



Campus Improvement Plan

2023-2024



St. Philip's College Early College High School

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VISION

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

MISSION

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

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

- 1. Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
- 2. Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
- 3. Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
- 4. Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

- 1. Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
- 2. Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
- 3. Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
- 4. Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

- 1. Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 76% in August 2023, to 80% in August 2024.
- 2. Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 50% in August 2023, to 75% in August 2024.
- 3. Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 0% in August 2023, to 8% in August 2024.
- 4. Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

| CNA Development Dates | Meeting Topics and Actions |
|---|--|
| Meeting #1 Demographics, and Processes & Programs June 2, 2023 | Topics discussed during meeting #1 of CNA development included a review of current demographics with an emphasis on special pops; review of attendance data by grade level; evaluation of campus instructional footprint document; review of EOC data; 22-23 attendance problem statement. |
| Meeting #2 Perceptions, and Student Learning June 2, 2023 | Topics discussed during meeting #2 included a review of the 22-23 problem statements related to student's sense of belonging, community partnership, and teacher connectedness; state EOC data |

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The summative review was conducted to determine the success of performance objectives and strategies used to meet the campus goals. Each KPI was evaluated quarterly for completion. At the summative review it was determined which Strategies would be continued, modified, or discontinued for the 23-24 school year.

[Formative Review with notes](#)

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|--|---|------------------------------------|--|
| Attendance | Frontline Attendance Report | PS DE-1 | Our current attendance rate is 91% which is higher 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%. The current attendance rate is 3% less than the anticipated goal of 94% |
| | | RC DE-1 | Lack of proactive vs reactive systems that provide teachers with procedures on how to report absences administration and families. Lack of engaging the entire campus in monitoring attendance with fidelity.. |
| Campus Demographic percentages by category | Idata and Frontline report | PS DE-2 | TEA Access OBM states we must serve At-Risk 9th grade students at no less than 25% under the district. The current district percentage for At-Risk is 67% our current At-Risk percentage is 49% |
| | | RC DE-2 | Because we are a choice campus we receive students from across Bexar county. It is challenging to ensure all students are coded At-Risk when entering 9th grade. |
| | | PS DE-3 | |
| | | RC DE-3 | |
| | | PS DE-4 | |
| | | RC DE-4 | |
| Data Determinations | Implement Tier 1 supports for attendance at the teacher level; implement incentive opportunities campus wide; codify a reporting system between teachers and administration. Create in house survey with the At-Risk indicators to be completed by parents at open house. | | |

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|--------------------------------|---|------------------------------------|---|
| Preliminary EOC data 22-23 | TEA Texas Assessment Site | PS SL-1 | As a campus, our percentage of black students achieving at the meets level on Algebra I is 0%. 40 students tested Algebra I. 87% at approaches, 49% at meets, 13% at masters. |
| | | RC SL-1 | Algebra I students did not have a consistent math teacher for the 22-23 school year to implement consistent instructional strategies for student success. |
| Campus Instructional Footprint | Campus created look-fors, walk-through data and feedback | PS SL-2 | 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. |
| | | RC SL-2 | Current systems between ECHS and college to monitor student progress has improved but the partnership with one college department needs improving, as well as providing timely advising is not consistent |
| | | PS SL-3 | |
| | | RC SL-3 | |
| | | PS SL-4 | |
| | | RC SL-4 | |
| Data Determinations | Increase professional development in all areas including differentiation and emerging bilingual strategies for all learners. We will conduct semester professional development with the entire SPCECHS staff regarding TEA ECHS OBMs. Bring in Singh Learning to work with the Math department on strategies and intentional monitoring. Provide Ruby Payne training on teaching students in poverty. Implement alternative calendar with planned student interventions, tutoring, PLC, grade level meetings, and professional development dates. | | |

