

San Antonio Independent School District

St. Philip's ECHS

2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Grade	9th	10th	11th	12th	Total
Students					
Student Count	63	75	57	83	278
Gender					
Female	33	44	29	54	160
Male	30	31	28	29	118
Ethnicity					
American Indian					
Asian					
Black	11	12	13	10	46
Hispanic/Latino	50	62	44	71	227
White	1			1	2
Hawaiian or Pacific Islander					
Two or More Races	1	1		1	3
Enrollment					
ADA Weight-0.0					
ADA Weight-0.5					
ADA Weight-1.0	63	75	57	83	278
Program/Subpop					
LEP	12	9	7	6	34
Bilingual					
ESL	11	9	7	4	31
At Risk	51	28	16	27	122
Eco. Disadvantaged	55	67	47	73	242
Special Education	3		3	2	8
G/T	6	11	11	9	37
Migrant					
Career Tech		48	26	82	156
Homeless	4		1	13	18
Foster Care					
Pregnant					
PEP				1	1
Special Education SC					
Dyslexia	4	2	1		7
504	7	3	3	2	15
Retained	1	8	8	1	18
Active Military	4	4	4	9	21

Age @ Sep 1					
Average Age	14.67	15.54	16.57	17.53	
Home Language					
ENGLISH	46	52	39	61	198
SPANISH	17	23	18	22	80

Demographics Strengths

Demographic strengths include demonstrated growth with our 34 emerging bilinguals.

Target	94.0	94.0	94.0											
Fed Grad Rate	97.8	97.4	97.5											
ENGLISH LANGUAGE PROFICIENCY (2022 TELPAS)				Target	36	Count	33	% Met Growth	36	1	1	100	10.0	10.0

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years. **Root Cause:** Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.

Student Learning

Student Learning Summary

Based on a comparison of EOC data of 2021 and 2022 school years, our students are making gains in all EOC accountability domains. TSI and Advanced Placement data are also included.

2021 EOC

Achievement Domain = 72

Academic Growth

Raw Score= 74 Scale Score = 84

Relative Performance

Raw Score= 75 Scale Score = 93

Closing the Gap

Raw Score = 75 Scale score = 82

2022 EOC

Achievement Domain = 92

Academic Growth

Raw Score = 73 Scale Score = 84

Relative Performance

Raw Score = 76 Scale Score = 94

Closing the Gap

Raw score = 79 Scale Score = 84

TSI Data:

Cohort	Passed ELAR or 1.0	Passed Math	Passed Both
2022	67/83 (81%)	45/83 (54%)	44/83 (53%)
2023	48/58 (83%)	28/58 (48%)	28/58 (48%)
2024	46/75 (61%)	20/75 (27%)	18/75 (24%)
2025	12/62 (19%)	3/62 (5%)	2/62 (3%)
Campus	173/278 (62%)	96/278 (35%)	92/278 (33%)

Advanced Placement Data:

Subject Totals	1	2	3	4	5	Total Exams
Chemistry	2					2
English Language and Composition	4	4	1			9
English Literature and Composition		1	1	1	1	4
French Language and Culture	1					1
United States Government and Politics		1				1

Subject Totals	1	2	3	4	5	Total Exams
United States History	3		1			4
World History: Modern	2	17	4			23

Student Learning Strengths

Students demonstrated learning strengths in the growth for the meets and masters achievement in Social Studies, Science, and Reading.

	# Tested	%APP	% MTS	% MAS
STAAR / EOC Reading	159	88%	68%	6%
STAAR / EOC Math	109	77%	23%	3%
STAAR / EOC Science	65	95%	74%	15%
STAAR / EOC Soc. St.	65	97%	80%	46%
Total	398	88%	59%	13%
$\frac{(\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters})}{3}$ $\frac{(88 + 59 + 13)}{3} = 53$				

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). **Root Cause:** The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.

Problem Statement 2 (Prioritized): As a campus, our percentage of students achieving at the approaches, meets, and masters levels on Algebra I is low. 109 students tested. 77% at approaches, 23% at meets, 6% at masters. **Root Cause:** Insufficient staffing in the math department. Algebra I students did not have a consistent math teacher for the 21-22 school year to implement consistent instructional strategies for student success.

