San Antonio Independent School District

Tynan Early Childhood Campus

2022-2023 Campus Improvement Plan

Mission Statement

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our Head Start campus is located on the East Side of San Antonio and serves 99% economically disadvantaged families.

Our population percentages are as follows: Black 29%,

Hispanic 66%,

White 3%

LEP 25%,

BE 28%,

At Risk 56%,

Eco Dis. 100%,

SPED 16%,

Homeless 9%

We have twelve teachers: two dual-language, two special education, and eight general education. Our classes are broken down into three-year-old classrooms, four-year-old classrooms, and mixed, 3 & 4-year-old classrooms. The teachers will receive extensive training to meet the needs of these diverse learners.

Our staff percentages are as follows:

Professional Staff 47.7%,

Educational AID 52.3%,

Admin 2.6%

Demographics Strengths

25% of our student population that are LEP students are participating in the Dual Language Program.

We offer 2 Pre-K Dual Language (DL) classrooms.

We offer 2 Early Childhood Special Education Co-Teach Classrooms

16% of our student population is receiving special education services; this percentage is in line with the Head Start requirement of providing special education services to at least 10% of our total enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our teaching staff is comprised of 100% female. There are 0% of Black teachers and 0% male teachers at Tynan. Our staff does not accurately represent our student population predominantly black and brown children. **Root Cause:** This has occurred because our campus does not have a systematic approach for recruiting that focus on attracting hiring men and teachers of color.

Problem Statement 2 (Prioritized): Our district attendance goal is 90% and we are 5.8% below the goal. Our campus is currently at 84.2%. Our attendance rate dropped from 92.85% at BOY to 84.2% EOY (weekly average). **Root Cause:** This has occurred because our campus is lacking a school-wide system of accountability/support for families w/re-occurring absences/tardies.

Student Learning

Student Learning Summary

Students demonstrated growth from BOY to MOY but there was a decline in some for EOY; the students whose data shows limited growth receive interventions, differentiated instruction and may be referred to the MTSS process. Through our bi-annual Multiple-Disciplinary Staffings and data analysis, the team determines the best pathway to help improve development and growth for each student. The teachers plan daily to meet the needs of their students and create lessons that are engaging and relevant to their learning. To help support the implementation of high-quality instruction during the 2022-2023 school year, teachers and instructional assistants will receive professional development and support from our campus-based instructional coach and aministration.

CIRCLE Progress Monitoring Pre-K	BOY 2021-2022	MOY 2021-2022	EOY 2021-2022
Listening	23%	35%	45%
Rhyming 1	17%	23%	35%
Alliteration	4%	21%	24%
Words in a Sentence	6%	15%	8%
Syllab.	9%	27%	31%
Onset Rime	18%	39%	28%
Rote Counting	6%	21%	25%
Shape Naming	36%	58%	73%
Number Discrimination	58%	77%	78%
Number Naming	30%	44%	61%
Shape Discrimination	36%	79%	75%
Operations	8%	31%	41%
Set Counting	15%	43%	66%
Letters	40%	49%	53%
Literacy Vocabulary	38%	60%	55%
Math Composite	77%	79%	69%
Story Telling	58%	79%	84%
Book and Print	86%	73%	49%

Student Learning Strengths

EOY 2021-2022 CIRCLE data listed above, indicated that we have increased the percentage of students on track in all domains except Math Composite from the BOY CIRCLE Progress Monitoring outcomes.

Teachers meet every week with their Professional Learning Community (PLC) to analyze data and create HighScope lessons and activities in an effort to enhance student learning in all content areas.

The continued use of the HighScope Curriculum helped students by providing student-centered, hands-on activities to increase their problem-solving skills and allowed daily opportunities for rich classroom conversations and dialogue.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are lacking opportunities to develop the necessary skills needed to achieve the district goal of 50% in Tier I. As a campus, 13% of students are at Tier I in reading and 38% are in Tier I in math. **Root Cause:** As a campus, we need to develop systems that involve assessment data review, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

Tynan ECEC follows district as well as individualized campus procedures for recruiting and attracting highly effective (formerly highly qualified) teachers. In order to ensure that we recruit and select high-quality educators, we utilize an interview panel consisting of campus admin, and campus specialists who are knowledgeable of the HighScope Curriculum and approach.

