

San Antonio Independent School District
Advanced Learning Academy
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Advanced Learning Academy (ALA) has a diverse student population, including special education students, LEP students, economically disadvantaged students, and GATE students. The diversity of experiences, talents, and gifts enrich the school community. Among ALA students, gender is proportionally represented. We have a high percentage of GATE students, 27%. 38% of students are identified as At Risk. 15% of students are SPED. 6% of students are Emergent Bilinguals. 51% of students are Economically Disadvantaged. The makeup of ALA's student population is 75% in-district and 25% out of district. Enrollment has increased from 931 (2020-2021 school year) to 1050 this current school year (22-23). This increase is primarily due to the continued growth of the ALA high school program and increasing the 8th-grade cohort size.

Most ALA faculty have a masters degree. All teachers on the campus are highly qualified, and many of them are multi-certified to fulfill the content needs for the campus. Our professional development program centers around multiple areas aligned with data, including, but not limited to, project-based learning, blended learning, reading/writing workshop, standards-based grading, RULER, Seven Steps, and other identified areas of enhancement.

The campus has a collaborative culture allowing teachers planning time for lesson design and implementation. Specifically, we have designed our plan time around to support our design principles. For instance, at our Euclid campus, teachers have planning time with their grade level and their vertical k-3

team, which we call villages. At ALA FT, all core teachers also have daily collaborative common time embedded within the school day.

Family involvement is essential for student success and is one of the cornerstones of the Advanced Learning Academy. Parents and the community are invited to the campus regularly for student exhibitions of PBLs, Student-Led Conferences (January and May), Platicas (Art Night & Tamalada), Family Dance, Thanksgiving Luncheon, Report Card Pick-Up and student work exhibition nights, and many more. Additionally, the campus hosts community events, such as MAP Night, RULER Nights, new family registration, Gators Going Back (Back to School), Gators Are Back, Growing Gators (transition events), and welcome events. Parents are also active volunteers for field trips and travel experiences. ALA has a FACE Specialist who develops parent events and outreach and organizes the parents to help with various activities around the campus.

ALA continues its partnership with Trinity University as a professional development school preparing elementary MAT teaching candidates. Additionally, ALA is beginning a partnership with the University of the Incarnate Word to prepare secondary teaching candidates.

ALA provides an enriched and challenging educational experience for the students of San Antonio and a rich learning laboratory for aspiring teachers, which will enhance the talent pipeline in SAISD.

Teachers are given the flexibility to problem-solve through the use of SRI protocols and CFG's.

Administrators attend weekly team planning meetings. Staff are often surveyed about campus needs. Staff are also given flexibility to make changes, plan and create ideas to meet students needs better. Team

planning and extended planning opportunities are protected. In addition, teachers and students are given opportunities to serve on committees that inform decision-making.

Students are provided opportunities for extension projects, tutoring, and intervention, as well as interdisciplinary project-based curricula. ALA utilizes the proximity to downtown to provide learning beyond the four walls of the classroom. Extensive academic electives and clubs are provided to students. Electives and clubs are creative and design-focused. Emphasis is placed on the whole child, teamwork, growth, collaboration, and community.

The school is designed as a PK-12 lottery-based school of choice for students seeking academic challenges, a new kind of learning environment, and embedded gifted and talented education for all students.

Other community partners that have worked with ALA are:

