San Antonio Independent School District

Washington Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: May 31, 2022

Demographics

Demographics Summary

Washington Elementary Overview

For the 2022–2023 academic year, Washington Elementary will serve students in PK–6th grade and is rated a "B" campus by TEA. We are an innovative community school that is close to Fort Sam Houston base and Interstate-35. Washington Elementary is a Title 1 campus with a dual language program. Due to local housing market over the past year, enrollment has declined. As a result, we have collaborated closely with the Sutton Oaks apartments and nearby single family units to encourage enrollment. To promote the school and involve parents, campus representatives have gone to community fairs and outreach programs. In the recent year, attendance has declined to 86%, as our community was impacted heavily by the pandemic. Additionally our school suffers from a high mobility rate, which is around 30 %.

STAFF Demographics

For the 2022-23 school year, Washington Elementary has:

- 1 Principal
- 1 Assistant Principal
- 2 Instructional Coaches
- 1 Counselor
- 20 Teachers
- 2 Instructional Assistants (Pre-K)
- A Face Specialist
- A Community In Schools Specialist

We currently have 23 teachers and 60% of the teachers are Hispanic, 17% African American, and 22% are White.

---26% of teachers (6) have less than 5 years of teaching experience ---74% of teachers (14) have more than 10 years of teaching experience ---10% of our teachers (2) has a TEA distinction. (1 master, 1 recognized)

Washington Elementaryt Student Enrollment

TOTAL ENROLLMENT 330, HISP 78.6% , AMER IND 0% , ASIAN 0% , AF AMER 20% , WHITE 0.8% , PAC ISLAND 0% , MULTIRACE .6% , ECO DIS 98.2% , GT 31.7% , LEP 15% , SPED 4.9% , AT-RISK 71.3% , 504 1.8% , MIGRANT 0.% , HOMELESS 5.3%

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Demographics Strengths

The fact that many of our parents went to Washington Elementary makes it a generational school. Our classroom instructors average more than 5 years of teaching experience, which represents more than 70% of them. The campus has employed resources and adopted instructional practices to improve student performance at all grade levels and across all subpopulations. Along with special education, 504/Dyslexia, ELLs, homelessness, and other subpopulations that require focused intervention techniques, we have also developed strategies and activities for these issues. Reaching all subpops and ensuring that we consider feedback from parents and the community when making decisions about instruction and the campus have both been made possible in large part thanks to the FACE specialist. The school staff is involed in neighborhood gatherings and community outreach activities. Washington also has strong community partnerships with various organization located within the East side of San Antonio.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The average daily attendance rate decreased from 93.8% to 86%. High rates of absences at every grade level has caused a disruption of instruction and student learning. **Root Cause:** The monitoring of attendance and interventions, as well as the regular assessment of data systems to spot patterns, were not done consistently.

Problem Statement 2 (Prioritized): Washington ES family engagement rate is below 50% in activities that support learning/academic performance when compared to our social programs. **Root Cause:** Inefficient communication to our community.

Problem Statement 3 (Prioritized): Washington ES students and staff need social and emotional resources that are research based and current. **Root Cause:** Daily trauma has caused a lot of emotional strain on our students and staff.

Student Learning

Student Learning Summary

Please see attached Addendum.

Student Learning Strengths

Students receive after- and during-school tutoring from teachers. Additionally, we offer Saturday school for both intervention and enrichment. To better meet the needs of our English language learners, all of the bilingual teachers have received training in the most effective SIOP techniques. All approaches to effective classroom insturction includes best practices for our special populations of students, such as own special education students and bilingual studnents. In order to continously meet the academic demands of students, these techniques are used through all of our grade levels to build chemistry, accountablity, and collaboration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus rate of students scoring Meets on the STAAR math test is 25% and STAAR reading is 36 %. **Root Cause:** Based on Classroom observations, teachers are not implementing effective TIER 1 instructional strategies.