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|-------------------------------------|--|------------------------------------|--|
| Campus Instructional Footprint | Campus created look-fors | PS PP-1 | 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. 2020 - 53%; 2021 - 67%; 2022 - 46%; 2023 - 55% |
| | | RC PP-1 | 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 post-secondary graduation from SPC ECHS. |
| Texas Success Initiative Assessment | Campus TSIA data tracker | PS PP-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 41% (2025 Cohort) and Math from 54% (2022 cohort) to 10% (2025 Cohort). |
| | | RC PP-2 | Sustainable TSIA preparation program and materials for routine interventions that address student specific needs. |
| | | PS PP-3 | |
| | | RC PP-3 | |
| | | PS PP-4 | |
| | | RC PP-4 | |
| Data Determinations | As a campus we will utilize the new college course load document and support teacher to monitor student success. We will continue to implement interventions through EdReady for TSIA prep; hold more frequent parent meetings regarding student success in college courses. Additionally, we will create more structured supports in academic mentoring/ enrichment courses. Individual student profiles will be developed to support advising. | | |

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|------------------------------|---|------------------------------------|---|
| Student's sense of belonging | Grade level meeting feedback/ parent meetings | PS PE-1 | Students do not feel a strong sense of belonging. |
| | | RC PE-1 | 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. |
| Teacher Connectedness | Faculty meeting discussions/ parent meetings | PS PE-2 | Teachers are not extensively on-boarded and feel lost or not connected to the current faculty and staff when first hired. |
| | | RC PE-2 | 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 |
| Parent Engagement | Parent Survey | PS PE-3 | Parents do not feel involved nor engaged in the school community. |
| | | RC PE-3 | Lack of activities and opportunities that engage parents. |
| | | PS PE-4 | |
| | | RC PE-4 | |
| Data Determinations | <p>As of 6/13/2023 there is no Insight survey data available. As a CAC we have decided in order to increase a sense of belonging for students and connectedness among teachers, every teacher will be a class sponsor. We will begin at the beginning of the year assigning duties to teachers and a lead for each grade level. The lead will elect class sponsors, work with grade levels to build school spirit, and fund raise for events. The campus will seek out the possibility of starting a competitive bowling club for students. Additionally, we will hold a ½ day meeting with all new staff members for onboarding. Each new staff member will be assigned a campus mentor for the year.</p> <p>Provide activities that engage parents beyond attendance and award ceremonies. Some suggested activities are getting parents connected on social Media and the REMIND App; Frontline training (1 per semester); Vape presentation; Educate Parents on opportunities for GED and Ready To Work at SPC; Resource Fair; Budget Workshop; Literacy Night; STEAM Night; and Student event (volunteer opportunities).</p> | | |

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|---|---|--|------------------------|
| DE-1 | 1,2,3 | PS 1 | Establish campus based attendance committee that includes teachers, admin, support staff, at least 1 student. Meetings to be held every 3 weeks. | Assistant Principal | N/A |
| | | Quarterly KPIs | Q1- 100% complete committee with calendar meeting dates, sign-up sheets | | |
| DE-2 | 1,2,3 | PS 1 | Establish tier 1 teacher reporting system with administration to monitor student attendance and communicate with families in a positive way regarding attendance. | Assistant Principal | N/A |
| | | Quarterly KPIs | Q2 - 100% Teachers conduct parent conferences to discuss data and create system that work for engaging parents | | |
| DE-3 | 1,2,3 | PS 2 | Recruitment-The recruitment team, led by SPC's ECHS Academic Dean,Assistant Principal, and FACE support team will develop a recruitment plan that includes strategies to recruit at-risk students.The recruitment team will 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. | Academic Dean FACE Support Team | 196 211 |
| | | Quarterly KPIs | Q1 Survey at Open House with At-Risk indicators. Follow-up prior to snapshot to complete district At-Risk identification procedures | | |
| DE-4 | 1,2,3 | PS 1 | Campus wide attendance and academic incentive provided every 9 weeks. | Assistant Principal FACE Support Team | 196 211 |
| | | Quarterly KPIs | Q4 95% of students have engaged in campus incentive improving overall campus attendance by 3% | | |