University of Incarnate Word

Trinity University

USAA Mentoring Program

YMCA

Witte

San Antonio Museum of Art

Mitchell Lake

SAWS

SAMA

San Antonio River Authority

DoSeum

City Year

Esperanza Peace & Justice Center

ArtPace

San Antonio Public Library

Bibliotech

City of San Antonio Global Engagement Office

Sister Cities International

EcoRise

Say Sí

Alamo Music Center

HEB Foundation Outdoor School

Culturlingua

Demographics Strengths

- Our curriculum, which includes project-based learning, social emotional development, and emphasizes mastery orientation over performance orientation (see Schraw, 1998) aligns well with the needs of that population.
- Our diversity is also a strength. Although our students primarily identify as Hispanic (77%), diversity exists with gender (48% female, 52% male) and economic background (51% of our students identify as economically disadvantaged). Given the wide array of backgrounds and achievement levels of students, our kids have the opportunity to interact and learn with and from each other.
- There is very little mobility over the course of the year, so students have a solid educational experience with us. Additionally, the waitlist currently (October 24, 2022) has 962 students on the waitlist, suggesting that the framework we have built is appealing to a vast number of people. This is particularly important as the district works to stabilize enrollment and not lose additional students to private and charter schools.
- There are multiple opportunities for older students (4th to 12th grades) to mentor our youngest learners at the Euclid campus (Pk-3). Additionally, the high school internship program is specialized to the unique career interests of the students. The job shadow program is aligned to the needs and desires of the student's interests, career goals, and college degree choices.
- There is strong communication amongst families and staff through Seesaw, Community Updates, Parent/Teacher Conferences, campus-wide events, volunteer opportunities. The FACE specialist works closely with families and staff and organizes opportunities for parents to give feedback, such as a grading/report card focus group.
- Teacher surveys are used to analyze feedback from professional development sessions. The surveys

are also used to gather input on the needs of the staff on future professional development needs.

- Teachers and administrators focus on restorative practices to address discipline issues, with most incidents handled through teacher/student conferences, family communication, and opportunities for students to reflect and make goals.
- On Insight survey, 96% agree/strongly agree that “there are many teachers at my school who set an example of what highly effective teaching looks like”

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Student Learning

Student Learning Summary

Student Learning

Student learning objectives for the Advanced Learning Academy include all students mastering the TEKS and demonstrating strong performance on the STAAR assessment in grades 3-8 as well as on End of Course exams in Algebra I, Biology, English I & II, and U.S. History to earn an A or B rating for the school. We also want to foster increased levels of students scoring at the highest levels on the STAAR, which assures equitable learning for all subpopulations and post-secondary readiness.

During the 20-21 school year, ALA experienced a drop in the percentage of students who met MAP growth in English and Math. The MAP data aligned with STAAR results which also decreased from last year's performance. The overall reading scores decreased (Meets 60%) and the overall math scores decreased (34%).

As referenced above, in addition to STAAR / EOC tests, the school utilizes MAP testing three times per year in all grade levels to assess student progress and growth and to inform specific programming and support for individual students. For secondary students, use of the TSI, PSAT, SAT and ACT are important indicators of college readiness and allow the students to qualify for academic scholarship programs and academic enrichment opportunities (such as Duke Talent Search). More than EOCs, these are the high-stakes tests for students' academic pursuits beyond their education at ALA and are essential measures that will open post-secondary opportunities for them.

In addition to the above measures, ALA has developed a graduate profile and graduate profile system to drive further the work of the school and the experiences we create for students.

1.

Student Learning Strengths

1. ALA utilizes multiple tools to collect data, including, but not limited to, MAP, STAAR, Lexia, Reading A-Z, Circle, and Panorama students survey.
2. Faculty participate in individual and team BOY and MOY MAP data analysis to guide Tier 1, 2 and 3 instruction.
3. Students have access to additional support and tutoring before, during, and after school and on Saturdays.
4. The high school does not track students. For instance, all high school students (versus those that self-select) are placed in pre-AP, AP, and OnRamps classrooms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Problem Statement 2: Based on 20-21 STAAR data (data not available at the time of this writing), 44% of ALA 3rd-8th grade students are at grade-level in reading, 19% in math, 29% in science and 30% in writing. Kindergarten to 2nd grade students range from 68%-74% Tier 1 in math based on EOY MAP data and 53%-70% in reading. **Root Cause:** ALA needs to continue deepen standards-based learning and assessment practices to inform the design high quality Tier 1, Tier 1 and Tier 3 instruction.

Problem Statement 3 (Prioritized): The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

ALA has a range of processes and programs based on our values of social-emotional learning, community connections, active engagement, and instruction guided by assessment. Social-emotional learning is evident through our campus-based programs, such as RULER, community circles, and restorative approach to discipline. Additionally, our counselors offer counseling lessons and check-ins with students.

In terms of community, our school-based community-oriented events include school dances, Platicas de Padres, exhibition nights, and holiday dinners. These programs help us to embrace our students' accomplishments, thereby building community. In addition, we invite community organizations into the classrooms to share their resources. We also explore the community by taking field trips related to our work at the school. Within campuses, students have opportunities to learn in multi-age environments, which helps build community. Students also connect in our school clubs to learn and share their interests with other children across the campus. Finally, we also build community by celebrating student work through exhibitions and displays, especially off-campus.

