

San Antonio Independent School District
Huppertz Elementary
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Our students have shown steady progress in English Language Arts while also continuing to struggle in Mathematics as measured by end of year MAP testing as well as STAAR in grades 3-5. Our students are learning how to advocate and self regulate thanks to Mindfulness instruction/techniques implemented as well as monthly guidance lessons from the school counselor. Huppertz students embrace the IB inquiry based learning through transdisciplinary learning in which student agency, voice and choice drive their learning.

Based on STAAR 2022 results, our students performed as follows:

	# Tested	Approaches	Meets	Masters
Reading	94	71%	40%	14%
Math	95	44%	19%	3%
Science	34	35%	9%	0%
Total =	223	54%	26%	7%

For the 2022-23 School Year the CLT met on September 27, 2022 to update the campus needs assessment, review the Campus Improvement Plan and review the Targeted Improvement Plan. Copies of the most updated CIP were handed to every person present. Consensus was to use the jigsaw approach and have groups review different sections, making notations of items to review for whole group discussion. Items discussed were:

- Attendance. Current goal is 90%, SAISD initiative with SAISD Foundation is a car raffle, campus contests are such that 100% attendance names of classes will be displayed by main office daily, weekly treats awarded to classes who obtained 100% at any point in the week, and names announced on PA.
- Comprehensive Progress campus status with TEA-Huppertz made huge gains on state assessments and is now rated a C campus by the Texas Education Agency. We are still being monitored as a comprehensive progress campus and need to maintain our C status at the minimum to not be monitored in the future. Due to this status, we are required to create and abide by a Targeted Improvement Plan (TIP).
- TIP-Discussed what this is, what it looks like, why it is important. All information is based on research proven practices and aligned with the Effective Schools Framework. Principal Rios and Veronika Gutierrez attended the 2 day required training at REgion 20 in September.
- CIP-Paper copies provided to attendees. Agreed to jigsaw sections of plan to review and document needed changes. Discussed how purchases must tie in with a Goal, Performance Objective, and a Strategy. Must document amount, type of funds used, and how we will be held accountable (evidence). Needs discussed included headphones for all students to listen to online activities, mice for the student chromebooks to learn how to navigate and perform expectations of our ever changing assessment through clicking, drag and drop, etc. Other needs raised were: reading materials, Science tools and supplies, social emotional learning supports such as fidget products and more technology.

- School wide expectations need to be established to best prepare our scholars for learning experiences. This includes: using the Rhythm app which is an online check in system for students and staff to express their feelings, mood, and learn how to self regulate in order to be the best version of themselves, having students sign out when leaving classroom to use bathroom, establishing daily reading at home to practice and improve skills, conduct weekly Math competitions as well as using the currently displayed number lines in school wide areas to enhance skills.

Participants in attendance at this CLT meeting were as follows:

Linda Rios-Garcia, Principal

Connie Carey, Assistant Principal

Lori Hernandez, PK Teacher

Leonard Castilleja, Kinder Teacher

Brenda Sanchez, 1st Grade Teacher

Maricela Mendoza, 2nd grade Teacher

Danielle Courchesne, 3rd grade Teacher

Christy Castillo, 4th grade Teacher

Crista Valadez, 5th grade Teacher

Marcelina Avery, IC

Patricia Luna, Counselor

Veronika Gutierrez, IB Coordinator

Mrs. Kathryn Chavana (Parent of Magdalene Chavana in 1st grade)

Joe Montalvo, Jr., PE Teacher/Electives Representative

Jan Tolson, Special Education Representative

Elizabeth Botello, IA Representative

On May 24, 2022 the CLT met to review the Campus Improvement Plan (CIP) and discuss the Campus Needs Assessment (participants and roles listed below). Copies of the most updated CIP were handed to every person present. Consensus was to use the jigsaw approach and have groups review different sections, making notations of items to review for whole group discussion. Items discussed were:

- Campus needs to increase vocabulary usage overall. Maintaining fidelity to academic talk in all schoolwide areas is necessary. This can also be achieved by focusing on what context clues are and how to make sense of context clues. Another topic discussed was teaching students how to attack words through chunking smaller parts consistently; will build student confidence once this becomes routine.
- Teachers voiced concerns with too many things going on at same time. Suggestion was to focus on 1 thing at a time such as Literacy. All participants agreed all students need

to be literate in order to have success in all other content areas, therefore, this should be campus focus moving forward. Need fidelity to using LLI kits with training, modeling and CLEAR expectations.

- Another suggestion brought up was instead of just a Baking program after school, integrate with phonics and the Heggerty program already in use with intention of strengthening these skills.
- Another suggestion was to have SAISD provide the "Bridging the Gap" training they offered during Epic Saturday as this was high quality and will benefit all grade levels.
- Campus needs set Intervention times. Consideration for students grouped by functioning levels instead of grade levels for maximum advantage with vertical alignment and closing the gaps; suggestions were morphology time & root word time for upper grade students.
- Lower grade teachers expressed need for decodable readers in classroom. This will help reinforce guided reading focus for varied groupings of students.
- Science lab needs to be organized and we need a solid check in/check out system.
- Safety wise, we desperately need working walkie talkies, especially when teachers take class out to recess.