Our professional practices include:

- Supporting new teachers by the implementation of the teacher-founded-and-led N.E.S.T. program for first-year teachers - which created a fellowship-type group for new teachers con campus.

- Our new teachers also participate in the district teacher mentor program

- Our campus leadership team meets monthly to ensure we are tracking our progress toward our performance objectives

- We encourage our teachers to be teacher-leaders while facilitating and acting as chairs on campus committees.

- We facilitate candidates in Education Leadership Certification programs in order to complete their internship requirements.

- Our teachers are encouraged to become presenters @ the HighScope International Conference, this year we had our Instructional Coach present.

We also:

- Coordinate with Title II, Part A at the district and campus level.

- Coordinate with Title I, 1003(a) at the district and campus levels.

- Provide collaborating time during PLCs with peers on data, strategies, and activities for student academic success.

- Grow our teachers within our Network campuses by encouraging them to pursue further certifications in order to be able to apply for teaching positions and above.

Professional Development & Technology:

Professional development is planned based on walkthrough data, lesson plan data, teacher requests, and developmental data through the HighScope curriculum. Technology PD is offered throughout the school year to staff. In addition, 1 to 1 and individual support is offered to staff as needed per teacher/IA request. Classroom technology expectations are reviewed throughout the school year to limit screen time and the use of educational apps. iPads are available for students in the event that we into virtual learning.

Lesson Planning & Other Supports:

We utilize a modified lesson plan template based on HighScope's lesson planning process, which considers development and children's interests at the forefront, and we have created master schedules that allow for more instructional time in our classrooms while utilizing our Network Behavior Support Plan in order to reduce discipline procedures that remove students from the classroom. We have also included a focus on Math while adding a second small group instruction in the PM with a Math focus.

School Processes & Programs Strengths

At Tynan we:

- Provide 1st and 2nd year teachers with a strong and experienced mentor on campus.

- Have developed learning environments that reflect the best practices in the HighScope curriculum and also meet Head Start standards.

- Utilize the HighScope Curriculum and are currently working toward becoming HighScope Certified.

- Promote intrinsic motivation vs. extrinsic motivation.

- Provide teachers with training, HighScope resources, and the support of our Instructional Coach and administration to ensure that teachers are using our curriculum to fidelity as well as taking a problem-solving approach to conflict by using HighScope's Six Steps of Conflict Resolution.

- Our campus is student-centered offering various learning spaces throughout the school to include: yoga space, science lab, fine arts room, tiny town, tricycle track, and a pretend playroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus PLC Meetings are administration directed and should be led by teachers to review student data and share ideas weekly. **Root Cause:** Our campus does not have a systematic approach for teachers to lead PLCs that use effective protocols to evaluate student data and student outcomes.

Perceptions

Perceptions Summary

Family-School Relationship Survey Spring 2022

Family Engagement/Input

92%   ^6

Family Involvement

45%   ^2

School Climate

92%   v1   (80th - 99th percentile compared to others nationally)

School Fit

88%   ^3

Perceptions Strengths

strenths from insight survey

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher insight survey revealed a decrease of 7% when comparing scores from 20-21 to 21-22 on the retention strategy of teacher leadership opportunities. **Root Cause:** Communication about leadership opportunities are unclear.

Problem Statement 2: parent engagement problem **Root Cause:** reason availability of FACE specialist was inconsistent. There were 3 meetings that were leading the engagement throughout the year.

Priority Problem Statements

Problem Statement 1: Our district attendance goal is 90% and we are 5.8% below the goal. Our campus is currently at 84.2%. Our attendance rate dropped from 92.85% at BOY to 84.2% EOY (weekly average).

Root Cause 1: This has occurred because our campus is lacking a school-wide system of accountability/support for families w/re-occurring absences/tardies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our students are lacking opportunities to develop the necessary skills needed to achieve the district goal of 50% in Tier I. As a campus, 13% of students are at Tier I in reading and 38% are in Tier I in math.