We continue to build community through constant two-way communication with parents via the SeeSaw app. Parent involvement is encouraged, and our school's climate makes them feel welcome to volunteer. Parents generally feel comfortable approaching teachers. Parents can stay connected to what is happening at school and to each other through the Facebook community page and school websites/newsletters. CFG groups meet to discuss, collaborate, and support each other in their quest to provide the best education to students.

We use strategies that motivate students to participate in their learning actively. For example, through our project-based learning activities, students experience choices in the research's content, process, and product.

Assessment guides our instruction. Students are assessed using rubrics, checklists, and teacher observation. Because we believe that students' knowledge cannot simply be measured by the score they receive on a test, we do not give students traditional "grades" on a 100 point scale until they are in 8th grade, and it is required by code.

ALA has created several schedules (PK-12) that prioritize teacher collaboration through Professional Learning Communities. During PLCs, teachers plan high-quality lessons, disaggregate data, and discuss student growth.

School Processes & Programs Strengths

1. Standards-based reporting in grades PK-12th grade
2. 1:1 student/device ratio
3. Trinity University partnership to support the integration of the best practices and emerging innovations.
4. PLC time built into the schedule for teacher collaboration.
5. Multi-age experiences due to a highly adaptable instructional setting
6. Use of formative assessments
7. Integration of electives that allow students to connect and extend both academically and socially
8. Curriculum and learning tied to real-world experiences through hands-on learning and field trips

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The faculty lacks a comprehensive and thorough understanding of how to implement restorative practices. **Root Cause:** Inadequate time has been devoted to build shared understanding.

Perceptions

Perceptions Summary

Many of the perceptions of our school align with the reality of how we do business, such as our sense of community and student-centered learning environment. For example, we have high attendance at community events, such as our Platicas, student information nights, and student exhibitions.

Some families have indicated that their children have had difficulty on other campuses and feel included on our campus. This may be due to our emphasis on community building and inclusion, campus-based commitment to social and emotional learning, instructional practices, flexible design, high-interest curriculum, and enriched learning environment.

We know that giving students a well-rounded curriculum helps them develop the schema to be successful in their core subjects and develop lifelong social skills that will help them in the workforce. The community sees these efforts, and we are perceived as a child-centered school with enriching programs, such as a solid fine arts program that includes theater, art, music and makerspace, and integrated PBLs with an emphasis on research and community-context and high-interest learning.

Perceptions Strengths

ALA has maintained a 100% graduation rate for the last three years ALA saw significant gains in several areas of the Panorama student survey and the Teacher Insight survey.

ALA has multiple supports for students with behavior needs (counselor, mind gym, behavior contracts).

There is an emphasis on developing social emotional support and responding in restorative ways.

ALA uses SLCs PK-12 to help students identify successes

Students host exhibitions to showcase student work

A structured process is used every year for grade-level teams to communicate needs/strengths to the receiving teachers

The school does not rely on extrinsic rewards to promote positive student behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although we grew 10% points over the last year, according to student perceptual data, 57% of 6th-12th students do not feel they have a sense of belonging as defined as being valued members of the school community. **Root Cause:** The school may not have a sufficient offering of clubs, extra-curricular, and other activities to offer every student a place to belong or be communicating how we value students in a manner that they understand.

Priority Problem Statements

Problem Statement 1: There is significant student achievement variance among and within grade-levels.

Root Cause 1: The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The faculty lacks a comprehensive and thorough understanding of how to implement restorative practices.

Root Cause 2: Inadequate time has been devoted to build shared understanding.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Although we grew 10% points over the last year, according to student perceptual data, 57% of 6th-12th students do not feel they have a sense of belonging as defined as being valued members of the school community.

Root Cause 3: The school may not have a sufficient offering of clubs, extra-curricular, and other activities to offer every student a place to belong or be communicating how we value students in a manner that they understand.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math.