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

School Processes & Programs

School Processes & Programs Summary

Instructional Process

- Lesson objectives are posted and referred back to during instruction (Teacher developed curriculum in alignment with district pacing guides)
- Students are talking with each other about the content and using academic language (7 Step)
- Students are writing about the content (GRR)
- Teachers are actively monitoring students as they interact with each other
- Consistent checks for understanding throughout the lesson with feedback
- AVID/PATH implementation

Strategic Plan

Campus Focus Goals

1. Increase the percent of all students on grade level (all grades/ all subjects at the Meets grade level standard.)
2. Increase the percent of HS students earning college credit (IB, AP, DC)
3. Create a community of excellence by developing a culture of performance, accountability, winning attitude, and success.

Strategies to achieve campus goals

- High quality academic programming
 - TEKS aligned content objectives and activities
 - Integration of 7 Steps to increase speaking and writing about content
 - Planned checks for understanding through-out the lesson
 - Aggressive monitoring with immediate feedback
 - Formative assessments with every lesson
 - Daily AVID strategies
 - Bi-weekly PLCs by grade level
 - Weekly Alamo Collegiate Network Principals meeting
 - Monthly Alamo Collegiate Network Instructional Rounds
 - Campus leadership instructional walk-throughs
- System and Procedures Enhancements
 - Weekly planning meetings with St. Philip's College
 - Staff Professional Development

- Goals and Priorities
 - Atomic Habits
 - Leading Change Together
 - SPC ECHS Way
-
- Improve student attendance
 - Attendance incentives for individual students that improve their attendance rate
 - Attendance Contracts
 - Bi-weekly attendance committee meetings
 - Intervention opportunities
 - C-Flex Day pull-outs for EOC and TSI
 - Saturday school TSI prep with consultant Mr. Singh
 - Access to MathWorld through St. Philip's College
 - After school tutoring
 - EOC Simulations
 - College Readiness
 - Student advising grades 10-12 with St. Philip's College High School Programs Coordinator
 - Spring Speaker Series
 - College 101 for students and parents
 - Campus Culture
 - Spirit week for students 1 time every 9 weeks
 - Senior planned activities
 - A/B honor rewards
 - Perfect attendance rewards
 - Teacher of the month award
 - College Prep (applications/ FAFSA) rewards and raffles

School Processes & Programs Strengths

School processes and strength includes instructional process. We identified and outlined specific instructional strategies that would be used for all students in the classroom. As a result we increased in growth of our emerging bilinguals earning all 10 points for growth within state accountability.

Problem Statements Identifying School Processes & Programs Needs

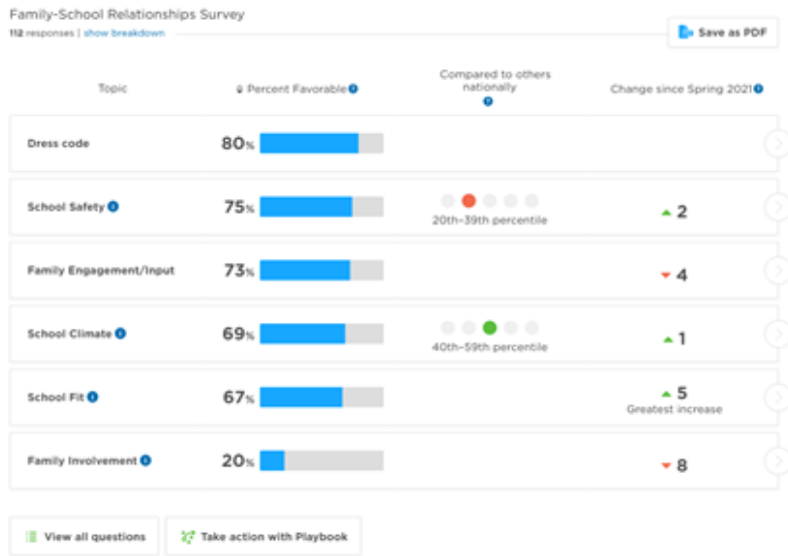
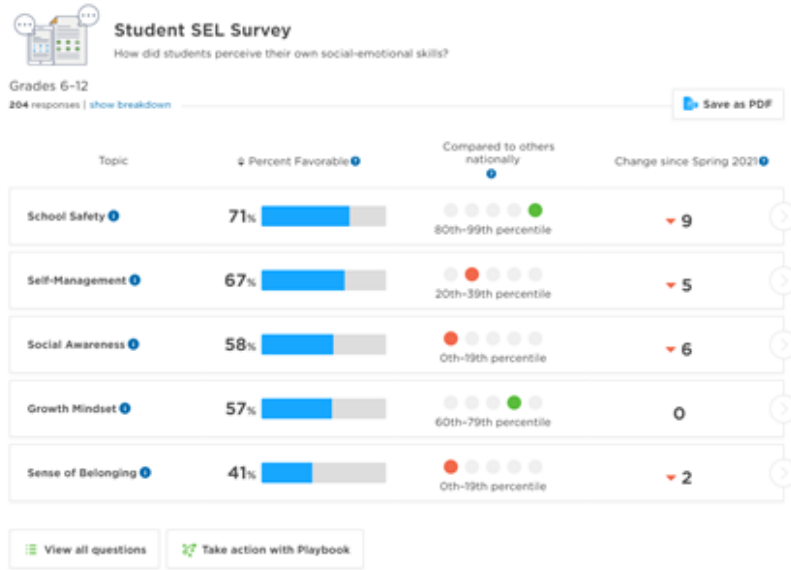
Problem Statement 1 (Prioritized): Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM **Root Cause:** Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.