Root Cause 2: As a campus, we need to develop systems that involve assessment data review, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus PLC Meetings are administration directed and should be led by teachers to review student data and share ideas weekly.

Root Cause 3: Our campus does not have a systematic approach for teachers to lead PLCs that use effective protocols to evaluate student data and student outcomes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teacher insight survey revealed a decrease of 7% when comparing scores from 20-21 to 21-22 on the retention strategy of teacher leadership opportunities.

Root Cause 4: Communication about leadership opportunities are unclear.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 1: By the end of the year students will grow by 12% in Math and 37% in Reading as measured by the CIRCLE Assessment for Tier 1.

High Priority

Evaluation Data Sources: BOY CIRCLE Assessment, MOY CIRCLE Assessment, EOY CIRCLE Assessment

Strategy 1 Details		Reviews			
Strategy 1: The Administrative team and teacher leaders will designate days for teachers to come together and review CIRCLE Assessment data to create plans of action.		Formative			Summative
		Oct	Jan	Apr	June
KPI/Metric/Measure: CLT will meet to form an assessment calendar.					
Staff Responsible for Monitoring: Principal					
CLT					
Title I:					
2.6					
- **TEA Priorities:**					
Build a foundation of reading and math					
- - **Targeted Support Strategy**					
Problem Statements: Student Learning 1					
Funding Sources: Substitutes - 282 - ESSER - $1,500					

Strategy 2 Details	Reviews			
Strategy 2: Instruction will include instructional materials for discovery to be made available inside and outside of the classroom to include literacy manipulatives and resources to plan hands on lessons that promote alphabet knowledge and number sense.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Circle Data **Staff Responsible for Monitoring:** Instructional Coach Classroom Teachers Principal **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 1 **Funding Sources:** Supplies - 282 - ESSER - $3,300				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use HighScope resources and materials consistently across all subjects.	**Formative**			**Summative**
KPI/Metric/Measure: Lesson Plans Learning Walks	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Instructional Coach Teacher Leaders **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Teachers and Instructional Assistants will plan daily to adjust and plan lessons based on student needs.	**Formative**			**Summative**
KPI/Metric/Measure: Lesson Plans	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Instructional Coach Teachers **Title I:** 2.5 - **Problem Statements:** Student Learning 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our students are lacking opportunities to develop the necessary skills needed to achieve the district goal of 50% in Tier I. As a campus, 13% of students are at Tier I in reading and 38% are in Tier I in math. **Root Cause**: As a campus, we need to develop systems that involve assessment data review, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

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: By the end of the 22-23 school year, Tynan parent feedback surveys will show a 10% growth in the percentage of parents who respond that they are familiar with the specific roles and responsibilities of campus staff.

    High Priority

    Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Multiple family engagement events to include principal coffee and fairs for students and families will be held at three times a year.	**Formative**			**Summative**
	Oct	Jan	Apr	June
KPI/Metric/Measure: Parent sign in sheets Parent surveys **Staff Responsible for Monitoring:** Principal FACE Specialist **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our district attendance goal is 90% and we are 5.8% below the goal. Our campus is currently at 84.2%. Our attendance rate dropped from 92.85% at BOY to 84.2% EOY (weekly average). **Root Cause**: This has occurred because our campus is lacking a school-wide system of accountability/support for families w/re-occurring absences/tardies.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 3: By the end of the 22-23 school year, our Insight Survey will show an increase in 8% when comparing scores from 21-22 school year on the retention strategy of teacher leadership opportunities.

    High Priority

    Evaluation Data Sources: Insight Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in the interview panel for Tynan and provide input when hiring new instructional staff.	**Formative**			**Summative**
KPI/Metric/Measure: Interview protocols	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principal Teacher Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Principal communication to include S'more and emails will provide leadership opportunities and announcements when available.	**Formative**			**Summative**
KPI/Metric/Measure: Campus Smore Email Communications	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Principal will improve campus leaders with job embedded PD that is deliberate to leadership tasks assigned i.e. CIP, CNA, Interview processes, and CLT responsibilities.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Agendas Training materials/presentations Sign In sheets **Staff Responsible for Monitoring:** Principal Teacher Leaders Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**				

Performance Objective 3 Problem Statements:

| Perceptions |
|---|
| **Problem Statement 1**: Teacher insight survey revealed a decrease of 7% when comparing scores from 20-21 to 21-22 on the retention strategy of teacher leadership opportunities.
Root Cause: Communication about leadership opportunities are unclear. |

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 4: Campus will close gaps in math and reading and increase student achievement by 10% across all grade levels based on EOY CIRCLE assessment.

