Academic ACHIEVEMENT:

Goal- 63% MEETS

Performance: Math 49%, Reading - 52%

## 2021-22 STAAR Academic GROWTH:

Goal- 90%

Performance: Math 84%, Reading 88%

## Goal Attainment

2021-22 STAAR goals for the campus were not achieved.

## Student Learning Strengths

While we did not meet our STAAR goal for this year, we did earn an A rating again. 84% of our students met growth in Math and 88% of students met growth in Reading on the STAAR. We have very dedicated teachers, including 6 TEA designated master teachers, who tutor students before and after school.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Campus STAAR Performance was at 49% for Math and 52% for Reading. Campus goal was 63% meets for both Math and Reading. **Root Cause:** Teacher expectation for students to use strategies while answering questions on an online platform is lacking.

**Problem Statement 2 (Prioritized):** Students performing at grade level on MAP Reading was 58%. **Root Cause:** Literacy Station activities in KG-2nd grade lack rigor needed for students to practice reading skills.

**Problem Statement 3 (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 4 (Prioritized):** Students meeting grade level standards in handwriting has decreased significantly. **Root Cause:** Student opportunities for handwriting practice using proper pencils, grips, and handwriting paper is lacking.

# School Processes & Programs

## School Processes & Programs Summary

CLT met monthly to discuss campus priorities and staff concerns.

The Safety committee met to discuss COVID-19 campus safety plans and practices. Weekly COVID testing was offered to students and staff.

PLCS were scheduled weekly. Teachers work was guided by Dufour essential questions-

- What do we want our students to learn?
- How will we know they have learned it?
- How will we respond when a student experiences difficulty?
- How will we respond when a student already knows it?

Teachers collaboratively created goals with the students, CFA were followed by action plans which addressed the needs of individual students. Students struggling with concepts were provided interventions daily.

Professional development provided to teachers this school year:

1. Questioning for classroom discussion
2. Learning, Re assessing, formative/summative assessments
3. Heggerty
4. Reading Academies (5 teachers and principal successfully completed)
5. Teaching for Rigor- Rigor rubric for Math
6. REGION 20- So what- A closer look at Rigor
7. Effective Strategies for teaching vocabulary with Reading strategies
8. Dan St. Romain- behavior
9. Teacher Choice Boards
10. SEAD Dept- SEL
11. Phonics to Reading Program Overview
12. STEM (only schedule for STEAM lab was provided)

**High quality teachers-** 6/9 teachers in grades 3-5 are master teachers with TEA designations, one is a teacher leader. Master teachers have extended day schedules three days a week. All classroom teachers at Highland Park have certification for the grade level and content they teach.

**Insight Survey-** All domains showed a slight increase from 20-21 to 21-22 school year. All domains were at or above the national quartile. Domains of relative strength were Hiring Process, Instructional Planning for Student Growth, and Peer Culture. Specific areas with a slight decrease were lesson modeling, student behavior in shared spaces, and student value of diversity. Falt areas were career progression at school and family/community engagement.

**Staff retention-** 4 teachers resigned this school year (two decided to stay home with their newborns, one stayed home for family issues, and one moved out of state). PE coach transferred to middle school and ACE teacher was displaced to a gen ed classroom. We hired 2 classroom teachers during the year, a music teacher new to the district, a PE coach who transferred from another SAISD school, and an ACE teacher from out of district. Our IC was displaced to another campus due to the expiration of the TIF grant.

## **School Processes & Programs Strengths**

Teachers were provided and participated in professional development throughout the year. There was a variety of training opportunities to include full day in person, PD during PLC meetings or after school, asynchronous choice board, and modules.

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

**Problem Statement 1 (Prioritized):** A schedule was created for teachers to take students to the STEAM lab, but only 14% of teachers consistently took their classes to the lab. **Root Cause:** PD on STEM lessons was not provided to the teachers.



# Perceptions

## Perceptions Summary

Highland Park parents participated in parent meetings through zoom at the beginning of the year and in person meetings at the end of the year when COVID restrictions were lifted. Campus principal kept parents informed using weekly smore, messenger, classdojo, facebook, and twitter.

The community partners included Burger Boy, Peter Piper Pizza, HEB, Sonic, and WhatABurger. Rey Feo and his court presented to our students.

Campus staff engaged the community by offering the following events: Math and Science Night, Literacy Night, Dr. Seuss parade, Halloween parade, Spring Fiesta Festival, Spanish Spelling Bee, and end of year celebrations.