Problem Statement 2 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 3 (Prioritized): Kinder through 2nd grade have not been provided the opportunities to experience differentiated learning experiences based on assessment data and grade-level collaboration. **Root Cause:** Lack of fidelity and implementation on a grade level and campus level.

School Processes & Programs

School Processes & Programs Summary

Washington ES has approximately 52 falculty and staff members, with an influx of brand new teachers for the 2022-2023 school year. Washington ES adminstration team consist of one principal, one assistant principal, 2 instructional coaches, and one counselor. Our student fine art programs include music and art daily weekly, and physical education every day for students in Kinder through 6th grade. Washington ES has the please on being a 21st century learning campus, which includes 1 to 1 technology for all of our student in Pre-k through 6 th grade. All classrooms are equipped with state of the art SMART boards. These tools also Washington ES to tailor and engage student in rigorous classroom instructon. To build teacher efficacy, Washington ES holds weekly PLCs meetings, in which researched based professional development is given. Also, Washington ES teachers are given the opportunities to observe their peers and provide them with academic feedback, after analyzing campus classroom trends. The culture and environment of Washington ES fosters learning, supports student accomplishment, and influences how individuals behave in the classroom. Washington ES makes informed decisions when designing educational istructional that meets students' needs, the instructional coaches collaborate with the teachers making sure research based instructional are performed with fidelity. The instructional coaches also assist in creating evaluations and modeling sessions.We also hold principal coffees, and community programs such as Hisapnic Heritage and Black History month. Students can particpate in Phtography club, STEAM club and Garden club.

School Processes & Programs Strengths

Washington ES is s a school that offers one to one student technology, and all of our classrooms are equipped with 21 century learning tools, such as SMART tvs for interactive learning. Washington ES has created opportunities for classroom teachers to effective plan and monitor student instruction, by providing classroom teachers with an weekly extra planning periods, weekly PLNs, and embedded professional development opportunities based on teacher reflection.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): After our data analysis, we determined that 35 % of our Kinder through 6th grade teachers have inconsistently provided students with SEL, Tier 1 instruction. **Root Cause:** As a campus, teachers where inconsistently using Rhithm, and not utilizing SEL instructional resources to engage our students with fidelity.

Problem Statement 2 (Prioritized): After reviewing accountability data, students who are identified as At-Risk are performing below grade- level standards in reading at 59% and math at 63%. **Root Cause:** Teachers are inconsistently utilizing effective small group instruction, along with other high leverage instructional strategies that is based on grade level student data.

Perceptions

Perceptions Summary

Washington ES is a school in which we take pride in which believe every student has worth and has the potential to develop. It is a campus expectation that no child is left behind social-emotionally or academically, as an emphasis is placed on every student advancing yearly academically. In order to improve academic performance, Washington Elementary aims to create enduring bonds with our students and their families. Home, school, and the community work together to support our children's education. Academic excellence here at Washington ES is supported by family and community involvement. By fostering connections and relationships with parents, teachers, school personnel, and the local community, Washington make a conscious effort to increase parent and community involvement that ultmiately will enhance the academic success of our students. The collaboration with Family Services and the FACE Specialist helps to strengthen family and community involvement.

Perceptions Strengths

Our ties with our families, which are solid and improve the learning environment, are among our strengths.

The FACE Specialist works on our campus full-time and may help families with things like clothing, food, programs, and parental support. Through parenting workshops, Coffee with the Principal, parent-teacher conferences, perfect attendance assemblies, and award ceremonies, parents are also given the chance to learn how to help their children in reading, arithmetic, and science. To target the core topic areas, we also hold STAAR Night and Literacy Night. Through family nights, lunch with kids, and helping with classroom needs, our collaborations with Family Services, United Way, Texas Capital Bank, Community Bible Church, SA Heals, Army South, and Methodist Hospital strengthen campus community connection.

These are the five strengths we will work on for buidling capacity:

To discuss the state accountability system and criteria related to their child's academic progress, the campus will have a in person meeting.