Evaluation Data Sources: CIRCLE Data at Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Reviews			
Strategy 1: Social Emotional Resources will be used to support students and families with a variety of needs such as: Social emotional development, positive behavior, and attendance motivators.	**Formative**			**Summative**
	Oct	Jan	Apr	June
KPI/Metric/Measure: Beginning of the Year will determine base line. Middle of the Year will show 5% growth in reading and math. End of the Year will show 10% growth in reading and math. **Staff Responsible for Monitoring:** G. Velazquez-Principal E. Guerrero- Instructional Coach B. Felsing- Special ED Teacher R. Rodriguez- Teacher **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** healthy snacks, certificates of recognition, posters, printing of posters, trophies/awards, instructional resources and supplies. - 282 - ESSER - $10,000	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Our students are lacking opportunities to develop the necessary skills needed to achieve the district goal of 50% in Tier I. As a campus, 13% of students are at Tier I in reading and 38% are in Tier I in math. **Root Cause**: As a campus, we need to develop systems that involve assessment data review, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

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: By the end of the 22-23 school year, our CIRCLE assessment data will show 50% of Pre-K 4 students on Tier 1 in the math and reading domains.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** CIRCLE Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Assistants will support teacher teams in having protected PLC time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible alignments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	**Formative**			**Summative**
	Oct	Jan	Apr	June
KPI/Metric/Measure: PLCs beginning September 9, 2022 will have an emphasis on discussing student levels in reading and math. We will get a base line of reading and math levels after BOY. By MOY 25% of Pre-K 4 students will be on Tier 1. By EOY CIRCLE assessment will show 50% of Pre-K students at Tier 1. **Staff Responsible for Monitoring:** Instructional Coach, Chief Academic Officer, and Teacher Team Leads. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will get trained on protocols to use and lead PLC meetings	**Formative**			**Summative**
KPI/Metric/Measure: PLC protocols will be reviewed with teachers. Agendas Sign in Sheets **Staff Responsible for Monitoring:** Principal Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Our campus will implement a professional development calendar for teachers and instructional assistants, based on their feedback and data, that provides introductory and ongoing content-focus that is linked to high-quality curricular resources for early childhood in the areas of reading and math.	**Formative**			**Summative**
KPI/Metric/Measure: November 14, 2022 - Completed baseline PQA - Program Fidelity January 27, 2023 - Ensure PD calendar continues to align with data from baseline PQA March 24, 2023 - Complete EOY PQA - Data for growth May 26, 2023 - CNA and CIP development **Staff Responsible for Monitoring:** Instructional Coach, Administration **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	**Oct**	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Campus instructional leaders will review lesson plans frequently for alignment to the Key Developmental Indicators and provide teachers with feedback and lesson planning support.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Instructional Coaches will review lesson plans weekly **Staff Responsible for Monitoring:** Campus Coach, Chief Academic Officer, and Administration **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Students will be provided a Peace Room to be utilized to ensure students have a room for social emotional needs and academic readiness.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Teacher Observation will help identify students that require the use of a calming area and walk students to the peace room. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Assistants/Floaters **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 **Funding Sources:** SEAD Supplies and Resources - 282 - ESSER - $7,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our students are lacking opportunities to develop the necessary skills needed to achieve the district goal of 50% in Tier I. As a campus, 13% of students are at Tier I in reading and 38% are in Tier I in math. **Root Cause**: As a campus, we need to develop systems that involve assessment data review, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs
Problem Statement 1: Campus PLC Meetings are administration directed and should be led by teachers to review student data and share ideas weekly. **Root Cause**: Our campus does not have a systematic approach for teachers to lead PLCs that use effective protocols to evaluate student data and student outcomes.