Problem Statement 2 (Prioritized): Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% **Root Cause:** The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.

Problem Statement 3: 2021-2022 minimal trainings on the ECHS Blueprint and OBMs was provided to staff. Of the 2022 teaching staff, 7 are new hirers. Teachers are unfamiliar with changes in the blueprint and OBMs needed to meet designation. **Root Cause:** No system has been established for annual onboarding and professional development in reference to the ECHS Blueprint

Perceptions

Perceptions Summary



Perceptions Strengths

Areas of strength include a growth mindset for students. Areas of strength with parents include school fit, school safety and school culture. Teachers reported the timeliness and amount of feedback provided by campus administration as a strength.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel a strong sense of belonging. **Root Cause:** This is not a traditional high school settings. Students are often dispersed throughout the St. Philip's College campus and are not able to participate in many of the traditional high school activities that create a sense of belonging.

Problem Statement 2: Community Partners are limited. **Root Cause:** FACE Specialist needs flexibility to network to bring in sustainable partnerships.

Problem Statement 3 (Prioritized): Teacher are not extensively on-boarded and feel lost or not connected to the current faculty and staff when first hired. **Root Cause:** This is not a traditional high school setting, teachers are often dispersed throughout the college campus, which hinders the natural dispersion of information that may occur within faculty and staff. There is no system to onboard new staff

Priority Problem Statements

Problem Statement 5: Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years.

Root Cause 5: Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.

Problem Statement 5 Areas: Demographics

Problem Statement 2: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort).

Root Cause 2: The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM

Root Cause 6: Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 4: Students do not feel a strong sense of belonging.

Root Cause 4: This is not a traditional high school settings. Students are often dispersed throughout the St. Philip's College campus and are not able to participate in many of the traditional high school activities that create a sense of belonging.

Problem Statement 4 Areas: Perceptions

Problem Statement 1: As a campus, our percentage of students achieving at the approaches, meets, and masters levels on Algebra I is low. 109 students tested. 77% at approaches, 23% at meets, 6% at masters.

Root Cause 1: Insufficient staffing in the math department. Algebra I students did not have a consistent math teacher for the 21-22 school year to implement consistent instructional strategies for student success.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46%

Root Cause 3: The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 8: 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 8: 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 8 Areas: Student Learning

Problem Statement 7: Teacher are not extensively on-boarded and feel lost or not connected to the current faculty and staff when first hired.

Root Cause 7: This is not a traditional high school setting, teachers are often dispersed throughout the college campus, which hinders the natural dispersion of information that may occur within faculty and staff. There is no system to onboard new staff

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications 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)

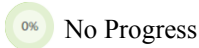
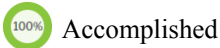
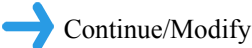

Performance Objective 1: By the end of the 2022-2023 school year, St. Philip's ECHS will have maintained their "A" rating and will maintain designation as a TEA Early College High School.

Evaluation Data Sources: 9 weeks bench marks
 TEA Online Simulations
 ECHS Blueprint Outcome Measure data
 Summative: 2023 EOC results