- Campus meetings presented to parents in order to provide them with training and literacy tools. The times are detailed in
- All staff members received the Value and Utility training. (Agenda and training sign-in are kept in the office notebook.)
- Initiatives to include parents and give information on federal, state, and local programs are arranged on a monthly basis.
- Both English and Spanish are available for all programs, phone messages, and material sent home.
- The programs are supported by the staff, community, and family involvement initiatives.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): More activities need to be put in place to promote a positive school climate. **Root Cause:** Additional funds are not available to promote a positive school climate.

Problem Statement 2 (Prioritized): PBIS is tier one students were implemented and monitored campus. **Root Cause:** Lack of fidelity to the systems that are in place.

Priority Problem Statements

Problem Statement 10: The average daily attendance rate decreased from 93.8% to 86%. High rates of absences at every grade level has caused a disruption of instruction and student learning.

Root Cause 10: The monitoring of attendance and interventions, as well as the regular assessment of data systems to spot patterns, were not done consistently.

Problem Statement 10 Areas: Demographics

Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% and STAAR reading is 36 %.

Root Cause 1: Based on Classroom observations, teachers are not implementing effective TIER 1 instructional strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 5: After our data analysis, we determined that 35 % of our Kinder through 6th grade teachers have inconsistently provided students with SEL, Tier 1 instruction.

Root Cause 5: As a campus, teachers where inconsistently using Rhithm, and not utilizing SEL instructional resources to engage our students with fidelity.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 2: More activities need to be put in place to promote a positive school climate.

Root Cause 2: Additional funds are not available to promote a positive school climate.

Problem Statement 2 Areas: Perceptions

Problem Statement 9: Washington ES family engagement rate is below 50% in activities that support learning/academic performance when compared to our social programs.

Root Cause 9: Inefficient communication to our community.

Problem Statement 9 Areas: Demographics

Problem Statement 3: 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 3: 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 3 Areas: Student Learning

Problem Statement 6: After reviewing accountability data, students who are identified as At-Risk are performing below grade- level standards in reading at 59% and math at 63%.

Root Cause 6: Teachers are inconsistently utilizing effective small group instruction, along with other high leverage instructional strategies that is based on grade level student data.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: PBIS is tier one students were implemented and monitored campus.

Root Cause 7: Lack of fidelity to the systems that are in place.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Washington ES students and staff need social and emotional resources that are research based and current.

Root Cause 8: Daily trauma has caused a lot of emotional strain on our students and staff.

Problem Statement 8 Areas: Demographics

Problem Statement 4: Kinder through 2nd grade have not been provided the opportunities to experience differentiated learning experiences based on assessment data and grade-level collaboration.

Root Cause 4: Lack of fidelity and implementation on a grade level and campus level.

Problem Statement 4 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 1: By the end of school year, Washington Elementary will improve our Closing the Gap Index score by:
-3rd through 6th grade levels will each see a 15 percent increase in grade level readiness performance, Meets and Masters performance, as measured by STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom Observations, Classroom walkthroughs, Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Washington ES will embed professional development opportunities on research-based, effective classroom instructional strategies within our weekly PLC meetings and faculty meetings, by collaborating with campus leadership and staff. **KPI/Metric/Measure:** PLCs, District and Campus Walkthroughs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers. **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Student supplies such as journals, etc... - 282 - ESSER - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Embed researched-based guided reading, and small group instructional practices professional development into weekly PLCs. **KPI/Metric/Measure:** Administrative Meetings, Weekly PLCs, Campus Walkthroughs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Supplies and materials - 282 - ESSER - $3,000	45%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Teachers will conduct learning walks at least once every nine weeks to identify effective learning practices in correlation to student achievement. **KPI/Metric/Measure:** Campus Walkthroughs, PLCs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches , Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	10%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Students will be provided strategies and resources to support their social and emotional needs (SEL), physical and mental wellness, violence prevention and intervention, and physical activities to increase learning outcomes **KPI/Metric/Measure:** Rhythm data, Student Surveys, Fitness gram, Health checks **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Nurse and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 **Funding Sources:** Supplies and materials for SEL - 282 - ESSER - $5,000	50%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Students will be given opportunities to participate in field trips to enrich their academic studies with experiences outside of the classroom that connect learning to real world events. **KPI/Metric/Measure:** Sign Up Sheets, Attendance Roster for Trips, Flyers for Student Trips. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches and Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Student field trips for enrichment - 282 - ESSER - $3,000	40%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Washington ES students and staff need social and emotional resources that are research based and current. **Root Cause**: Daily trauma has caused a lot of emotional strain on our students and staff.