Root Cause 4: We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is significant student achievement variance among and within grade-levels. Root Cause

Root Cause 5: The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation




Goals




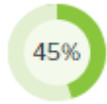
Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS




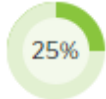

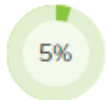





1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: ALA will earn a TEA accountability rating of at least a "A" by June 2023.

Evaluation Data Sources: CCMR Data, TELPAS Data, and 22-23 STAAR/EOC Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and implement processes and protocols that result in instructionally focused team meetings including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, and curriculum development.</p> <p>KPI/Metric/Measure: 1st Quarter: Process, protocols and norms identified 2nd Quarter: Process, protocols and norms in use 80% of the time 3rd Quarter: Process, protocols and norms in use 90% of the time 3rd Quarter: Process, protocols and norms in use 100% of the time</p> <p>Staff Responsible for Monitoring: Leadership Team and Team Members</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide universal and targeted guidance lessons including, but not limited to, violence prevention, RULER, and conflict resolution. The guidance lessons will include resources such as fidget toys are used for stress and anxiety, kinetic sand, games and books.</p> <p>KPI/Metric/Measure: 100% of ALA students will receive lessons Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Counseling Materials - 211 - ESEA Title I, Part A - Regular - \$250</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Design and provide high quality professional learning for faculty and staff.</p> <p>KPI/Metric/Measure: 1st Quarter: NA 2nd Quarter: 50%> students met projected growth on MOY MAP 3rd Quarter: NA 4th Quarter: 55%> students met projected growth on EOY MAP Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Integrate the use of math manipulative into Tier 1,2, and 3 instruction</p> <p>KPI/Metric/Measure: 1st Quarter: NA 2nd Quarter: Provide PD on the use of manipulatives 3rd Quarter: Use manipulative in 100% when applicable 4th Quarter: Use manipulative in 100% when applicable</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Math Manipulatives - 164 - State Compensatory Education (SCE) - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor chronic absences to create targeted and individualized interventions.</p> <p>KPI/Metric/Measure: 100% of chronically absent students will have a plan.</p> <p>Staff Responsible for Monitoring: APs, Counselors, and FACE Specialist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Administer Fitnessgram BOY, MOY and EOY</p> <p>KPI/Metric/Measure: 100% of students in PE K-5 will complete BOY, MOY, and EOY Fitnessgram.</p> <p>Staff Responsible for Monitoring: PE Teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Student Learning

Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

Perceptions







Problem Statement 1: Although we grew 10% points over the last year, according to student perceptual data, 57% of 6th-12th students do not feel they have a sense of belonging as defined as being valued members of the school community. **Root Cause:** The school may not have a sufficient offering of clubs, extra-curricular, and other activities to offer every student a place to belong or be communicating how we value students in a manner that they understand.

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: ALA will increase parent participation for family workshops and events on campus that will improve campus culture, family engagement participation, and a sense of belonging by students and family by 10% from 43% to 53% from the 2021-22 SY by the end of the 2022-2023 SY.

Evaluation Data Sources: Parent Surveys, MAP Data, Discipline Referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and provide high quality professional learning opportunities on a monthly basis for parents to learn valuable tools and resources (Understanding MAP scores, attendance strategies, student code of conduct review) that they can use to help their students succeed in their academic pursuits</p> <p>KPI/Metric/Measure: Increase PFE by 2.50% at each Quarter (Q1, Q2, Q3, Q4) with a total of 10% increase on student survey in student culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant/Associate Principals, Operations Coordinator/FACE Specialist, Teachers and Faculty</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Food for Families Attending PFE Workshops - Supplies and Refreshments - 211 - ESEA Title I, Part A - Regular - \$40</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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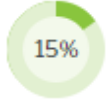

Performance Objective 2 Problem Statements:










Perceptions
<p>Problem Statement 1: Although we grew 10% points over the last year, according to student perceptual data, 57% of 6th-12th students do not feel they have a sense of belonging as defined as being valued members of the school community. Root Cause: The school may not have a sufficient offering of clubs, extra-curricular, and other activities to offer every student a place to belong or be communicating how we value students in a manner that they understand.</p>