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus administrative team (principal, and asst. principals. Additional support staff is teachers, campus secretary, FACE Specialist, and instructional assistant - requesting instructional assistant position) will utilize systems, protocols and processes for strong leadership and planning. To address instruction in student achievement, school progress, and closing the gap.</p> <p>KPI/Metric/Measure: Q1-Campus based calendar of staff development, PLCs, roles and responsibilities and communication process is developed. Q2-80% of department PLCs meet twice a month Q3-All campus testing is calendared and required documentation is submitted by testing department due date.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Assistant - 211 - ESEA Title I, Part A - Regular - 211-11-6129-00-025-330000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The Principal and Assistant Principal will take a deeper role in instructional leadership by reviewing Canvas on a weekly basis, spending at least 50% of the week in the classrooms observing instruction, coaching teachers and providing feedback. Provide opportunities for teachers to attend appropriate professional development to improve instructional strategies in the classroom as well as supplying instructional resources to support instruction.</p> <p>KPI/Metric/Measure: Q1-20% of Canvas checked, 35% of allocated time spent in classrooms Q2-50% of Canvas checked weekly, 40% of allocated time spent in classrooms Q3-100% of Canvas weekly and aligned to instruction, 45% of allocated time spent in classrooms</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Instructional Materials and Resources - 164 - State Compensatory Education (SCE) - 164-11-6399-00-025-30-025 - \$3,007, Hot Items - 211 - ESEA Title I, Part A - Regular - 211-11-6399-27-025-30000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The Registration Team comprised of the Principal, Assistant Principal, ACN Assistant Principal, Data Clerk, and FACE Specialist, instructional assistant (new position) will work together to ensure that recruitment numbers and re-enrollments projections are achieved.</p> <p>KPI/Metric/Measure: Recruitment-The recruitment team, led by SPC's ECHS Assistant Principal, will develop a recruitment plan, participate in all SAISD recruitment activities to include campus visits, tours, parent meetings, and mini-fairs to ensure enrollment of 150 incoming 9th graders for 2023-2024. 45 backfill 10th grade students.</p> <p>Re-Enrollment - The re-enrollment team, will work together to ensure that 95% or higher of those currently enrolled during 2022-2023 are re-enrolled for 2023-2024. Data clerk, FACE Specialist, and the instructional assistant(new requested position) will track enrollments, applications, phone calls, and assist in recruitment events</p> <p>Campus Support-The support team, made up of the counseling staff and FACE specialist and led by the FACE specialist, will work together to achieve 2 additional businesses (3 per quarter) to assist the campus with recruitment and re-enrollment as well as providing mentors for students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ACN Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years. Root Cause: Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.</p>
Student Learning
<p>Problem Statement 2: As a campus, our percentage of students achieving at the approaches, meets, and masters levels on Algebra I is low. 109 students tested. 77% at approaches, 23% at meets, 6% at masters. Root Cause: Insufficient staffing in the math department. Algebra I students did not have a consistent math teacher for the 21-22 school year to implement consistent instructional strategies for student success.</p>

School Processes & Programs

Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM **Root Cause:** Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.

Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% **Root Cause:** The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.

Perceptions

Problem Statement 1: Students do not feel a strong sense of belonging. **Root Cause:** This is not a traditional high school settings. Students are often dispersed throughout the St. Philip's College campus and are not able to participate in many of the traditional high school activities that create a sense of belonging.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 2: St. Philip's ECHS will maintain it's "Distinguish" level on the SAISD School Performance Framework"

Evaluation Data Sources: SAISD's school performance framework report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Codify a systemic approach to engaging families regularly about their child's academic performance and attendance in a positive, constructive, and personalized way. Current attendance rate is 94%. 2022-2023 attendance goal is 95%.</p> <p>KPI/Metric/Measure: Q1: Teachers conduct parent conferences Q2: Review contact data and create system that works for engaging parents Q3: Increase awards ceremonies to acknowledge student performance and attendance (2 per semester) FACE Specialist to organize award ceremonies. Parent Survey-FACE specialist provides at least 3 parent sessions on the survey and has a family return rate of 50% or higher Lead counselor and counselor (PT) provides classroom sessions on the SEL survey and has a completion rate of 70% Q4: 100% of Teachers will have completed school wide book study</p> <p>Staff Responsible for Monitoring: FACE Specialist Lead Counselor Social Worker Teachers Instructional assistant (new requested position)</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Social Worker - 211 - ESEA Title I, Part A - Regular - \$28,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities for teachers to engage as a team around common school wide initiatives and support the social emotional well being of teachers to prevent teacher burn-out as well as increase teacher retention.</p> <p>KPI/Metric/Measure: Q1: 25% of recruited staff are DC credentialed teachers Q2: 100% of EOC staff are assigned to ACN Network PLC by content Q2: 25 Books "Atomic Habits" purchased for campus wide book study Q3: 50% staff members meeting targeted check points for book study Q4: 100% of staff complete book study. Q4: 100% of staff fully engaged in campus PLC</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1, 3 Funding Sources: Reading Materials - 211 - ESEA Title I, Part A - Regular - 211-11-6329-00-025-30000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years. Root Cause: Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.</p>
School Processes & Programs
<p>Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM Root Cause: Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.</p>
<p>Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% Root Cause: The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.</p>
Perceptions
<p>Problem Statement 1: Students do not feel a strong sense of belonging. Root Cause: This is not a traditional high school settings. Students are often dispersed throughout the St. Philip's College campus and are not able to participate in many of the traditional high school activities that create a sense of belonging.</p>
<p>Problem Statement 3: Teacher are not extensively on-boarded and feel lost or not connected to the current faculty and staff when first hired. Root Cause: This is not a traditional high school setting, teachers are often dispersed throughout the college campus, which hinders the natural dispersion of information that may occur within faculty and staff. There is no system to onboard new staff</p>