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 2: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to increase Student Achievement that exceeds the State average and meets or exceeds the National Average - to ensure student success in college and/or careers (District Priorities 1,2,3,4,5,6,7,8,9,10).

High Priority

Evaluation Data Sources: CIRCLE Reports
COR assessment
T-Tess Walk Throughs
Informal assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement strategies to enhance rigor in vocabulary and oral language development for students which include letter wall, books, and professional development, and creating word list (thematic words) and colored pictures matching word list by printing on Dell Laserjet printer. Balanced Literacy Training provided by instructional specialist/consultants. Training will provide teacher with appropriate implementation of word walls, read a louds, morning messages, data analysis, questions and techniques.	**Formative**			**Summative**
	Oct	Jan	Apr	June
	0%	0%		

KPI/Metric/Measure: 1. To increase the percentage of Prek -3 students meeting developmental standards from 70% to 75%.
 2. To increase the percentage Pre-k -4 students meeting developmental standards from 80% to 85%.
 3. To increase Final Level (proficiency in 51-75% of domain item) from 21.43% to 30% (DP 4-10).
 4. To Increase Advanced Level (proficiency in > 75% of domain item) from 11.43% to 15% (DP 4-10).
 Staff Responsible for Monitoring: Gregorio Velazquez
 Elma Guerrero
 	
 Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction
 Problem Statements: Student Learning 1
 Funding Sources: Supplies and Materials - 164 - State Compensatory Education (SCE) - 1641163990024434000 - $2,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our students are lacking opportunities to develop the necessary skills needed to achieve the district goal of 50% in Tier I. As a campus, 13% of students are at Tier I in reading and 38% are in Tier I in math. **Root Cause**: As a campus, we need to develop systems that involve assessment data review, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Goal 3: ENSURE PROFICIENCY

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

Goal 4: ENSURE PROFICIENCY

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

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The Administrative team and teacher leaders will designate days for teachers to come together and review CIRCLE Assessment data to create plans of action.
1	4	1	Social Emotional Resources will be used to support students and families with a variety of needs such as: Social emotional development, positive behavior, and attendance motivators.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Social Emotional Resources will be used to support students and families with a variety of needs such as: Social emotional development, positive behavior, and attendance motivators.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Our campus Comprehensive Needs Assessment was developed on 09/08/2022, 09/15/22. The Comprehensive Needs Assessment was **revised on 09/22/22.**

The Campus Staff who participated in the Comprehensive Needs Assessment include:

Name	Position
Gregorio Velazquez	Principal
Elma Guerrero	Instructional Assistant
Monica Santiago	Teacher
Elizabeth Leal	Teacher
Rebecca Rodriguez	Teacher
Bobbie Felsing	Teacher

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The persons who participated in the Comprehensive Needs Assessment and Campus Improvement Plan committee include the following members below:

(included are campus administrators to include FACE Specialist, teachers, instructional assistants, parents, and district represenative/school ambassador)

Name	Position/Role
Gregorio Velazquez	Principal
Elma Guerrero	Instructional Assistant
Cynthia Franco	FACE Specialist

Monica Santiago	Teacher
Elizabeth Leal	Teacher
Rebecca Rodriguez	Teacher
Bobbie Felsing	Teacher
*Parent 1	
Jessica Martinez	Parent
Gina Martinez	Instructional Assistant
Megan Jacobson	Instructional Assistant
Sandra Brown	District Represenative/School Ambassador

In addition the campus had two staff meetings that also allowed input from all other teachers not part of the committee members mentioned above. The staff meetings revolved around following the CNA/CIP process established by our school district. All teachers reviewed data and were then put into teams during the first staff meeting on Thursday, September 1st. Each team consisting of 3 teachers each then reviewed the data and came up with a problem statement. We met during our staff meeting two weeks later on Thursday, September 15th and divided teachers into groups again. The teams then developed SMART goals to address the problem statements that they came up with two weeks prior. Other meetings were held with the committee members on Thursday, September 8th and Thursday, September 22nd. A final meeting took place on Thursday, October 20th to review and finalize the CNA/CIP with committee members to include teachers, instructional assistants, parents, administration, and District Ambassador.