Goal 2: ENSURE PROFICIENCY

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

Performance Objective 1: By the end of the 21-22 school year, 100% of ALA PK students will be Tier 1 in reading and 100% of ALA PK students will be Tier 1 in math.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive individual coaching and collaborative time to learn from and with each other.</p> <p>KPI/Metric/Measure: 1st Quarter: IC will attend PLC 50% of the time 2nd Quarter: IC will arrange collaborative curriculum planning time (1/2 or full day) 3rd Quarter: IC will arrange collaborative curriculum planning time (1/2 or full day) 4th Quarter: IC will arrange collaborative curriculum planning time (1/2 or full day)</p> <p>Staff Responsible for Monitoring: Euclid Admin and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- 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, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Design and provide high quality professional learning.</p> <p>KPI/Metric/Measure: 1st Quarter: 50% professional development workshops and faculty meetings will follow E. Aquila's 7 Habits of PD (ALA Leadership book study) 2nd Quarter: 60% professional development workshops and faculty meetings will follow E. Aquila's 7 Habits of PD (ALA Leadership book study) 3rd Quarter: 70% professional development workshops and faculty meetings will follow E. Aquila's 7 Habits of PD (ALA Leadership book study) 4th Quarter: 80% professional development workshops and faculty meetings will follow E. Aquila's 7 Habits of PD (ALA Leadership book study)</p> <p>Staff Responsible for Monitoring: Leadership Team and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - 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, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide timely, specific and actionable written feedback and discussion to teachers.</p> <p>KPI/Metric/Measure: 1st Quarter: 100% of faculty will have received evaluative or non-evaluative written feedback 2nd Quarter: 100% of faculty will have received evaluative written feedback 3rd Quarter: 100% of teachers will have received formal evaluations 4th Quarter: 100% of TPESS metrics/requirements are met.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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, 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Student Learning

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.



School Processes & Programs

Problem Statement 1: The faculty lacks a comprehensive and thorough understanding of how to implement restorative practices. **Root Cause:** Inadequate time has been devoted to build shared understanding.

Goal 3: ENSURE PROFICIENCY

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

Performance Objective 1: The percentage of Grade 3 students on grade level in Reading STAAR will increase from 59% to 65% (Meets Level)

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and implement processes and protocols that result in instructionally focused team meetings including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, and curriculum development.</p> <p>KPI/Metric/Measure: 1st Quarter: Process, protocols and norms identified 2nd Quarter: Process, protocols and norms in use 80% of the time 3rd Quarter: Process, protocols and norms in use 90% of the time 4th Quarter: Process, protocols and norms in use 100% of the time</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- 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 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will analyze multiple sources of data to identify Tier 2 and Tier 3 students who will receive interventions through Mind Gym and after school interventions, as well as differentiated small groups.</p> <p>KPI/Metric/Measure: 1st Quarter: BOY MAP data analysis will take place on September 30 PD day</p>	Formative			Summative
	Oct	Jan	Apr	June

2nd Quarter: 100% of interventions are in Branching Minds
 3rd Quarter: MOY MAP data and STAAR Interim analyzed in January and groups will be adjusted
 4th Quarter: 100% of progress monitoring and adjustments will be reflected in Branching Minds

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Student Learning









Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective 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

Performance Objective 2: The percentage of Grade 3 students on grade level in Math STAAR will increase from 42% to 50% (Meets Level)

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and implement processes and protocols that result in instructionally focused team meetings including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, and curriculum development.</p> <p>KPI/Metric/Measure: 1st Quarter: Process, protocols and norms identified 2nd Quarter: Process, protocols and norms in use 80% of the time 3rd Quarter: Process, protocols and norms in use 90% of the time 4th Quarter: Process, protocols and norms in use 100% of the time</p> <p>Staff Responsible for Monitoring: Administrators and IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will analyze multiple sources of data to identify Tier 2 and Tier 3 students who will receive interventions through Mind Gym and after school interventions, as well as differentiated small groups.</p> <p>KPI/Metric/Measure: 1st Quarter: BOY MAP data analysis will take place on September 30 PD day 2nd Quarter: 100% of interventions are in Branching Minds 3rd Quarter: MOY MAP data and STAAR Interim analyzed in January and groups will be adjusted 4th Quarter: 100% of progress monitoring and adjustments will be reflected in Branching Minds</p> <p>Staff Responsible for Monitoring: Administrators and IC</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</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 2 Problem Statements:

Student Learning

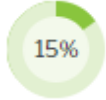


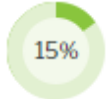


Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.