Participants in attendance were as follows:

Linda Rios-Garcia, Principal

Connie Carey, Assistant Principal

Lori Hernandez, PK Teacher

Amanda Santleben, Kinder Teacher

Coleman Terrell, 1st grade Teacher

Brenda Sanchez, 1st Grade Teacher

Danielle Courchesne, 2nd grade Teacher

Lizzeth Trejo, 3rd grade Teacher

Leonard Castilleja, 4th grade Teacher

Milagros Pogue, 5th grade Teacher

Marcelina Avery, IC

Patricia Luna, Counselor

Veronika Gutierrez, IB Coordinator

Mrs. Kathryn Chavana (Parent of Magdalene Chavana in Kindergarten)

Joe Montalvo, Jr., PE Teacher/Electives Representative

Jan Tolson, Special Education Representative

Elizabeth Botello, IA Representative

Demographics

Demographics Summary

Huppertz Elementary is an in-district charter school offering the International Baccalaureate Primary Years Programme education to the school community from Prekindergarten up to 5th grade. Huppertz is a choice school which means any student who resides in Bexar County are welcome to apply to attend our school. Huppertz is located in the Woodlawn Heights area where the average age of the homeowner is 50. Hence, many students are being raised by grandparents and/or relatives and are transported to our campus daily.

As of October 12, 2022, Huppertz Elementary has 302 students enrolled. The campus demographics are as follows:

- 92% Hispanic
- 4% Black
- 3% White
- 1% Pacific Islander

Enrollment by subpopulation indicates the following:

- 92% Economically Disadvantaged
- 59% At Risk
- 17% Special Education
- 9% Homeless
- 3% LEP
- 2% GT

Huppertz services students in the Early Childhood Special Education program as well as the City of San Antonio PK4SA Head Start program.

Huppertz staff consists of: 20 certified teachers, 2 Administrators, 1 full time counselor, 1 Instructional Coach, 1 IB Coordinator, 1 General Education teacher (services Special Education students), 1 Librarian (whom we share with another campus), 1 full time secretary, 1 full time Data/Attendance Clerk, 1 full time Nurse, several full time Instructional Assistants, cafeteria and custodial personnel. District personnel for support includes a Speech pathologist with 1 assistants, a Licensed Specialist in School Psychology, a shared Behavior Specialist, a shared GT Teacher, a shared Reading Specialist, and a shared Dyslexia Teacher (schedules vary depending on number of students who need services). As an IB World School we share personnel such as the following certified teachers: Art teacher (with 2 campuses total), a shared Spanish teacher (3 campuses total), and a shared Music teacher (2 campuses total). We have experienced a high influx in change of personnel from last school year as we have 6 new teachers to Huppertz this school year of which 2 are first year teachers.

Demographics Strengths

Having a total enrollment barely over 300 allows for smaller class sizes, which affords ample opportunities to provide frequent small group instruction throughout each day. Every staff member can build solid relationships with our students as they really get to know the intricate details about their students. This lends itself for all staff members to be able to support the students emotionally and to dig deeply to provide each student a customized learning plan. Being an IB World School encompasses a distinctive world renowned educational program where students demonstrate agency and lead their learning through inquiry based projects in a transdisciplinary setting; making connections to how the students themselves can contribute to a better world while learning the state required standards, TEKS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Huppertz Elementary has seen a decrease in enrollment for the last 5 years as follows: 2018=410 students, 2019=381 students, 2020=333 students, 2021=278 students and 2022=288 students. **Root Cause:** Huppertz needs a consistent marketing plan to leverage the amazing accomplishments attained such as becoming an authorized IB World School and attaining a campus rating of a C to attract more clientele.

Problem Statement 2 (Prioritized): Parent involvement has increased due to monthly family events. **Root Cause:** Huppertz has created a Parent Teacher Organization with elected officers (as of November 2022) to support student learning experiences and alignment of programs.

Student Learning

Student Learning Summary

Our students have shown steady progress in English Language Arts while also continuing to struggle in Mathematics as measured by end of year MAP testing as well as STAAR in grades 3-5. Our students are learning how to advocate and self regulate thanks to Mindfulness instruction/techniques implemented as well as monthly guidance lessons from the school counselor. Huppertz students embrace the IB inquiry based learning through transdisciplinary learning in which student agency, voice and choice drive their learning.

Based on STAAR 2022 results, our students performed as follows:

	# Tested	Approaches	Meets	Masters
Reading	94	71%	40%	14%
Math	95	44%	19%	3%
Science	34	35%	9%	0%
Total =	223	54%	26%	7%

Student Learning Strengths

Our students have shown gains in Reading due to the implementation of phonics over the past 3 years at the campus level. We purchased Saxon phonics as well as Haggerty and these are core to the daily routines established for grades Kindergarten, 1st and 2nd grade. In addition, the use and implementation of iStation daily for 30 minutes is a campus expectation as this program tailors the learning based on each student's needs. Within IB learning students are encouraged daily to be inquirers by asking questions, voicing their understandings, and collaborating with peers consistently. This nurtures students' curiosity while empowering them to be thinkers, communicators, and risk takers; all valuable attributes for a successful person to possess. Third grade STAAR Reading scores from 2022 were above the district scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are struggling to meet the varying learning needs of our students as evidenced by 60% of all students not achieving Meets on Reading STAAR and 81% of all students not achieving Meets on Math STAAR. **Root Cause:** Teachers need training and clarity on how to differentiate learning strategies with higher level thinking questions and engaging, TEKS aligned lessons/activities.