Student Learning

Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% and STAAR reading is 36 %. **Root Cause**: Based on Classroom observations, teachers are not implementing effective TIER 1 instructional strategies.

Problem Statement 2: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 3: Kinder through 2nd grade have not been provided the opportunities to experience differentiated learning experiences based on assessment data and grade-level collaboration. **Root Cause**: Lack of fidelity and implementation on a grade level and campus level.

Perceptions

Problem Statement 1: More activities need to be put in place to promote a positive school climate. **Root Cause**: Additional funds are not available to promote a positive school climate.

Problem Statement 2: PBIS is tier one students were implemented and monitored campus. **Root Cause**: Lack of fidelity to the systems that are in place.

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: Campus attendance will increase by 5 % by the end of the 2022-2023 academic school year.

High Priority

HB3 Goal

Evaluation Data Sources: 2021-2022 ADA
2022-2023 ADA
Campus Attendance Reports
District Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Washington ES will create an attendance committee to track and monitor attendance, in order to provide students with monthly incentives for student attendance. **KPI/Metric/Measure:** Sign- In Sheets which include agenda items **Staff Responsible for Monitoring:** Data Clerk, Face Specialist, Assistant Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Incentives for student attendance - 282 - ESSER - $2,000	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Washington Elementary will hold monthly Parent Meetings, that will us as a campus to celebrate families who have committed to perfect attendance, community engagement, and campus initiatives. The teachers will have the students participate in programs such as Hispanic Heritage Month, Holiday program, Math Night STAAR Night, Black History month and Literacy Night that incorporate reading, math , science and social studies. **KPI/Metric/Measure:** Sign In Sheets, Parent survey Data **Staff Responsible for Monitoring:** FACE Specialist, Principal, Assistant Principal, Instructional Coaches, Teachers, Support Staff **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 **Funding Sources:** To purchase supplies for family and engagement meetings - 211 - ESEA Title I, Part A - Regular - 211-61-6399-01-172-30-0-00 - $1,947, To purchase refreshments for family and engagement meetings - 211 - ESEA Title I, Part A - Regular - 211-61-6499-01-172-30-0-00 - $1,947	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Washington ES Attendance committee will conduct student survey in order to identify student monthly incentives for perfect attendance. The attendance committee will hold Perfect Attendance breakfast, Attendance dance, and other school wide attendance incentives. **KPI/Metric/Measure:** Survey, Survey Data Results, Attendance percentages **Staff Responsible for Monitoring:** Attendance Committee **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 **Funding Sources:** Student attendance incentives - 282 - ESSER - $3,000	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The average daily attendance rate decreased from 93.8% to 86%. High rates of absences at every grade level has caused a disruption of instruction and student learning. **Root Cause**: The monitoring of attendance and interventions, as well as the regular assessment of data systems to spot patterns, were not done consistently.

Problem Statement 2: Washington ES family engagement rate is below 50% in activities that support learning/academic performance when compared to our social programs. **Root Cause**: Inefficient communication to our community.

Perceptions

Problem Statement 1: More activities need to be put in place to promote a positive school climate. **Root Cause**: Additional funds are not available to promote a positive school climate.