2.2: Regular monitoring and revision

The CIP was revised and evaluated on 09/08/22, 09/15/22, 09/22/22, 10/20/22. During the revision dates, ideas were brought forth to incorporate check points for all students in all sub groups.The data will be monitored through the use of CIRCLE assessment results after BOY, MOY, EOY. We will also focus on ensuring that students who may fall in the At Risk categories are prioratized after the identification time line. Professional Learning Communities (PLC) will occur every week and be data driven. During PLCs teachers will review data and plan instruction for At Risk students and all sub populations.

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

A notice is posted in the Main Office stating the CIP is accessible in English or can be discussed in Spanish to parents upon request. The notice is in English and Spanish. Additionally, the Campus Improvement Plan was reviewed with parents during a parent engaement meeting on September 02, 2022. Furthermore, the CIP will be available through a link that parents can access on our school main web page.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The individuals who assisted with the develpment and revision of the Parent & Family Engagement Policy for the 2022-2023 school year are listed below:

Name	Position
Gregorio Velazquez	Principal
Cynthia Franco	FACE
Monica Santiago	Teacher
Elizabeth Leal	Teacher
Rebecca Rodriguez	Teacher
David Hernandez	Parent
Priscilla Palomo	Parent
Jalene Thizer	Parent

Our Parent & Family Engagement policy was reviewed and revised on August 3rd, 2022.

The policy was reviewed with parents in English and Spanish on August 3rd, 2022. The campus also had a Principal Coffee on September 02, 2022 to finalize with parental input. In addition teachers reviewed the policy with parents during teacher/parent conferences and home visits throughout the month of October 2022. A copy of the PFE policy is available in the main office and in the FACE Specialist office upon request in the language requested, English and/or Spanish.

Tynan ECEC will provide assistance to parents to understand the State's academic standards, as well as the State and local assessment standards and how to work with educators to improve their child's achievement by communicating strategies to bridge the home/school connection and give parents various methods and tools through make and take sessions where training and materials will be provided during meet the teacher, and various literacy nights to be held throughout the year. In addition, Head Start teachers meet with parents for required home visits and parents conferences where they review CIRCLE assessment data, overall student progress, and parents take part in establishing educational and developmental goals for their child. Tynan teachers meet with parents for a minimum of two parent conferences per school year to review CIRCLE assessment data and overall student progress. During these parent/teacher meetings, teachers share ideas/activities with parents on how to support their child's learning and improve achievement. The PFE policy

and School Parent Compact is also shared and reviewed during these teacher/parent conferences in the month of October 2022.

Our City of San Antonio Family Support Workers (FSWs), our campus FACE Specialist, and our campus social worker collaborate and plan parent education meetings, PCC meetings, Family Literacy Nights, Principal Coffees, and seasonal festivals. We offer parent workshops throughout the school year that provide parents ideas, materials, and activities that can be done at home with students. Staff attend training, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners.

Our Family and Community Engagement Specialist, FSWs, and campus social worker collaborate to provide resources, parent education, and outreach to families. Parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, Smore Newsletters, e-mails, Kambyu school app, parent meetings, family events. Our Bilingual teachers, FACE Specialist, and bilingual administrators serve as translators for families who speak Spanish.

Our campus provides opportunities for parent activities at various times during the day (close to arrival time and/or dismissal time). Some events are scheduled during the day; others are scheduled in the evening to accommodate working parents. Family surveys will be utilized to get feedback from families at events to continuously improve events from the perspective of families being served.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

On Wednesday, August 3rd at 10:00 am a parent meeting was held to review and revise the Parent and Family Engagement Policy. Several parents were contacted by telephone to take part on this meeting and form a committee. Three parents (David Hernandez, Jalene Thizer, Priscilla Palomo), three teachers (R. Rodriguez, M. Santiago, E. Leal), Principal (G. Velazquez), FACE Specialist (C. Franco) formed the committee to reveiw and revise the Parent and Family Engagement Policy. The parents voted to accept the policy as written for the 2022-2023 school year.