Problem Statement 2 (Prioritized): The percentage of students not performing on grade level based on STAAR 2022 results is: 81% in Math, 91% in Science, and 60% in Reading. **Root Cause:** Research based best practices such as typing skills, how to drag and drop answer choices, and electronic daily Social Emotional Learning check ins were not implemented with fidelity; students did not receive instruction nor consistent opportunities to learn these technologically needed skills.

Problem Statement 3: Based on classroom walkthrough data, the majority of students were not receiving consistent, small group instruction for Math in their homeroom class. **Root Cause:** Lack of consistently monitoring teaching practice for implementing small group instruction during the instructional day.

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 (Prioritized): Parent involvement has increased due to monthly family events. **Root Cause:** Huppertz has created a Parent Teacher Organization with elected officers (as of November 2022) to support student learning experiences and alignment of programs.

School Processes & Programs

School Processes & Programs Summary

We are an official IB World School serving students in grades PK-5th grade. Huppertz Elementary provides students with transdisciplinary learning which focuses on the TEKS, student inquiry, and embraces the whole child. We address social emotional skills (SEL) schoolwide through teaching our IB Learner Profile attributes daily as well as aligning the counselor's monthly guidance learning sessions around these attributes as well.

Our personnel has 6 teachers who are new to our campus this school year of which 2 are actually first year teachers. Huppertz has 1 full time Instructional Coach (IC) whose focus is to work directly with the teachers and students all school year. She is responsible for training teachers in best practices, modeling best practices, providing co-teaching support as needed, and leads the teachers during collaboration/PLC times. In addition, the IC spends countless hours assisting teachers with lesson planning, aligning TEKS and student activities, and locates resources as well as analyzes data with the teachers. In addition, Huppertz also has 1 full time IB Coordinator (IBC) whose job role is to train the staff, students, and school community about the IB programme. The IBC is also responsible for modeling best teaching practices with a keen focus on incorporating IB teachings throughout content areas in a transdisciplinary manner. The IBC works closely with the IC to support the teachers while ensuring the IB components are being upheld with fidelity.

Five out of 8 teachers assigned to teach grades K-3 will need to complete the required Texas Reading Academy training this school year.

Daily walkthroughs by the Instructional Leadership Team (ILT) will be conducted to ensure fidelity of best practices are being implemented. Immediate feedback within 24 hours will be provided electronically. Coaching, co-teach, or analyzing recordings of teaching will also be leveraged approaches to elevate teachers' skills.

Teachers will be provided 90 minutes of time for collaboration meetings at least 2x/month to focus on data analysis, creating CIAPs, and disaggregating data to help guide instruction as well as adjust for solid Tier 1 and smaller Tier 2 instruction.

School Processes & Programs Strengths

- Student inquiry learning through daily transdisciplinary lessons via the International Baccalaureate program framework
- 1 to 1 student technology (ipads K-2, Chromebooks 3-5)
- Continue working with the Associates for Educational Success (AES) consultant in Math
- Math centers/stations will be focus school wide
- Continue Implementing Saxon phonics (primary grades)
- Guided reading groups K-4
- Writing for comprehension
- Continue creating and using Anchor charts
- Offer tutoring sessions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on weekly lesson plan reviews by the Instructional Leadership Team (ILT), 36% of the grade level classrooms are not providing appropriate grade level instruction (Tier 1) in Math. **Root Cause:** Lack of implementing grade level aligned lessons with research based best practices modeled and taught by the Associates for Educational Success (AES) consultant in Mathematics.

Problem Statement 2: 50% of teachers do not know how to effectively create & implement Corrective Instructional Action Plans (CIAPs). **Root Cause:** 43% of teachers are new to the campus this school year and 64% of teachers are teaching a new grade level this school year. These teachers need ongoing training with consistent feedback to learn how to

effectively create & implement CIAPs.

Problem Statement 3 (Prioritized): Parent involvement has increased due to monthly family events. **Root Cause:** Huppertz has created a Parent Teacher Organization with elected officers (as of November 2022) to support student learning experiences and alignment of programs.

Perceptions

Perceptions Summary

School Culture & Climate:

1. Our school mission is to inspire all community members to share their knowledge by participating in positive experiences which improve lives through real world learning.
2. Our school goals are to grow each student by providing daily transdisciplinary learning within a positive school environment to increase student achievement.
3. We are committed to daily classroom meetings to build a sense of community while connecting with one another.
4. We conduct daily Mindfulness activities to help our students self regulate through breathing, stretching, centering ourselves, and focusing on how we can help ourselves in the moment.
5. Our school counselor has served this school community for over 20 years and has established relationships with the families.
6. This past school year we had our first ever Huppertz Soccer teams with the largest turnout (over 90 students) compared to other participating schools. This opportunity lent itself to uniting the community for a common purpose and included weekly practice sessions, Saturday games, and an end of season dinner with awards ceremony.