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|---|--|---------------------------------|------------------------|
| SL-1 | 1,2,3 | PS 1 | Hire and retain qualified staff. Provide staff with needed resources to support Math instruction Calendar dates that provide teachers and students for more intervention and tutoring time to work on individual student needs. Teachers will receive extra-duty pay for instructional time spent outside of their normal duty hours. | Principal | 199 196 211 |
| | | Quarterly KPIs | Q1-3 Math teachers attend professional development with Singh Learning Q1 - Purchase IXL Math platform and additional TI-Nspire calculators and batteries for Math department Q1 - 100% staff and students receive training on earned release criteria and processes to determine which students must attend tutoring and interventions. | | |
| SL-2 | 1,2,3 | PS 1 | Professional Development on Differentiated instruction; intentional monitoring and feedback to address the needs of diverse learners and special pops. | Principal Academic Dean | 196 |
| | | Quarterly KPIs | Q2- 100% staff members receiver Differentiated Instruction charts and PD with Marie Riley; Intentional monitoring and feedback with Singh Learning. | | |
| SL-3 | 1,2,3 | PS 2 | Monitor Canvas and Course syllabus for learning supports that close the gaps that may cause students not to persist. | Academic Dean | 211 |
| | | Quarterly KPIs | Q1 - Hire Academic Dean to support professional development and implementation of instructional practices. Q3 - 100% of staff will submit Course syllabus and maintain Canvas course every 9 weeks | | |
| SL-4 | 1,2,3 | PS2 | Daily monitoring of campus instructional footprint in all courses including Academic mentoring | Administrators Academic Dean | N/A |
| | | Quarterly KPIs | Q4 -100% of teachers will meet requirements for campus walkthrough look fors. The leadership team and department chairs, will calibrate weekly to ensure consistent proficiency of campus look fors. | | |

| 2.1 - Campus Improvement Plan (CIP) | | | | | |
|--|------------|---|---|--|------------------------|
| The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes | | | | | |
| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| PP-1 | 1,2,3 | PS1 | Create structured supports with systematic grade checks for students that encourage student success | Academic Dean/ Counselor | 211 |
| | | Quarterly KPIs | Q1 - 100% of student body enrolled in Academic mentoring or Enrichment course | | |
| PP-2 | 1,2,3 | PS1 | 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. | Academic Dean/ Counselor/ CBA/ SPC College advisor | 211 |
| | | Quarterly KPIs | Q1 - Hire school counselor Q2 - Audit of transcripts for each student and individual meetings with parent and student held by Lead counselor | | |
| PP-3 | 1,2,3 | PS 2 | Create EdReady accounts for all students and faculty. | Assistant Principal | N/A |
| | | Quarterly KPIs | Q3 100% of students have EdReady accounts for TSIA Prep | | |
| PP-4 | 1,2,3 | PS 2 | Schedule for TSI testing for the year is developed and posted on the campus website under ECHS Blueprint Requirements. | Assistant Principal | N/A |
| | | Quarterly KPIs | Q4 50% of all students class of 2025 will have passed 1 or more sections of TSIA | | |

| 2.1 - Campus Improvement Plan (CIP) | | | | | |
|---|------------|---|--|---------------------|------------------------|
| The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes | | | | | |
| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| PE-1 | 1,2,3,4 | PS 1 and PS 2 | Assign class sponsor duties to all faculty | Administration | N/A |
| | | Quarterly KPIs | Q1 - 90% Faculty will be assigned a class sponsor responsibility | | |
| PE-2 | 1,2,3,4 | PS 1 and PS 2 | Create student survey on school culture | Administration | N/A |
| | | Quarterly KPIs | Q2 - 100% students will participate in class activity survey indicating ideas to build school culture | | |
| PE-3 | 1,2,3,4 | PS 1 and PS 2 | Create a Tiger Mascot time for students to engage in SEL activities | Counselor | N/A |
| | | Quarterly KPIs | Q1- Hire school counselor Q3 - 90% of students participating in SEL lessons on David's Law; Bullying Prevention; Violence Prevention and intervention ; substance abuse; safety, create campus bowling club that can meet during Mascot Time. | | |
| PE-4 | 1,2,3,4 | PS 1 and PS 2 | Establish dedicated opportunities for staff members to engage with one another around building campus culture and instruction | Administration/ ACN | 196 |
| | | Quarterly KPIs | Q4 - 100% Staff participate in ACN staff development and team building activities | | |