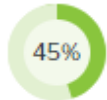





Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

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: The percentage of reading students at the meets level will increase from 60% to 72%. The percentage of math students at the meets level will increase from 34 % to 47%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and provide high quality professional learning.</p> <p>KPI/Metric/Measure: 1st Quarter: 100% of faculty will have received evaluative or non-evaluative written feedback 2nd Quarter: 100% of faculty will have received evaluative written feedback 3rd Quarter: 100% of teachers will have received formal evaluations 4th Quarter: 100% of TPESS metrics/requirements are met.</p> <p>Staff Responsible for Monitoring: Administrators and ICs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- 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 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide timely, specific and actionable written feedback and discussion to teachers.</p> <p>KPI/Metric/Measure: 1st Quarter: 100% of faculty will have received evaluative or non-evaluative written feedback 2nd Quarter: 100% of faculty will have received evaluative written feedback 3rd Quarter: 100% of teachers will have received formal evaluations 4th Quarter: 100% of TPESS metrics/requirements are met.</p> <p>Staff Responsible for Monitoring: Administrators and ICs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- 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, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted lunch, after school and Saturday School tutoring.</p> <p>KPI/Metric/Measure: `1st: 100% of eligible ALA students enrolled during the window will take BOY reading and math MAP 2nd: 75% of students in need of interventions are participating 3rd: 85% of students in need of interventions are participating 4th: 90% of students in need of interventions are participating</p> <p>Staff Responsible for Monitoring: Administrators, Counselors and Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplemental pay for teachers - 282 - ESSER - \$30,832.63</p>	Formative			Summative
	Oct	Jan	Apr	June
	 10%	 65%	 100%	
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted SEL programming and resources for students PK-12.</p> <p>KPI/Metric/Measure: Quarter 1: 100% teachers will receive RULER professional learning Quarter 2: 100% of morning meetings and homegroup time will include RULER elements. Quarter 3: 100% of students will have received SEL guidance lessons. Quarter 4: ALA will see an increase of 5 percentage points in students sense of belonging as measure by Panorama.</p> <p>Staff Responsible for Monitoring: Associate Principals</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Classroom Libraries, T-Shirts, Allowable Food Purchases - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	 15%	 45%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Student Learning

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

Perceptions








Problem Statement 1: Although we grew 10% points over the last year, according to student perceptual data, 57% of 6th-12th students do not feel they have a sense of belonging as defined as being valued members of the school community. **Root Cause:** The school may not have a sufficient offering of clubs, extra-curricular, and other activities to offer every student a place to belong or be communicating how we value students in a manner that they understand.

Goal 5: ENSURE PROFICIENCY

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

Performance Objective 1: Maintain a 100% graduation rate and a 0% dropout rate.

Evaluation Data Sources: Graduation rate reports

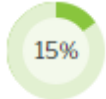


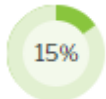





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct individual senior meetings with their counselor at the beginning of semester 1 and again during the 2nd semester to review individualized graduation plans, the student transcript, and action steps for each senior.</p> <p>KPI/Metric/Measure: 1st Quarter: 50% of fall senior meetings complete. 2nd Quarter: 100% of fall senior meetings complete. 3rd Quarter: 50% of spring senior meetings complete. 4th Quarter: 100% of spring senior meetings complete.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Performance Objective 1: Maintain 100% 8th grade enrollment rate in high school United States History and English 1 for the 2022-2023 school year.

Evaluation Data Sources: Enrollment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning in the area of differentiation for course teachers.</p> <p>KPI/Metric/Measure: 1st Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 2nd Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 3rd Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 4th Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Design and implement processes and protocols that result in instructionally focused department meetings including, but not limited to, Looking at Student Work (LASW), data and assessment analysis, and curriculum development.</p> <p>KPI/Metric/Measure: 1st Quarter: NA 2nd Quarter: 50%> students met projected growth on MOY MAP 3rd Quarter: NA 4th Quarter: 55%> students met projected growth on EOY MAP</p> <p>Staff Responsible for Monitoring: Administrators and ICs</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.