We held a second meeting on Friday, September 2nd at 9:00 am during the monthly Principal's Coffee. The revision of the Parent and Family Engagement Policy was included in the agenda and discussed with the parents in attendance. Parents had no questions and accepted the policy. A conversation was had regarding the importance of parent representation for the following school year. Several parents indicated that they would like to be considered for partners in the committee todiscuss this matter for the following school year. The parents were told that converstations and meetings will begin in February 2023 and they would be contacted.

- Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement *During the meetings we had with parents, improving their child's achievement was discussed. The teachers do two home visits and two parent conferences throughout the school year. These are opportunities for parents to discuss student achievement and set goals with teachers.*
- Provide materials and training to help parents work with their child, such as literacy and technology training *On Friday, Sept. 30th we held the Tynan HighScope Family Workshop. During this workshop parents learned the importance of active learning and how to incorporate the learning at home. Materials were provided to parents so they could incorporate the five ingredients of active learning. Reading tents were also available on October 4th for parents to learn and incorporate Read Alouds at home. We also held a Play and Learn educational series for a total of 4 weeks for parents to learn strategies to incorporate at home for reading and writing achievement.*
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners *Our parents voices were valued and shared with Tynan staff including teachers, administrators, and support staff through the Value and Utility of Parents training held on Sept. 29, 2022.*
- In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs *Our Tynan parents participated in the Families and Schools Together program (FAST) through a series of 8 workshops from Oct.-Dec. We also held our Fall Resource Fair on Oct. 27th and invited 18 agencies to participate in distributing information to our families.*
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand *All communication to parents is in English and Spanish and includes campus flyers, event invitations, school and district calendar, district and community resources. We also have Principal Coffees for parents to*

attend. These events take place on the first Friday of every month and are held in English and Spanish.
- Provide reasonable support for family engagement activities *All family engagement activities are done in English and Spanish to accomodate all campus parents. We also provide all needed resources and materials during school and district events.*

- How and When was the PFE Policy distributed *The PFE policy and compact were distributed by teachers during parent teacher conferences held during the month of Oct. 2022.*
- List of available languages *English/Spanish*
- The direct link to the PFE Policy on campus website
- The direct link to the Compact on campus website

4.2: Offer flexible number of parent involvement meetings

There have been several parent meetings throughout the first nine weeks of school for parental involvement. Principal Coffees are held the first Friday of every month at 9 am per parental request. We have had a Principal Coffee on September 2nd and a Principal Coffee on October 7th from 9- 10 am. We have also had Grandparents Day on Friday, September 9th from 1-2 pm. Another parental involvement event was a Parent Bingo on Tuesday, September 20th from 1:30- 2:15 pm. In addition a Parent Connection Committee Meeting was held on Thursday, September 22nd at 1:00 pm in the Parent Center. We also had a HighScope Parent Workshop on Thursday, September 29th from 1- 2 pm. We will be having a Fall Festival/ Resource Fair on Thursday, October 27th from 2:30- 3:30 pm to provide parents opportunities to receive resources from different agencies throughout the city. Future events throughout the year will be held at various times to accommodate all parents schedules.

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Bobbie Felsing	PPCD Teacher	Tynan Head Start	
Cynthia Franco	FACE Specialist	Tynan Head Start	
Elizabeth Leal	Teacher	Tynan Head Start	
Elma Guerrero	Instructional Assistant	Tynan Head Start	
Gregorio Velazquez	Principal	Tynan Head Start	
Monica Santiago	Teacher	Tynan Head Start	
Rebecca Rodriguez	Teacher	Tynan Head Start	

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Supplies and Materials	1641163990024434000	$2,000.00
				Sub-Total	$2,000.00

282 - ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes		$1,500.00
1	1	2	Supplies		$3,300.00
1	4	1	healthy snacks, certificates of recognition, posters, printing of posters, trophies/ awards, instructional resources and supplies.		$10,000.00
2	1	5	SEAD Supplies and Resources		$7,000.00
				Sub-Total	$21,800.00