Family & Community Engagement:

1. Our students' caregivers are the foundation for our students' success as they help create opportunities for success. Huppertz Elementary believes that all caregivers have gifts and talents they possess which are building blocks for our students to springboard from. When we unite for a common purpose to elevate our Cougars, we are building a solid foundation for our children's success.
2. Our campus FACE Specialist Ms. De Leon is visible during after school duty and interacts with families continuously. She schedules and creates monthly Parent meetings in collaboration with the Principal while bringing guest speakers to present to our families (i.e., Habitat for Humanity, Food Bank, etc.).

Perceptions Strengths

School Culture & Climate:

- The International Baccalaureate (IB) program is the core of what we do and how we teach students to learn. The IB Learner Profile Attributes guide our students toward the expectations we want them to demonstrate as these are the stepping stones for success through all aspects in life.
- As students returned to in person learning on school campuses in 2021-2022, our students demonstrated struggling with how to appropriately socialize with others, how to demonstrate being principled when completing an assignment, and how to correctly obtain an adult's attention. Many students returned to campus with high anxiety levels, some demonstrated separation anxiety, and many social emotional issues were being uncovered every day. Implementing Mindfulness techniques combined with restorative practices to embrace the child has catapulted how we now teach students across all content areas and disciplines.

Family & Community Engagement

- We have experienced a huge increase in parent involvement with hosting events such as Turkey bingo, IB nights, Music concert, IB Exhibition, Book Fair family evening, and Reader's Theater performance. We have established a PTO Meeting as of November.
- Last school year we partnered with the Urban Champions Academy organization and had our first ever Huppertz Soccer teams. We had with the largest turnout (over 90 students) compared to other participating schools. This opportunity lent itself to uniting the community for a common purpose and included weekly practice sessions, Saturday games, and an end of season dinner with awards ceremony.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement has increased due to monthly family events. **Root Cause:** Huppertz has created a Parent Teacher Organization with elected officers (as of November 2022) to support student learning experiences and alignment of programs.

Priority Problem Statements

Problem Statement 1: The percentage of students not performing on grade level based on STAAR 2022 results is: 81% in Math, 91% in Science, and 60% in Reading.

Root Cause 1: Research based best practices such as typing skills, how to drag and drop answer choices, and electronic daily Social Emotional Learning check ins were not implemented with fidelity; students did not receive instruction nor consistent opportunities to learn these technologically needed skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Parent involvement has increased due to monthly family events.

Root Cause 2: Huppertz has created a Parent Teacher Organization with elected officers (as of November 2022) to support student learning experiences and alignment of programs.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Based on weekly lesson plan reviews by the Instructional Leadership Team (ILT), 36% of the grade level classrooms are not providing appropriate grade level instruction (Tier 1) in Math.

Root Cause 3: Lack of implementing grade level aligned lessons with research based best practices modeled and taught by the Associates for Educational Success (AES) consultant in Mathematics.

Problem Statement 3 Areas: School Processes & Programs

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 4: 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 Areas: Student Learning

Problem Statement 5: We are struggling to meet the varying learning needs of our students as evidenced by 60% of all students not achieving Meets on Reading STAAR and 81% of all students not achieving Meets on Math STAAR.

Root Cause 5: Teachers need training and clarity on how to differentiate learning strategies with higher level thinking questions and engaging, TEKS aligned lessons/activities.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 30, 2022

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 the campus TEA rating from a C to a B.