Goal 2: ENSURE PROFICIENCY

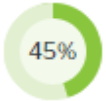
2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Performance Objective 1: All Kinder through 2nd grade students will show at least one's years growth in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: MAPP, Circle MAPP, Campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will use a streamlined, explicit phonics instruction program, for grades K-2. **KPI/Metric/Measure:** MAPP, Circle MAPP, Campus Assessments **Staff Responsible for Monitoring:** Instructional Coaches, Grade Level Team Leaders, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Students supplies and materials - 282 - ESSER - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Teachers will incorporate balanced literacy within their daily instruction. **KPI/Metric/Measure:** MAPP, Circle MAPP, Campus Assessments, Classroom Observations, PLC data **Staff Responsible for Monitoring:** Instructional Coaches, Grade Level Team Leaders, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** To purchase supplies for family and engagement meetings - 211 - ESEA Title I, Part A - Regular - 211-61-6399-01-172-30-0-00 - $1,947, To purchase refreshments for family and engagement meetings - 211 - ESEA Title I, Part A - Regular - 211-61-6499-01-172-30-0-00 - $1,947	45%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Teachers will implement SAISD curriculum and utilize a research based resource to enhance student learning while incorporating a blended learning approach for tier 1 instruction, which includes effective uses of technology. **KPI/Metric/Measure:** MAPP, Circle MAPP, Campus Assessments, Classroom Observations, PLC data **Staff Responsible for Monitoring:** Instructional Coaches, Grade Level Team Leaders, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Student supplies and materials - 282 - ESSER - $2,000	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% and STAAR reading is 36 %. **Root Cause**: Based on Classroom observations, teachers are not implementing effective TIER 1 instructional strategies.

Student Learning

Problem Statement 2: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 3: Kinder through 2nd grade have not been provided the opportunities to experience differentiated learning experiences based on assessment data and grade-level collaboration. **Root Cause**: Lack of fidelity and implementation on a grade level and campus level.

Goal 3: ENSURE PROFICIENCY

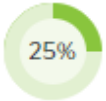
2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 1: Student participation in enrichment services will increase by 25 percent by the end of May.

High Priority

HB3 Goal

Evaluation Data Sources: Afterschool tutoring attendance records, Saturday school attendance records, Insight Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will provide accelerated learning opportunities to students that includes small group enrichment during after-school tutoring or Saturday school using researched-based instructional resources. **KPI/Metric/Measure:** CBA.s Enrichment Activity exit tickets, Observations, Portfolios, **Staff Responsible for Monitoring:** Instructional Coaches, Grade-Level Chairs, Teachers. **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Supplies, materials and teacher tutoring - 282 - ESSER - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Instructional Team and Teachers will conduct instructional walks during their PLC times atleast once every 9 weeks in order to align our best research based instructional strategies, in correlation to our students data, and provide feedback aligned to the campus trends. **KPI/Metric/Measure:** Walkthrough Data, Debriefing notes, PLC sign in sheets, Teacher Survey. **Staff Responsible for Monitoring:** Instructional Coaches, Teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 2 **Funding Sources:** Supplies and materials for PLC meetings - 282 - ESSER - $1,000	10%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% and STAAR reading is 36 %. **Root Cause**: Based on Classroom observations, teachers are not implementing effective TIER 1 instructional strategies.
Problem Statement 3: Kinder through 2nd grade have not been provided the opportunities to experience differentiated learning experiences based on assessment data and grade-level collaboration. **Root Cause**: Lack of fidelity and implementation on a grade level and campus level.
School Processes & Programs
Problem Statement 2: After reviewing accountability data, students who are identified as At-Risk are performing below grade- level standards in reading at 59% and math at 63%. **Root Cause**: Teachers are inconsistently utilizing effective small group instruction, along with other high leverage instructional strategies that is based on grade level student data.