Goal 2: ENSURE PROFICIENCY

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

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)

Performance Objective 1: By the end of the 2022-2023 school year, St. Philip's ECHS will increase the percentage of all students operating on grade level in all content areas (English I, English II, Algebra I and U.S. History) by achieving 88% or higher in the approaches category, 68% or higher in the meets category and 16% or higher in the Master's category for each content area.

Evaluation Data Sources: Formative: Nine weeks Benchmarks, TEA online simulations Summative: EOC content reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will receive training (professional development) and resources to provide a rigorous and "real-world" oriented curriculum that closes the learning gaps of disadvantaged students as well as aligns with expectations of the college courses.</p> <p>KPI/Metric/Measure: Q1-100% of teachers will provide year-at-a-glance document for their core areas to the Assistant principal. Q2- 80% of teachers will meet requirements for campus walk thru look fors. The leadership team will calibrate weekly for alignment. Q3-100% of teachers will meet requirements for campus walk thru look fors. The leadership team and department chairs, will calibrate weekly to ensure consistent proficiency of campus look fors. Q3 - 90% of all teachers will participate in PD for ; Quick writes across content; Interpreting MAP Data/ AiL; Intentional Monitoring; How to Spiral and close the forgetting gap; and Seidlitz Talk Read Talk Write Q3- 75% of teachers have attended professional development on instruction and implementing learned techniques. Teachers will also be utilizing resources such as All in Learning to collect data and other platforms (example: IXL for Math, TSI Cambridge) to enhance learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department chairs, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 3</p> <p>Funding Sources: Technology - 211 - ESEA Title I, Part A - Regular - 211-11-6399-00-025-30000 - \$4,097, Professional Development/ Consultant - 211 - ESEA Title I, Part A - Regular - 211-13-6291-00-025-30000 - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). **Root Cause:** The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.

Problem Statement 2: As a campus, our percentage of students achieving at the approaches, meets, and masters levels on Algebra I is low. 109 students tested. 77% at approaches, 23% at meets, 6% at masters. **Root Cause:** Insufficient staffing in the math department. Algebra I students did not have a consistent math teacher for the 21-22 school year to implement consistent instructional strategies for student success.

Perceptions

Problem Statement 3: Teacher are not extensively on-boarded and feel lost or not connected to the current faculty and staff when first hired. **Root Cause:** This is not a traditional high school setting, teachers are often dispersed throughout the college campus, which hinders the natural dispersion of information that may occur within faculty and staff. There is no system to onboard new staff





Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: By June 2023, 90% of St. Philip's ECHS students will meet requirements to move from one grade to the next.

Evaluation Data Sources: Nine weeks grade report, failing reports, Edgeunity progress reports Summative: BI report for students not having enough credit for promotion

Strategy 1 Details	Reviews			
<p>Strategy 1: The lead counselor along with the CBA and SPC's Coordinator of High School programs will hold advising meetings with students and their parents throughout the year to ensure that they are on the path for high school and college graduation. Audits of all high school transcripts will be completed to ensure students have met participation requirements for the 4 core, Fine arts, Physical Education/ JROTC, and electives. Instructional assistant (new requested position) will support the scheduling and tracking of advising meetings with parents and students.</p> <p>KPI/Metric/Measure: Q1-Family meetings with each 10-12 students held Q1 - Track documents of touch points with families and students Q2-Audit of transcripts for each senior and individual meetings with parent and student held by Lead counselor Q3-Graduation meeting held by SPC's Coordinator of High School Program and Lead Counselor.</p> <p>Staff Responsible for Monitoring: Lead Counselor CBA Instructional assistant (request new position) SPC High School Programs Coordinator</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years. Root Cause: Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.</p>

Student Learning

Problem Statement 1: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). **Root Cause:** The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.

School Processes & Programs

Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM **Root Cause:** Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.

Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% **Root Cause:** The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.

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.)

Performance Objective 1: By May 2023, 95% of sophomores will have earned 9 college hours.