Evaluation Data Sources: STAAR 2023 results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of weekly system to turn in lesson plans aligned with the grade level TEKS, including timely feedback provided to the teachers by the campus Instructional Leadership Team. KPI/Metric/Measure: Submission of lesson plans in google classroom with documented feedback Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, IB Coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in weekly 90 minute collaboration time period to analyze student performance aligned with priority TEKS and then create Corrective Instructional Action Plans (CIAPs) for implementing with students. Teachers will develop their CIAPs based on our campus Data Driven Instructional (DDI) calendar. KPI/Metric/Measure: Collaboration weekly agenda and minutes turned in, CIAPs submitted via Google Drive Staff Responsible for Monitoring: Teachers, Instructional Coach, IB Coordinator, Asst. Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Campus Instructional Coach - 211 - ESEA Title I, Part A - Regular - \$89,660	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will attend IB, AVID, SEL, and district professional development sessions to update as well as acquire new skills in research based best practices to implement in the classroom. KPI/Metric/Measure: Attendance sheets, certificates of completion of courses/sessions Staff Responsible for Monitoring: Teachers, Instructional Coach, IB Coordinator, Counselor, Asst. Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - 196 - 1882 UTSA - \$3,000		Formative			Summative
		Oct	Jan	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Hire a part time, certified retired teacher to support students to overcome learning struggles by Reading for comprehension, writing using correct sentence formations, and problem solving to attain our goal of closing the achievement gap during the school day and/or after school. KPI/Metric/Measure: Increase student achievement 10% from BOY to EOY. Staff Responsible for Monitoring: Instructional Coach, IB Coordinator, Asst. Principal, Principal 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 Funding Sources: Part time teacher - 211 - ESEA Title I, Part A - Regular - \$15,754		Formative			Summative
		Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff will receive supplementary pay for tutoring after school and/or Saturdays to provide interventions for students. Students will receive snacks while receiving intervention services such as tutoring, mentoring, and/or social skills guidance before or after instructional hours.</p> <p>KPI/Metric/Measure: Tutoring sign in sheets, required documentation provided to SAISD</p> <p>Staff Responsible for Monitoring: Instructional Coach, IB Coordinator, Asst. Principal, Principal, Administrative Assistant</p> <p>Title I: 2.4, 2.5</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>Problem Statements: Student Learning 4</p> <p>Funding Sources: Student snacks intervention services - 211 - ESEA Title I, Part A - Regular - \$2,000, After school and/or Saturday Tutoring - 282 - ESSER - \$3,005.16, Tutoring after school and/or Saturday - 210 - ESF Grant Funds - \$2,100</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Allocated funds will be used to purchase instructional supplies, materials and technology to provide instruction, enhance student learning, support lesson planning, provide interventions, assessments, and student centered activities in Pre-K through 5th grade.</p> <p>KPI/Metric/Measure: Technology being purchased is to increase student knowledge of typing skills for STAAR testing as well as completing class assignments and supporting daily check ins for Social Emotional Learning. Floor stickers for the gym containing shapes and colors will provide structure for daily routines and procedures while enhancing K-5 students' knowledge as well as guiding student safety parameters during varying physical education activities, evident by decline in PE behavior incidents and increase in students' knowledge of shapes and colors.</p> <p>Staff Responsible for Monitoring: Teachers, PE Coach, PE IA, Instructional Coach, IB Coordinator, Asst. Principal, Principal, Administrative Assistant.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: 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> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 199 - Local Maintenance, - 196 - 1882 UTSA, - 164 - State Compensatory Education (SCE), Chromebooks - 211 - ESEA Title I, Part A - Regular - \$14,302, iPads - 211 - ESEA Title I, Part A - Regular - \$3,152, Sticky color floor stickers - 210 - ESF Grant Funds - \$3,316.85</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase parent involvement in the student learning process by empowering parents through monthly informational meetings & campus events such as Open House, Back to School Bash, IB nights, Academic nights, and opportunities to volunteer. We are also in the process of establishing a Parent Teacher Organization.</p> <p>KPI/Metric/Measure: Parent survey, Monthly Meeting agendas with minutes, sign in sheets</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, FACE Specialist, Counselor, Teachers, IC, IBC</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: PFE Supplies - 211 - ESEA Title I, Part A - Regular - \$947, PFE Refreshments for Parent Meetings - 211 - ESEA Title I, Part A - Regular - \$947</p>	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The percentage of students not performing on grade level based on STAAR 2022 results is: 81% in Math, 91% in Science, and 60% in Reading. Root Cause : Research based best practices such as typing skills, how to drag and drop answer choices, and electronic daily Social Emotional Learning check ins were not implemented with fidelity; students did not receive instruction nor consistent opportunities to learn these technologically needed skills.</p> <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 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 Reading and Math MAP scores in Kinder-5th grade by 10% at each grade level from the previous school year.





High Priority

HB3 Goal

Evaluation Data Sources: MAP growth BOY and EOY results

Strategy 1 Details	Reviews			
Strategy 1: Students will receive differentiated small group instruction with varying hands on learning experiences such as but not limited to: marking the text with sticky notes, using small index cards as a place marker when reading and/or problem solving, using decodable texts, create flash cards, present findings on chart tablets, using graph paper, etc. to increase student performance and achievement. KPI/Metric/Measure: Daily exit tickets, benchmark exams, simulation data, classroom observations Staff Responsible for Monitoring: Teachers, IC, IBC, Asst. Principal, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Decodable readers - 211 - ESEA Title I, Part A - Regular - \$2,500, - 164 - State Compensatory Education (SCE), - 196 - 1882 UTSA, - 199 - Local Maintenance	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Student learning will be measured by formal and informal assessments through varying formats to demonstrate learning progress toward attaining TEKS. KPI/Metric/Measure: Daily formal and/or informal assessments, benchmark/simulation data, walkthroughs Staff Responsible for Monitoring: Teachers, IC, IBC, Asst. Principal, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 164 - State Compensatory Education (SCE)	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continue implementation of Saxon phonics and Heggerty language program with fidelity to build strong foundational skills in Reading and Writing. KPI/Metric/Measure: Lesson plan documentation, classroom observations, walkthroughs Staff Responsible for Monitoring: Teachers, IC, IBC, Asst. Principal, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 Funding Sources: Saxon phonics - 282 - ESSER - \$8,000, Amira - 282 - ESSER - \$6,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will have access to varied online learning platforms and in person experiences as well as tools such as headphones, manipulatives, flash cards, graph paper, journals, binders, etc. to maximize student performance, student growth, and student engagement across all learning experiences including physical and emotional well being. KPI/Metric/Measure: Daily assessments, benchmarks/simulations, walkthroughs Staff Responsible for Monitoring: Teachers, IC, IBC, Asst. Principal, Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: - 211 - ESEA Title I, Part A - Regular, - 196 - 1882 UTSA, - 164 - State Compensatory Education (SCE), - 199 - Local Maintenance, Supplies/manipulatives - 210 - ESF Grant Funds - \$30,000, Field trips - 210 - ESF Grant Funds - \$8,000, Gopher products - 210 - ESF Grant Funds - \$2,586.17	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: MTSS Interventions will be provided for students performing one or more years below grade level through either intervention instruction, guided reading groups, in class support with a colleague teacher, or small group instruction utilizing TEKS aligned resources. KPI/Metric/Measure: MAP testing, CBAs, Branching Minds documentation Staff Responsible for Monitoring: MTSS Coordinator, Teachers, IC, IBC, Counselor, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We are struggling to meet the varying learning needs of our students as evidenced by 60% of all students not achieving Meets on Reading STAAR and 81% of all students not achieving Meets on Math STAAR. Root Cause: Teachers need training and clarity on how to differentiate learning strategies with higher level thinking questions and engaging, TEKS aligned lessons/activities.</p> <p>Problem Statement 2: The percentage of students not performing on grade level based on STAAR 2022 results is: 81% in Math, 91% in Science, and 60% in Reading. Root Cause: Research based best practices such as typing skills, how to drag and drop answer choices, and electronic daily Social Emotional Learning check ins were not implemented with fidelity; students did not receive instruction nor consistent opportunities to learn these technologically needed skills.</p> <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 3: ENSURE PROFICIENCY