## Highland Park Family School Relationships Survey Spring 2022

149 parents participated in the survey with the following results (percentages are favorable responses):

Dress Code 88%

Family Engagement/Input 77% (down 5% from last year)

Family Involvement 40% (up 2% from last year)

School Climate 84% (up 2% from last year)

School Fit 77% (up 6% from last year)

School Safety 80% (down 3% from last year)

Parent meeting suggested the following:

- Uniform enforcement: parents should be given a reminder when students are not in uniform
- There should be a parent group with a leader so parents know how to help and have a contact person
- School extensions need to be updated
- School website needs to be updated
- Parents will come if opportunities for in-person participation is provided
- Staff should be introduced to parents (sometimes they only know the teacher)
- A variety of clubs should be offered for students to be more engaged in non-academic activities
- Building trust between staff, students, and parents will increase perceptions about school safety
- Campus principal should share safety protocols in place with parents

EOY Staff survey was completed by 33 staff members, which represents about 66% of the staff. The following were requested PD opportunities:

- GT
- Student Mental Health/Behaviors
- Student devices/technology
- Vocabulary
- Writing

- Hands-On activities
- Center/Station activities
- CPI
- Rigor
- Bilingual

### **Perceptions Strengths**

The campus performed above district average and higher than the previous year on the insight survey and parent survey.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** While there were some parent volunteers on campus this year, parent involvement was the lowest area with just 44% favorability. **Root Cause:** Campus has offered limited opportunities for parents to get involved on campus.

# Priority Problem Statements

**Problem Statement 1:** Attendance has dropped from 93% to 90% for the 21-22 school year. While attendance incentives later in the year resulted in an increase in attendance, we did not reach our goal of 94% ADA.

**Root Cause 1:** Attendance incentives later in the year resulted in an increase in attendance. Incentives need to be in place earlier in the year.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** Campus STAAR Performance was at 49% for Math and 52% for Reading. Campus goal was 63% meets for both Math and Reading.

**Root Cause 3:** Teacher expectation for students to use strategies while answering questions on an online platform is lacking.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 5:** A schedule was created for teachers to take students to the STEAM lab, but only 14% of teachers consistently took their classes to the lab.

**Root Cause 5:** PD on STEM lessons was not provided to the teachers.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** While there were some parent volunteers on campus this year, parent involvement was the lowest area with just 44% favorability.

**Root Cause 6:** Campus has offered limited opportunities for parents to get involved on campus.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 2:** Enrollment in dual language classes is low. 20% of students enrolled at Highland Park are in the dual language classes. 1 of 3 classes per grade level are designated dual language classes. Therefore, 33% of enrollment should be dual language.

**Root Cause 2:** Enrollment efforts for our dual language classes has not been effective.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** Students performing at grade level on MAP Reading was 58%.

**Root Cause 4:** Literacy Station activities in KG-2nd grade lack rigor needed for students to practice reading skills.

**Problem Statement 4 Areas:** Student Learning

**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 8:** Students meeting grade level standards in handwriting has decreased significantly.

**Root Cause 8:** Student opportunities for handwriting practice using proper pencils, grips, and handwriting paper is lacking.

**Problem Statement 8 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

## Parent/Community Data

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

# Goals

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





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

**Performance Objective 1:** By the end of the year, the attendance rate will increase from 90% to 94%.

### High Priority

**Evaluation Data Sources:** Student Attendance Logs  
Home Visit Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Highland Park will actively promote student attendance through a variety of campus motivational activities such as free dress, 9 week attendance game days, perfect attendance recognition at assemblies, perfect attendance campus field trip.</p> <p><b>KPI/Metric/Measure:</b> By the end of the year, attendance rate will increase from 90% to 94%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Data Clerk FACE Specialist Teachers Attendance Committee</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 - Local Maintenance - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Attendance has dropped from 93% to 90% for the 21-22 school year. While attendance incentives later in the year resulted in an increase in attendance, we did not reach our goal of 94% ADA. <b>Root Cause:</b> Attendance incentives later in the year resulted in an increase in attendance. Incentives need to be in place earlier in the year.</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:** Parent participating in school activities will increase from 175 parents attending events to 400 parents attending an event by the end of the year.