Evaluation Data Sources: GPS check in December Summative: GPS check in May

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a systemic advisory process tailored for each grade level, starting at 9th grade, so that sophomores achieve 9 hours of college credit by end of their sophomore year. Counselor will provide periodic guidance lessons to support SEL.</p> <p>KPI/Metric/Measure: Q1 -90% of students and parents attend new student orientation Q1 - Data captured, maintained and follow-up with students and families maintained by instructional assistant. 9-12 grade advising based upon grades and attendance for high school and college courses. Q2 - 90% of students participating in SEL lessons on David's Law; Bullying Prevention; Violence Prevention and intervention ; substance abuse; safety Q2-Credit check by counseling department and SPC's Coordinator of High School Programs. Q2: Spring semester Master schedule submitted and developed to align college and high school needs with 80% of college course face to face. Q4- Fall semester Master schedule submitted and developed to align college and high school needs. Q4- Develop and publish campus</p> <p>Staff Responsible for Monitoring: Assistant Principal Lead Counselor CBA Instructional assistant (request new position)</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Assistant - 211 - ESEA Title I, Part A - Regular - \$33,232</p>	Formative			Summative
	Oct	Jan	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years. **Root Cause:** Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.

Student Learning

Problem Statement 1: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). **Root Cause:** The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.

School Processes & Programs

Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM **Root Cause:** Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 2: By October 2022, 100% of the freshmen class will have been tested in both areas of TSI 2.0.

Evaluation Data Sources: TSI summative data report

Strategy 1 Details	Reviews			
<p>Strategy 1: 75% of all freshmen will participate in summer bridge to prepare them for the ECHS program as well as provide an overview of the TSI 2.0. The Assistant Principal will oversee the administration of the TSI assessment (both subjects) to all freshmen during summer bridge. Designated C-Flex Friday's will be mandatory TSI intervention and testing for all freshman. TSI consultant will provide accelerated intervention to students struggling to meet college readiness expectations.</p> <p>KPI/Metric/Measure: Q1-Schedule for TSI testing for the year is developed and posted on the campus website under ECHS Blueprint Requirements. All freshmen are tested in both content areas. Q2-Retesting occurs for freshmen who do not pass at least one area. Students must participate in 9 hours of accelerated intervention prior to re-testing Q2 - ApplyTX completed Q3-Testing continues for those not passing Reading/English</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor Teachers Clerk (request new hire)</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Instructional Consultant - 211 - ESEA Title I, Part A - Regular - 211-11-6291-00-025-3000 - \$7,200</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: A TSI prep accelerated instruction course will be provided in the master schedule for students that continue to struggle with the TSI assessment. Saturday tutor will also be provided with a TSI consultant to help prepare students for the assessment.</p> <p>KPI/Metric/Measure: : Q1-All students provided an overview of TSI and assessed. TSI Cambridge teachers develop profile of students who are TSI bubble students. Q2-Training and curriculum developed to assist students with the TSI 2.0 by TSI 2.0 consultant EdReady Platform Q3-50% of students enrolled in the college-prep math course qualifies for TSI college readiness. Q4-50% of students instructed in TSI prep course qualifies for TSI college readiness..</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: TSI Cambridge Prep supplies/ Other instructional supplies for intervention - 211 - ESEA Title I, Part A - Regular - 211-11-6399-00-025-3000 - \$1,290</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). Root Cause: The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.</p>
<p>Problem Statement 2: As a campus, our percentage of students achieving at the approaches, meets, and masters levels on Algebra I is low. 109 students tested. 77% at approaches, 23% at meets, 6% at masters. Root Cause: Insufficient staffing in the math department. Algebra I students did not have a consistent math teacher for the 21-22 school year to implement consistent instructional strategies for student success.</p>
School Processes & Programs
<p>Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% Root Cause: The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.</p>





Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 1: By December 2022, 95% of all St. Philip's ECHS students will have taken either the PSAT, the PSAT (National Merit), SAT or ACT exam. The 5% who did not test will have been provided with a voucher to take a test.