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

Performance Objective 1: Increase 3rd grade Reading STAAR scores from 42% meets to 52% meets and Math STAAR scores from 18% meets to 30% meets.**Evaluation Data Sources:** Benchmark Assessments, Simulations, CBAs, STAAR EOY results

Strategy 1 Details	Reviews			
Strategy 1: Designate time in daily schedule for small group instruction by classroom teacher to address students' needs. KPI/Metric/Measure: Progress from Benchmark exam to MOY CBA exam, MAP data, STAAR results Staff Responsible for Monitoring: Teachers, IC, IBC, Asst. Principal, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Daily small group reading instruction provided for students in grades 1 & 2. KPI/Metric/Measure: Walkthroughs, weekly reading assessments, 4 & 9 week reading assessments Staff Responsible for Monitoring: Asst. Principal, Principal, IC, IBC, MTSS Coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: ENSURE PROFICIENCY

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

Performance Objective 1: Increase percentage of all students in grades 3-5 at the Meets level from 19% in Math to 40% in Math, from 40% in Reading to 60% in Reading, and from 9% in Science to 30%.

Evaluation Data Sources: Benchmarks, CBAs, Simulations, STAAR EOY results

Strategy 1 Details	Reviews			
Strategy 1: The campus special programs coordinator will plan alongside the IB Coordinator, GEC Teacher, Instructional Coach, GT teacher, LPAC coordinator, and Librarian/Librarian Instructional Assistant to promote advanced levels of achievement throughout transdisciplinary lessons. KPI/Metric/Measure: Lesson plans/IB unit planners, agenda meeting minutes, sign in sheets, walkthroughs Staff Responsible for Monitoring: Special programs coordinator, IC, IBC, Principal, Asst. Principal, GEC Teacher, GT Teacher, LPAC Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$17,973	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Display class and student performance through data walls in the classroom as well as within student data binders. KPI/Metric/Measure: Updated classroom data walls aligned with DDI calendar, student data binders Staff Responsible for Monitoring: Teachers, IC, IBC, Asst. Principal, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Supplemental small group instruction by the part time teacher. KPI/Metric/Measure: Benchmarks, Daily exit tickets, CBAs, Walkthroughs, journals Staff Responsible for Monitoring: IC, IBC, Asst. Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 196 - 1882 UTSA - \$7,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers in grades 3, 4, & 5 will monitor student online activity to ensure students are focused on the task at hand by using the online software program Go Guardian. KPI/Metric/Measure: Anecdotal records by Teachers Staff Responsible for Monitoring: Teachers in grades 3, 4, 5, Mr. Zarazua, IC, IBC, Asst. Principal, Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Go Guardian software program - 211 - ESEA Title I, Part A - Regular - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The percentage of students not performing on grade level based on STAAR 2022 results is: 81% in Math, 91% in Science, and 60% in Reading. Root Cause : Research based best practices such as typing skills, how to drag and drop answer choices, and electronic daily Social Emotional Learning check ins were not implemented with fidelity; students did not receive instruction nor consistent opportunities to learn these technologically needed 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: Increase K-2 students' RIT score in Reading by 10 points from BOY to EOY assessment on MAP.**Evaluation Data Sources:** MAP assessments BOY, MOY & EOY