Goal 4: ENSURE PROFICIENCY

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

Performance Objective 1: Increase overall student achievement on STAAR at the "Meets" to 50%

High Priority

HB3 Goal

Evaluation Data Sources: District & Campus Simulations, State Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Streamlining the use of best practices and resources across all grade levels, the campus will improve math and reading principles as well as everyday problem-solving strategies. Teachers and students will create anchor charts that will be used during daily classroom instruction, along with teacher-student guided instructions and Lead4ward instructional tactics incorporated into daily courses. **KPI/Metric/Measure:** Walkthroughs, PLCs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 1, 2 **Funding Sources:** Supplies and materials - 282 - ESSER - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: The campus will provide STEAM resources and materials for all grade levels. Teachers will use these resources to provide lesson and activates that will be used daily in the classroom and for after school enrichment in math and science. They will build models and robots to improve problem solving skills. **KPI/Metric/Measure:** Artifacts, Portfolios, Walkthroughs, STEAM nights **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers, Support staff **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Robotics kits, supplies, materials, technology applications - 164 - State Compensatory Education (SCE) - $2,000	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The campus rate of students scoring Meets on the STAAR math test is 25% and STAAR reading is 36 %. **Root Cause**: Based on Classroom observations, teachers are not implementing effective TIER 1 instructional strategies.
Problem Statement 3: Kinder through 2nd grade have not been provided the opportunities to experience differentiated learning experiences based on assessment data and grade-level collaboration. **Root Cause**: Lack of fidelity and implementation on a grade level and campus level.
School Processes & Programs
Problem Statement 1: After our data analysis, we determined that 35 % of our Kinder through 6th grade teachers have inconsistently provided students with SEL, Tier 1 instruction. **Root Cause**: As a campus, teachers where inconsistently using Rhithm, and not utilizing SEL instructional resources to engage our students with fidelity.
Problem Statement 2: After reviewing accountability data, students who are identified as At-Risk are performing below grade- level standards in reading at 59% and math at 63%. **Root Cause**: Teachers are inconsistently utilizing effective small group instruction, along with other high leverage instructional strategies that is based on grade level student data.

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			
	Formative			Summative
	Oct	Jan	Apr	June
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 2 **Funding Sources:** MAP Assessment Platform - 164 - State Compensatory Education (SCE) - $4,636	35%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The CNA was developed on May 20,2022.

Phyllis Foley-Davis - Principal

Amy Williams- Instructional Coach

Herbert Cottrell- Assistant Principal

Toni Wright- Teacher

Gabriela Castaneda - Teacher

Maria Carrizales - Counselor

Erica Contreras- Parent

Juliette Trevino- Parent

Julia Losoya- FACE Specialist

Linda Lassiter- Support Services

JoAnn Castro- Special Education

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed on May 31,2022. It was revised on the following dates: June 7, 2022, July, 18, 2022, August 9, 2022, and August 10, 2022.

Phyllis Foley-Davis - Principal

Amy Williams- Instructional Coach

Herbert Cottrell- Assistant Principal

Toni Wright- Teacher

Gabriela Castaneda - Teacher

Linda Lassiter- Support Services

JoAnn Castro- Special Education

Maria Carrizales - Counselor

Erica Contreras- Parent

Juliette Trevino- Parent

Julia Losoya- FACE Specialist

2.2: Regular monitoring and revision

The CIP first revision was on May 31, 2022. The CIP was then revisted on in order to see if any changes where needed.

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

The CIP is made available to parents in English and Spanish upon request at the Principal Coffee's throughout the school year.

Also a copy is located in the main office. The CIP is also available oin the school website.