Evaluation Data Sources: College Board and ACT test results (participation) Report from Lead counselor on number of vouchers given out

Strategy 1 Details	Reviews			
<p>Strategy 1: The lead Counselor, and CBA (part-time) will provide sessions to all students that details the importance of the ACT and SAT and how colleges use the data for admission, scholarship, etc. In addition, they will cover scores needed for entrance at most of the colleges our students have been accepted into the past 4 years.</p> <p>KPI/Metric/Measure: Q1-Presentations presented to all students 9th-12th Q2-All students provided opportunity to test either through school day testing or a voucher (if they were absent from testing) Q3-Results are shared to students through classroom visits by the Lead counselor, Counselor (part-time) and CBA (Part-time)</p> <p>Staff Responsible for Monitoring: Lead Counselor CBA Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM Root Cause: Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.</p> <p>Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% Root Cause: The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.</p>

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS
 4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 2: By May 2023, 100% of the class of 2023 will meet the college readiness standard as measured by the TSI, SAT or ACT.

Evaluation Data Sources: SAT, TSI and ACT summative report for the class of 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a master schedule that allows students to access interventions for TSI, SAT, and ACT.</p> <p>KPI/Metric/Measure: TSI Cambridge teacher will work with Asst. Principal and department chairs to review data of students in 2023 cohort who are not college ready by TSI, ACT or SAT. A plan of action will be developed for these students. MathWorld participation Cambridge Educational Service TSI Intervention participation</p> <p>Staff Responsible for Monitoring: Assistant Principal Department chairs Teachers</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). Root Cause: The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.</p>
<p>Problem Statement 2: As a campus, our percentage of students achieving at the approaches, meets, and masters levels on Algebra I is low. 109 students tested. 77% at approaches, 23% at meets, 6% at masters. Root Cause: Insufficient staffing in the math department. Algebra I students did not have a consistent math teacher for the 21-22 school year to implement consistent instructional strategies for student success.</p>
School Processes & Programs
<p>Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM Root Cause: Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.</p>
<p>Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% Root Cause: The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.</p>

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: By June 2023, 100% of the class of 2022 will qualify as College, career and military ready.

Evaluation Data Sources: CTE CCMR report Campus profile showing placement for each student.

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead counselor will monitor students beginning freshman year by maintaining a profile of how each student qualifies for CCMR. Any student not qualifying will have a plan developed to assist them in becoming CCMR.</p> <p>KPI/Metric/Measure: Q1-100% of the class 2023 will be audited for CCMR attainment Q2-90% of the class of 2023 will have attained CCMR status Q3 - 100% of parents/ guardians for the class of 2023 contacted regarding CCMR status and next steps Q4-100% of the class of 2023 will be CCMR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Lead Counselor Instructional Assistant (request new position)</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: Supplies - 211 - ESEA Title I, Part A - Regular - 211-31-6399-00-025-00-30000 - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Academic Decathlon Coach to provide opportunities for students to learn skills that support college readiness such as reading, writing, debate, and interviewing. Through Academic Decathlon students will be exposed to in-depth enriching content that may not be presented in the traditional classroom.</p>	Formative			Summative
	Oct	Jan	Apr	June

<p>KPI/Metric/Measure: Q1-Establish a team with 5-10 active members and Coach Q2-90% of Academic Decathlon members attending practices Q3 - 100% of team members compete in area Ac. Dec. Competitions Staff Responsible for Monitoring: Academic Decathlon Coach</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 - Perceptions 1 Funding Sources: Ac. Dec. Coach - 282 - ESSER - \$10,000, Ac. Dec. Supplies - 282 - ESSER - \$3,224.77</p>				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years. Root Cause: Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.</p>
Student Learning
<p>Problem Statement 1: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). Root Cause: The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.</p>
School Processes & Programs
<p>Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM Root Cause: Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.</p> <p>Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% Root Cause: The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.</p>
Perceptions
<p>Problem Statement 1: Students do not feel a strong sense of belonging. Root Cause: This is not a traditional high school settings. Students are often dispersed throughout the St. Philip's College campus and are not able to participate in many of the traditional high school activities that create a sense of belonging.</p>





Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: By January 2023, 75% of the graduating class of 2023 will pursue a post-secondary degree.