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction based on student ability levels minimum 4 times per week. KPI/Metric/Measure: Anecdotal records, Teacher observations with notes, daily assessments, weekly assessments, data binders, classroom data wall Staff Responsible for Monitoring: K-2 Teachers, IC, IBC, Asst. Principal, Principal, MTSS Coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students in grades K-1 will increase their phonological skills by following along on their iPads to hear correct pronunciations of letter sounds and words as well as enunciations when listening to someone online who is reading fluently. KPI/Metric/Measure: Teacher observations, students on task during class, station work being completed and submitted online, data walls/student binders Staff Responsible for Monitoring: Teachers, IC, IBC, GEC Teacher, Asst. Principal, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: iPads/Tablets - 211 - ESEA Title I, Part A - Regular - \$14,302	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year. KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$4,186		Formative			Summative
		Oct	Jan	Apr	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 1 Problem Statements:

Student Learning
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.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

For the 2022-23 School Year the CLT met on September 27, 2022 to update the campus needs assessment, review the Campus Improvement Plan and review the Targeted Improvement Plan. Copies of the most updated CIP were handed to every person present. Consensus was to use the jigsaw approach and have groups review different sections, making notations of items to review for whole group discussion. Items discussed were:

- Attendance. Current goal is 90%, SAISD initiative with SAISD Foundation is a car raffle, campus contests are such that 100% attendance names of classes will be displayed by main office daily, weekly treats awarded to classes who obtained 100% at any point in the week, and names announced on PA.
- Comprehensive Progress campus status with TEA-Huppertz made huge gains on state assessments and is now rated a C campus by the Texas Education Agency. We are still being monitored as a comprehensive progress campus and need to maintain our C status at the minimum to not be monitored in the future. Due to this status, we are required to create and abide by a Targeted Improvement Plan (TIP).
- TIP-Discussed what this is, what it looks like, why it is important. All information is based on research proven practices and aligned with the Effective Schools Framework. Principal Rios and Veronika Gutierrez attended the 2 day required training at REgion 20 in September.
- CIP-Paper copies provided to attendees. Agreed to jigsaw sections of plan to review and document needed changes. Discussed how purchases must tie in with a Goal, Performance Objective, and a Strategy. Must document amount, type of funds used, and how we will be held accountable (evidence). Needs discussed included headphones for all students to listen to online activities, mice for the student chromebooks to learn how to navigate and perform expectations of our ever changing assessment through clicking, drag and drop, etc. Other needs raised were: reading materials, Science tools and supplies, social emotional learning supports such as fidget products and more technology.
- School wide expectations need to be established to best prepare our scholars for learning experiences. This includes: using the Rhythm app which is an online check in system for students and staff to express their feelings, mood, and learn how to self regulate in order to be the best version of themselves, having students sign out when leaving classroom to use bathroom, establishing daily reading at home to practice and improve skills, conduct weekly Math competitions as well as using the currently displayed number lines in school wide areas to enhance skills.

Participants in attendance at this CLT meeting were as follows:

Linda Rios-Garcia, Principal

Connie Carey, Assistant Principal

Lori Hernandez, PK Teacher

Leonard Castilleja, Kinder Teacher

Brenda Sanchez, 1st Grade Teacher

Maricela Mendoza, 2nd grade Teacher

Danielle Courchesne, 3rd grade Teacher

Christy Castillo, 4th grade Teacher

Crista Valadez, 5th grade Teacher

Marcelina Avery, IC

Patricia Luna, Counselor

Veronika Gutierrez, IB Coordinator

Mrs. Kathryn Chavana (Parent of Magdalene Chavana in 1st grade)

Joe Montalvo, Jr., PE Teacher/Electives Representative

Jan Tolson, Special Education Representative

Elizabeth Botello, IA Representative

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

For the 2022-23 School Year the CLT met on September 27, 2022 to update the campus needs assessment, review the **Campus Improvement Plan** and review the Targeted Improvement Plan. **Copies of the most updated CIP were handed to every person present.** Consensus was to use the jigsaw approach and have groups review different sections, making notations of items to review for whole group discussion.

CIP-Paper copies provided to attendees. Agreed to jigsaw sections of plan to review and document needed changes. Discussed how purchases must tie in with a Goal, Performance Objective, and a Strategy. Must document amount, type of funds used, and how we will be held accountable (evidence). Needs discussed included headphones for all students to listen to online activities, mice for the student chromebooks to learn how to navigate and perform expectations of our ever changing assessment through clicking, drag and drop, etc. Other needs raised were: reading materials, Science tools and supplies, social emotional learning supports such as fidget products and more technology.

Participants in attendance at this CLT meeting were as follows:

Linda Rios-Garcia, Principal

Connie Carey, Assistant Principal

Lori Hernandez, PK Teacher

Leonard Castilleja, Kinder Teacher

Brenda Sanchez, 1st Grade Teacher

Maricela Mendoza, 2nd grade Teacher

Danielle Courchesne, 3rd grade Teacher

Christy Castillo, 4th grade Teacher

Crista Valadez, 5th grade Teacher

Marcelina Avery, IC

Patricia Luna, Counselor

Veronika Gutierrez, IB Coordinator

Mrs. Kathryn Chavana (Parent of Magdalene Chavana in 1st grade)

Joe Montalvo, Jr., PE Teacher/Electives Representative

Jan Tolson, Special Education Representative

Elizabeth Botello, IA Representative

2.2: Regular monitoring and revision

The CIP is reviewed and monitored monthly per school year as follows:

August 16, 2022

September 27, 2022

October 25, 2022

November 29, 2022

December 13, 2022

January 31, 2023

February 28, 2023

March 28, 2023

April 25, 2023

May 23, 2023

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

The CIP is available in the main office. Parents and community members are able to review this living document at any time by simply calling the main office and asking for a copy, emailing any staff member to request a copy, or requesting a copy via our campus communication app, Toddle. The CIP is available in Spanish as our campus only offers instruction in English. If a parent were to request a copy in another language, we would be able to produce this within 24 hours, business days only.