**High Priority**

**Evaluation Data Sources:** Event Sign-In Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The FACE specialist will work with the principal to plan opportunities for families to be involved and attend campus activities. Flyers will be created throughout the year for different events. Other forms of promotion will be newsletter, messengers, Facebook and website and ClassDojo postings.</p> <p><b>KPI/Metric/Measure:</b> Campus will offer at least 4 family engagement events with at least 100 parents attending each event</p> <p><b>Staff Responsible for Monitoring:</b> FACE Specialist Campus Administration Classroom Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will implement the Watch D.O.G.S. program to increase involvement by male family members.</p> <p><b>KPI/Metric/Measure:</b> 10 male family members will sign up for the Watch D.O.G.S. program</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Watch D.O.G.S. Program Sponsor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Watch D.O.G.S. Program Start-Up Kit - 199 - Local Maintenance - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Attendance has dropped from 93% to 90% for the 21-22 school year. While attendance incentives later in the year resulted in an increase in attendance, we did not reach our goal of 94% ADA. <b>Root Cause:</b> Attendance incentives later in the year resulted in an increase in attendance. Incentives need to be in place earlier in the year.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> While there were some parent volunteers on campus this year, parent involvement was the lowest area with just 44% favorability. <b>Root Cause:</b> Campus has offered limited opportunities for parents to get involved on campus.</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 3:** Increase number of students participating in dual language to ensure that each grade level has at least one dual language class.

**Evaluation Data Sources:** Class Rosters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The FACE specialist will work with the campus administrator and dual language teachers to promote dual language program by sending home information and planning dual language information sessions.</p> <p><b>KPI/Metric/Measure:</b> Campus will offer 4 dual language session per year with at least 10 participants at each event</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator FACE Specialist Dual Language Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**





Demographics
<p><b>Problem Statement 2:</b> Enrollment in dual language classes is low. 20% of students enrolled at Highland Park are in the dual language classes. 1 of 3 classes per grade level are designated dual language classes. Therefore, 33% of enrollment should be dual language. <b>Root Cause:</b> Enrollment efforts for our dual language classes has not been effective.</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 4:** Increase opportunities for students to engage in STEM based learning opportunities and after school clubs

**Evaluation Data Sources:** STEM Lab sign-up  
After School Clubs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Two of the 21 teachers will serve as technology sponsors. Sponsors will be trained by district STEM Coordinator and they will serve as technology point of contacts and provide PD to teachers.</p> <p><b>KPI/Metric/Measure:</b> Teachers will provide at least one STEM lesson in the lab each quarter. Technology Club will meet at least 6 times after school per year. Technology POC will provide 3 PD sessions to teachers (Aug 10, Jan 2, Mar 20)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Instructional Coach Technology POC</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each teacher will sponsor or co-sponsor an after-school club which meets at least six times. Students will have opportunities to sign up for clubs based on their interest.</p> <p><b>KPI/Metric/Measure:</b> HPE will offer at least 9 after school clubs. Each club will meet at least 6 times per year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> supplies needed for clubs - 199 - Local Maintenance - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** Attendance has dropped from 93% to 90% for the 21-22 school year. While attendance incentives later in the year resulted in an increase in attendance, we did not reach our goal of 94% ADA. **Root Cause:** Attendance incentives later in the year resulted in an increase in attendance. Incentives need to be in place earlier in the year.

### School Processes & Programs

**Problem Statement 1:** A schedule was created for teachers to take students to the STEAM lab, but only 14% of teachers consistently took their classes to the lab. **Root Cause:** PD on STEM lessons was not provided to the teachers.

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

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

**Performance Objective 5:** Decrease number of students being referred to office referrals for discipline from 54 students to 25 students per year, ensuring minimal loss of instructional time for students.

**High Priority**

**Evaluation Data Sources:** Discipline Incident Report will reflect no more than 25 students having been referred to admin for discipline incidents by the end of the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase teacher efficacy of positivity behavior supports by conducting a book study of Dan St. Romain's Nine Principles of Positive Behavior Support and schedule special events and field trips for students.</p> <p><b>KPI/Metric/Measure:</b> Discipline incidents will decrease from 217 to no more than 100 incidents at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> St. Romain books for new staff - 199 - Local Maintenance - \$200, Field Trips and special events - 199 - Local Maintenance - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the student use of Rhythm App from 3 times per week to daily. Teachers will monitor daily and notify counselor and admin if student concern needs to be addressed.</p> <p><b>KPI/Metric/Measure:</b> Rhithm App will be used daily by each student</p>	Formative			Summative
	Oct	Jan	Apr	June

**Staff Responsible for Monitoring:** Classroom Teachers  
Counselor

**TEA Priorities:**

Improve low-performing schools


**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 5 Problem Statements:**

**Demographics**

**Problem Statement 1:** Attendance has dropped from 93% to 90% for the 21-22 school year. While attendance incentives later in the year resulted in an increase in attendance, we did not reach our goal of 94% ADA. **Root Cause:** Attendance incentives later in the year resulted in an increase in attendance. Incentives need to be in place earlier in the year.