Evaluation Data Sources: SchoolLinks and report from SAISD CCMR department

Strategy 1 Details	Reviews			
<p>Strategy 1: The College Bound Advisor (CBA) will work with the district Alumni advisors to ensure each student of the class of 2023 is connected and has a graduation plan in School Links. This plan will include completion of college applications, FAFSA or TAFSA, and scholarship. In addition, paperwork to document college acceptances and scholarships will be collected and placed in School Links.</p> <p>KPI/Metric/Measure: : Q1-All seniors will have met the requirements for college entrance as per SAISD matrix (applying for best-fit college, completing FAFSA, and beginning to look for scholarships. Q2-On-campus admissions presentations will be scheduled for 12th grade. At least 50% of the class of 2023 will be accepted into a four-year college during these presentations. Q3-Every senior will apply for at least two scholarships. Q3-Every qualifying students will complete Alamo Promise Q4-Every senior planning to continue to a four-year university or college will be connected to an alumni advisor by the CBA.</p> <p>Staff Responsible for Monitoring: CBA Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: Bus educational field trips - 211 - ESEA Title I, Part A - Regular - 211-11-6412-00-025-30000 - \$4,243</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our current attendance rate is 88% which is lower than years past. In 2021-2022 our attendance rate held at 89% for most of the year. Toward the end of the year it fluctuated between 87 and 89 percent. 20-21 attendance goal was 95%. The current attendance rate is 6%-7% less than the previous three years. **Root Cause:** Lack of systems that provide families with technological support to adequately monitor student attendance. Lack of campus fidelity in monitoring attendance.

Student Learning

Problem Statement 1: As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has dropped. ELAR from 81% (2022 Cohort) to 61% (2024 Cohort) and Math from 54% (2022 cohort) to 27% (2024 Cohort). **Root Cause:** The monitoring and adjusting of routine interventions in ELAR and Math have not been equitable and consistent.

School Processes & Programs

Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM **Root Cause:** Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.

Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% **Root Cause:** The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.

Perceptions

Problem Statement 1: Students do not feel a strong sense of belonging. **Root Cause:** This is not a traditional high school settings. Students are often dispersed throughout the St. Philip's College campus and are not able to participate in many of the traditional high school activities that create a sense of belonging.

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 87% and the CCMR rate to 77%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses in SAISD will offer students who qualify, Edgenuity and the Credit By Examination (CBE) assessment. The credit by examination provides a way for students to receive credit in a course without taking the course (CBE, no prior instruction) or to recover credit for a course that they did not pass.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, students receiving course credit through Edgenuity and CBE will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus leadership teams</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be offered college readiness exams such as the PSAT, SAT, and AP at no cost to themselves</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: PSAT Examinations - 164 - State Compensatory Education (SCE) - \$3,312, AP Exams - 164 - State Compensatory Education (SCE) - \$1,500 - 164 - State Compensatory Education (SCE) - \$4,812</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2021-2022, the grade-level ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$3,565 - 164 - State Compensatory Education (SCE) - \$3,565</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>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: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>
School Processes & Programs
<p>Problem Statement 1: Persistence according to TEA ECHS Blueprint OBMs continues to be a struggle. Should this pattern continue it is unlikely that we will meet the 75% criteria for persistence under the attainment OBM Root Cause: Current systems between ECHS and college to monitor student progress, as well as to provide timely advising are ineffective.</p>
<p>Problem Statement 2: Completion rates for students earning a postsecondary degree and/or credential by high school graduation over the past 4 years has not been consistent nor do they demonstrate consistent growth. 2019 - 57%; 2020 - 53%; 2021 - 67%; 2022 - 46% Root Cause: The lack of embedded supports for academics, high school experience, and immersion of the college going culture contribute to 9th and 10th grade students failing to persist through graduation from SPC ECHS.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Kasper	Social Worker	211	.5
Vacant	Counselor	211	.5

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials and Resources	164-11-6399-00-025-30-025	\$3,007.00
11	1	2	PSAT Examinations - 164 - State Compensatory Education (SCE) - \$3,312, AP Exams - 164 - State Compensatory Education (SCE) - \$1,500		\$4,812.00
11	1	3	MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$3,565		\$3,565.00
Sub-Total					\$11,384.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Assistant	211-11-6129-00-025-330000	\$0.00
1	1	2	Hot Items	211-11-6399-27-025-30000	\$5,000.00
1	2	1	Social Worker		\$28,500.00
1	2	2	Reading Materials	211-11-6329-00-025-30000	\$1,000.00
4	1	1	Technology	211-11-6399-00-025-30000	\$4,097.00
4	1	1	Professional Development/ Consultant	211-13-6291-00-025-30000	\$6,000.00
7	1	1	Instructional Assistant		\$33,232.00
7	2	1	Instructional Consultant	211-11-6291-00-025-3000	\$7,200.00
7	2	2	TSI Cambridge Prep supplies/ Other instructional supplies for intervention	211-11-6399-00-025-3000	\$1,290.00
9	1	1	Supplies	211-31-6399-00-025-00-30000	\$500.00
10	1	1	Bus educational field trips	211-11-6412-00-025-30000	\$4,243.00
Sub-Total					\$91,062.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	2	Ac. Dec. Coach		\$10,000.00
9	1	2	Ac. Dec. Supplies		\$3,224.77
Sub-Total					\$13,224.77