2.4: Opportunities for all children to meet State standards

Students are afforded a plethora of opportunities via the IB Framework of instruction which focuses on student inquiry and the state mandated Texas Essential Knowledge & Skills. In the CIP, these opportunities are listed within Goals in tab below labeled Title I's Strategies.

2.5: Increased learning time and well-rounded education

Huppertz has implemented a phonics program before SAISD mandated it. We use Saxon phonics in grades K-3 as well as Heggerty language. This strengthens the academic program by increasing students' knowledge of letter sounds, blends, diphthongs and rules for when vowels make certain sounds within designated circumstances. In addition, we have intervention time for reteaching daily to capture student misunderstandings and strengthen their academic foundation. After school tutoring as well as the Reader's Theater program extends student learning.

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

Schoolwide interventions daily address needs of all students.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Parent Meeting was held on Thursday, September 29, 2022 at 9am in person at the cafeteria. Parents in attendance were: Joseph Nino, Blu Trejo, and Erron Duke. Ms. Rios-Garcia, Principal, Ms. Luna, Counselor, and Ms. Carey, Assistant Principal were also in attendance. We handed out paper copies of the Parent Engagement Policy in both English and Spanish and discussed current practices as well as any recommended revisions. We followed the same procedure during this meeting for the School compacts. WE will distribute copies of the PFE and School Compacts at all parent teacher conferences in the Fall semester.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parent Meeting was held on Thursday, September 29, 2022 at 9am in person at the cafeteria. Parents in attendance were: Joseph Nino, Blu Trejo, and Erron Duke. Ms. Rios-Garcia, Principal, Ms. Luna, Counselor, and Ms. Carey, Assistant Principal were also in attendance. We handed out paper copies of the Parent Engagement Policy in both English and Spanish and discussed current practices as well as any recommended revisions. We followed the same procedure during this meeting for the School compacts. We followed the same procedure during this meeting for the School compacts. WE will distribute copies of the PFE and School Compacts at all parent teacher conferences in the Fall semester.

4.2: Offer flexible number of parent involvement meetings

We meet monthly as follows:

8/11/2022 Back to School bash 6-7:30 pm

9/15/2022 Open House 5:30-7:00 pm

9/27/2022 Campus Leadership Team Meeting 4pm

9/29/2022 Parent Meeting PFE, School Compact, Safety 9am

Huppertz Elementary

Generated by Plan4Learning.com

10/6/2022 Parent Teacher Organization Meeting 6pm

10/20/2022 Annual Title 1 Meeting 5pm, Scary Storeis EVent 5:30-6:30 pm

10/25/2022 Campus Leadership Team Meeting 4pm

11/10/2022 Parent Meeting/Principal Coffee 9am

12/1/2022 Parent Meeting/Principal Chat 9am

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marcelina Avery	Instructional Coach	Instruction	1.0
Samuel Lopez	Librarian Instructional Assistant	Library	0.5

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
11	1	1	MAP Assessment Platform		\$4,186.00
Sub-Total					\$4,186.00
196 - 1882 UTSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,000.00
1	1	6			\$0.00
2	1	1			\$0.00
2	1	4			\$0.00
4	1	3			\$7,000.00
Sub-Total					\$10,000.00
199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	1			\$0.00
2	1	4			\$0.00
Sub-Total					\$0.00
210 - ESF Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring after school and/or Saturday		\$2,100.00
1	1	6	Sticky color floor stickers		\$3,316.85
2	1	4	Field trips		\$8,000.00
2	1	4	Supplies/manipulatives		\$30,000.00
2	1	4	Gopher products		\$2,586.17

210 - ESF Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$46,003.02
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Instructional Coach		\$89,660.00
1	1	4	Part time teacher		\$15,754.00
1	1	5	Student snacks intervention services		\$2,000.00
1	1	6	iPads		\$3,152.00
1	1	6	Chromebooks		\$14,302.00
1	1	7	PFE Refreshments for Parent Meetings		\$947.00
1	1	7	PFE Supplies		\$947.00
2	1	1	Decodable readers		\$2,500.00
2	1	4			\$0.00
4	1	1			\$17,973.00
4	1	4	Go Guardian software program		\$1,500.00
4	2	2	iPads/Tablets		\$14,302.00
Sub-Total					\$163,037.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	After school and/or Saturday Tutoring		\$3,005.16
2	1	3	Amira		\$6,000.00
2	1	3	Saxon phonics		\$8,000.00
Sub-Total					\$17,005.16