**Student Learning**

**Problem Statement 1:** Campus STAAR Performance was at 49% for Math and 52% for Reading. Campus goal was 63% meets for both Math and Reading. **Root Cause:** Teacher expectation for students to use strategies while answering questions on an online platform is lacking.

**Problem Statement 2:** Students performing at grade level on MAP Reading was 58%. **Root Cause:** Literacy Station activities in KG-2nd grade lack rigor needed for students to practice reading skills.





**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 the number of students in Tier 1 as measured by EOY MAP in Reading from 50% to 60% and Math from 56% to 66%.

**High Priority**

**Evaluation Data Sources:** EOY MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Heggerty phonics reading resources will be used in conjunction with the district ELAR curriculum to promote student achievement.</p> <p><b>KPI/Metric/Measure:</b> 60% of students will perform at Tier 1 as measured by EOY MAP</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 164 - State Compensatory Education (SCE) - \$600</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement math fluency routines, such as number talks and which one does not belong, and students will participate in ST Math a minimum of 60 minutes per week.</p> <p><b>KPI/Metric/Measure:</b> Each student will use ST Math at least 60 minutes per week</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administrators Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Campus STAAR Performance was at 49% for Math and 52% for Reading. Campus goal was 63% meets for both Math and Reading. **Root Cause:** Teacher expectation for students to use strategies while answering questions on an online platform is lacking.

**Problem Statement 2:** Students performing at grade level on MAP Reading was 58%. **Root Cause:** Literacy Station activities in KG-2nd grade lack rigor needed for students to practice reading skills.

**Goal 3: ENSURE PROFICIENCY**

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

**Performance Objective 1:** Provide rigorous instruction to increase student achievement from 49% to 60% on Math STAAR and 52% to 65% on Reading STAAR.





**High Priority**

**Evaluation Data Sources:** MAP

STAAR simulations

STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Guided Reading will be implemented in all K-2 classes with students engaged and rigorous literacy stations while teacher works with small groups of students.</p> <p><b>KPI/Metric/Measure:</b> Reading MAP and Fountas &amp; Pinnel Reading Levels will show at least one year's growth in reading levels by each student at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administrators Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Literacy Station Activities - 199 - Local Maintenance - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students performing at grade level on MAP Reading was 58%. <b>Root Cause:</b> Literacy Station activities in KG-2nd grade lack rigor needed for students to practice reading skills.</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:** Student STAAR Math Achievement will increase from 49% meets to 60% meets and STAAR Reading Achievement from 52% meets to 65% meets on the 2023 STAAR.

**High Priority**

**Evaluation Data Sources:** MAP  
STAAR Simulation  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Learning Walks will be implemented to increase peer support and vertical alignment in grades 3-5. Teachers will observe and meet with teachers in different grade levels and share ideas for best practice and effective instruction.</p> <p><b>KPI/Metric/Measure:</b> Learning Walks will be conducted by each teacher once every 9 weeks and followed up with a meeting of the two teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administrators Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Supplemental Resources will be used to increase the rigor of instruction in Reading, Math, and Science and to include both paper and online resources to align with the new STAAR Online questions.</p> <p><b>KPI/Metric/Measure:</b> Teachers will assign Mentoring Minds lessons at least 3 times per week per subject Online exit tickets will mirror STAAR online questions and assigned 3 times per week per subject</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> iReady License- K-5 Math &amp; Reading - 164 - State Compensatory Education (SCE) - \$2,660 , iReady Toolbox- Math &amp; Reading - 199 - Local Maintenance - \$5,865, iReady License- Science - 199 - Local Maintenance - \$531.25</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To ensure alignment between instruction and assessment, teachers will start each lesson by identifying the objective and end each lesson with either paper or online exit tickets that mirror the STAAR realigned questions.</p> <p><b>KPI/Metric/Measure:</b> Lesson objectives will be posted daily in each classroom for each subject Exit tickets will be aligned to lesson objective Online exit tickets will mirror STAAR online questions and assigned at least 3 times per week per subject</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Mentoring Minds Student Books - 199 - Local Maintenance - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Funds will be used to pay teachers to provide tutoring before and after school, and during Saturday school . A CRT will be hired to provide tutoring during school 5 hours per week to improve student math and reading performance.</p> <p><b>KPI/Metric/Measure:</b> Tutoring logs will reflect at least 10 students participating in each tutoring session</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CRT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Supplemental Pay for teachers - 164 - State Compensatory Education (SCE) - \$30,000, Pay for CRT - 211 - ESEA Title I, Part A - Regular - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will engage in professional development for iReady training</p> <p><b>KPI/Metric/Measure:</b> Sign in sheet and certifications will reflect 100% of teachers trained.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> iReady webinar training - 164 - State Compensatory Education (SCE) - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> PLCs will monitor student progress by recording student performance on data cards after each formative and summative assessment. Student data will be used to ensure students are progressing and placed in the correct intervention/enrichment groups</p>	Formative			Summative
	Oct	Jan	Apr	June