2.4: Opportunities for all children to meet State standards

2.4 is addressed within our CIP on the following pages: pages 14,15,16,20,21,22,24,27.28.28.29.31and 32

2.5: Increased learning time and well-rounded education

2.5 is addressed within our CIP on the following pages: pages 14,15,16,17, 18, 20,22,23,24,27.28.28.29.30, 31and 32

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

2.6 is addressed within our CIP on the following pages: pages 14,15,16,17, 18, 20,22,23,24,27.28.28.29.30, 31and 32

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Individual participants in the development of the Parent and Family Engagement Policy

Phyllis Foley-Davis - Principal

Vanessa Lopez- Instructional Coach

Amy Willis- Teacher

Julia Losoya- FACE Specialist

Erica Contreras- Parent

Juliette Trevino- Parent

The Parent and Family Engagement Policy was discussed in English and Spanish at Open House and is avon September 1, 2022. At the Coffee with the Principal and Parent Meetings hosted during the month through out the school year. The PFE was distributed during the meeting.

Plan4Learning page# 21 addresses the action steps for Building capacity for involvement

Policy developed, in conjuction with campus parental feedback, in by Phyllis Foley-Davis, Principal

Julia Losoya, FACE specialist

Elena Carrizales, Counselor

- The campus will hold parent conferences to explain the state acoontability system and standards related to their child's adacemic achievement.
- Meetings and sessions are provided for parents to give them materials and resources for literacy and training.
- The Value and Utility training was provided to all staff members.(Office notebook has agenda and sign in for training)
- Programs are planned monthly to involve parents and present information on Federal,State and local programs.
- All programs, phone messgaes and information sent home is offered in English and Spanish.
- Fanily engagement activities are pronoted and staff and community support the programs.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was discussed via Zoom in English and Spanish at Open House, Coffee with the Principal and Parent Meetings hosted via Zoom during the school year.

Plan4Learning page# 21 addresses strategies for parent involvement meetings.

9/19/22 Principal Coffee

10/13/21 Hispanic Heritage Program

9/1/22 Open House

11/11/22 Parent Data mtg.

12/15/22 Holiday Program

1/13/23 Parent mtg.

See the website for the remainder of dates as events are held

4.2: Offer flexible number of parent involvement meetings

9/19/22 Principal Coffee

10/13/21 Hispanic Heritage Program

9/1/22 Open House

11/11/22 Parent Data mtg.

12/15/22 Holiday Program

1/13/23 Parent mtg.

See the website for the remainder of dates as events are held

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

N/A

Title I Personnel

Name	Position	Program	FTE
Erica Contreras	Parent		
Herbert Cottrell	Assistant Principal		
Instructional coach for Reading and Math	Instructional Coaches	Academic	2
Library Assistant	Library Assistant	Library	.5
Phyllis Foley-Davis	Principal		
Regular and Dual Language Teachers	PreK Teachers	PreK	2

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2	Robotics kits, supplies, materials, technology applications		$2,000.00
11	1	1	MAP Assessment Platform		$4,636.00
				Sub-Total	$6,636.00

211 - ESEA Title I, Part A - Regular					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	To purchase supplies for family and engagement meetings	211-61-6399-01-172-30-0-00	$1,947.00
1	2	2	To purchase refreshments for family and engagement meetings	211-61-6499-01-172-30-0-00	$1,947.00
2	1	2	To purchase supplies for family and engagement meetings	211-61-6399-01-172-30-0-00	$1,947.00
2	1	2	To purchase refreshments for family and engagement meetings	211-61-6499-01-172-30-0-00	$1,947.00
				Sub-Total	$7,788.00

282 - ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Student supplies such as journals, etc...		$3,000.00
1	1	2	Supplies and materials		$3,000.00
1	1	4	Supplies and materials for SEL		$5,000.00
1	1	5	Student field trips for enrichment		$3,000.00
1	2	1	Incentives for student attendance		$2,000.00
1	2	3	Student attendance incentives		$3,000.00
2	1	1	Students supplies and materials		$3,000.00
2	1	3	Student supplies and materials		$2,000.00
3	1	1	Supplies, materials and teacher tutoring		$5,000.00
3	1	2	Supplies and materials for PLC meetings		$1,000.00
4	1	1	Supplies and materials		$3,000.00
				Sub-Total	$33,000.00