Student Learning

Problem Statement 1: There is significant student achievement variance among and within grade-levels. **Root Cause:** The school has not yet mastered differentiation to meet the needs of all students on a daily basis.








Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Performance Objective 2: 90% or higher of 8th Algebra 1, English 1, and US History students will earn credit.

Evaluation Data Sources: Earned credit report for 22-23




Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning in the area of differentiation for course teachers.</p> <p>KPI/Metric/Measure: 1st Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 2nd Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 3rd Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 4th Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers</p> <p>Staff Responsible for Monitoring: Administrators and IC</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

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

Performance Objective 1: Increase the percentage of students receiving college credit in On Ramps, AP, and/or Dual Credit from 21-22 metrics.

Evaluation Data Sources: Credit reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning and feedback in the area of differentiation to support AP, Dual Credit, and On Ramp teachers.</p> <p>KPI/Metric/Measure: 1st Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 2nd Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 3rd Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers 4th Quarter: Provide high quality PD that incorporates differentiation strategies for 100% of teachers</p> <p>Staff Responsible for Monitoring: Admin and IC</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is significant student achievement variance among and within grade-levels. Root Cause: The school has not yet mastered differentiation to meet the needs of all students on a daily basis.</p>
<p>Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. Root Cause: We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.</p>

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

Performance Objective 1: 80% of the class of 2023 will meet TSI/SAT/ACT college level performance by the end of the school year.

Evaluation Data Sources: TSI, SAT and ACT scores

Strategy 1 Details	Reviews			
Strategy 1: Integrate Cambridge resources in TSI and core academic English/Math classrooms. KPI/Metric/Measure: 1st Quarter: Invited Cambridge reps to share information 2nd Quarter: Integrate resources into 50% of the class time 3rd Quarter: Integrate resources into 60% of the class time 4th Quarter: Integrate resources into 70% of the class time Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 3	Formative			Summative
	Oct	Jan	Apr	June
	 20%	 100%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is significant student achievement variance among and within grade-levels. Root Cause: The school has not yet mastered differentiation to meet the needs of all students on a daily basis.
Student Learning
Problem Statement 1: There is significant student achievement variance among and within grade-levels. Root Cause: The school has not yet mastered differentiation to meet the needs of all students on a daily basis.
Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. Root Cause: We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

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

Performance Objective 1: By the end of the year we will maintain a 100% CCMR rate for the class of 2022.

Strategy 1 Details	Reviews			
Strategy 1: Integrate Cambridge resources into TSI, math, and English classes.	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of students earning Spanish dual credit through SAC	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: 100% of the Class of 2023 will complete the FAFSA no later than January 15, 2023

Evaluation Data Sources: November 1: 50% of students will have completed FAFSA

January 15: 100% of students will have completed FAFSA










Strategy 1 Details	Reviews			
Strategy 1: CBA will meet with seniors on a bi-weekly basis to provide support and checklist regarding the college application process KPI/Metric/Measure: 1st Quarter: 4 meetings will have taken place 2nd Quarter: 8 meetings will have taken place Staff Responsible for Monitoring: CBA	Formative			Summative
	Oct	Jan	Apr	June
	 20%	 20%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

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

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be offered college readiness exams such as the PSAT at no cost to themselves. KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: PSAT Examinations - 164 - State Compensatory Education (SCE) - \$2,016</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year. KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$9,361</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: The 21-22 STAAR achievement data indicates that 40% of students are not on grade-level in reading and 66% are not on grade-level in math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for students with gaps in grade-level readiness.

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

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

The CIP is available on campus in the ALA office. The CIP is distributed in English.

2.4: Opportunities for all children to meet State standards

The appropriate element boxes are checked in Plan4Learning to meet this requirement.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Math Manipulatives		\$3,000.00
11	1	1	PSAT Examinations		\$2,016.00
11	1	2	MAP Assessment Platform		\$9,361.00
Sub-Total					\$14,377.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Counseling Materials		\$250.00
1	2	1	Food for Families Attending PFE Workshops - Supplies and Refreshments		\$40.00
Sub-Total					\$290.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Supplemental pay for teachers		\$30,832.63
4	1	4	Classroom Libraries, T-Shirts, Allowable Food Purchases		\$5,000.00
Sub-Total					\$35,832.63