**KPI/Metric/Measure:** Student Data Cards will be displayed on PLC data wall.

**Staff Responsible for Monitoring:** Teachers  
Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** Pocket Charts - 164 - State Compensatory Education (SCE) - \$650



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Campus STAAR Performance was at 49% for Math and 52% for Reading. Campus goal was 63% meets for both Math and Reading. **Root Cause:** Teacher expectation for students to use strategies while answering questions on an online platform is lacking.


**Problem Statement 2:** Students performing at grade level on MAP Reading was 58%. **Root Cause:** Literacy Station activities in KG-2nd grade lack rigor needed for students to practice reading skills.


**Goal 4: ENSURE PROFICIENCY**

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

**Performance Objective 2:** Student handwriting will improve to ensure 90% of students meet end of year writing expectations as measured by grade level rubric.

**Evaluation Data Sources:** Grade level writing rubric

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be provided with proper handwriting tools, to include writing journals, pencils, pencil grips, and incentives.</p> <p><b>KPI/Metric/Measure:</b> 90% of students will score on grade level handwriting as measured by grade level rubrics.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> writing journals, pencils, pencil grips, incentives - 164 - State Compensatory Education (SCE) - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Students meeting grade level standards in handwriting has decreased significantly. <b>Root Cause:</b> Student opportunities for handwriting practice using proper pencils, grips, and handwriting paper is lacking.</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><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$4,591</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

# 2022-2023 Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Magnolia Olivo	Teacher- PreK
Classroom Teacher	La Tina Noble-Staurt	Teacher- 5th Gr
Instructional Coach	Laura Arcos	IC
Instructional Coach	Mary Ferguson	IC
Administrator	Laura Romero	Assistant Principal
Classroom Teacher	Lisa Ramirez	Teacher
Classroom Teacher	Patricia Leffew	Teacher- 4th Gr
Administrator	Virginia Parker	Principal
Counselor	Tracy Monju	Counselor
Parent	Eboney King	Parent
Classroom Teacher	Melinda Minerd	Teacher
Classroom Teacher	Bertha Hernandez	Teacher- 1st Gr
Classroom Teacher	Karen Cavazos	Teacher- 2nd Gr
Classroom Teacher	Candice Meyer	Art Teacher
Paraprofessional	Ashley Raab	IA
Student	E'Lontay Brown	Student

# 2021-22 Parent Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Dustin Cordaway	Parent
Parent	Gilda Cordaway	Parent

# Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$600.00
4	1	2	iReady License- K-5 Math & Reading		\$2,660.00
4	1	4	Supplemental Pay for teachers		\$30,000.00
4	1	5	iReady webinar training		\$500.00
4	1	6	Pocket Charts		\$650.00
4	2	1	writing journals, pencils, pencil grips, incentives		\$1,000.00
11	1	1	MAP Assessment Platform		\$4,591.00
<b>Sub-Total</b>					<b>\$40,001.00</b>
199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	2	2	Watch D.O.G.S. Program Start-Up Kit		\$500.00
1	4	2	supplies needed for clubs		\$2,500.00
1	5	1	St. Romain books for new staff		\$200.00
1	5	1	Field Trips and special events		\$5,000.00
3	1	1	Literacy Station Activities		\$2,000.00
4	1	2	iReady Toolbox- Math & Reading		\$5,865.00
4	1	2	iReady License- Science		\$531.25
4	1	3	Mentoring Minds Student Books		\$7,000.00
<b>Sub-Total</b>					<b>\$24,096.25</b>
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,000.00
4	1	4	Pay for CRT		\$4,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>