

San Antonio Independent School District
Estrada Achievement Center
2023-2024 Campus Improvement Plan

Estrada Achievement Center

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Mission Statement

At Estrada Achievement Center, a school that provides a disciplinary alternative education program (DAEP), we believe in restorative discipline as a means of teaching lifelong learning skills to students. Estrada's mission is to instill in students a positive attitude toward school that exemplifies honor, dignity, and respect for self and others.

Our service-learning class and counseling sessions provide students the opportunity to practice positive social/behavioral skills to ensure success in the classroom and their daily lives. These programs help students explore expanded career opportunities, develop self-esteem and teach social skills in an environment of healthy competition. The motto of the Estrada Program is “Be the Shepherd.” Estrada students are expected to serve as role models, mentors, and leaders for others.

Vision

Estrada's purpose is to provide student-centered instruction while preparing students for success in their future educational endeavors, and by encompassing the district's core values to become productive members of society.

Value Statement

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.
Everyone should be treated with respect.
People support what they help create.

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subjects at the Meets grade level standard)

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Estrada Achievement Center provides instruction to students in grades 6-12 while utilizing Restorative Discipline Practices. Students are placed at Estrada as a result of San Antonio ISD Student Code of Conduct infractions. Placements are on average 10-50 days. Estrada teaches core classes along with EOC/STAAR remediation. In addition, time is built into the schedule to provide SEAD, Drug Abuse Education, CCMR enrichment with TSI/SAT/ACT prep.

The student population consists of 89% low-socio-economic, predominately Hispanic student population.

Demographic Data- Hispanic 90%, African American 10%, Gender-population consist of 75% Males 25% Females, Special Education 20%, 504- 7%, LEP 5%?. The demographic strengths despite the population Estrada Achievement Center serves, there has been a steady increase in daily student attendance.

Problems experienced by Estrada Demographics are the lack of resources/services available to students with substance abuse. Estrada has experienced a decrease in MOU's (memorandum of understanding) between district and community partners.

In terms of student learning, Estrada has a high student mobility rate due to a 10 to 50 day placement cycle. 100% of students are considered at risk and have experienced gaps in their educational careers, resulting in low performing/below grade level in relation to state standards.

Estrada's learning strength is the student/teacher ratio which allows specialized academic instruction. Estrada Achievement Center has introduced programs that foster student success. Examples of programs are PBIS, Restorative Practices, Service Learning, SEAD, RTI, and CCMR enrichment in regards to TSI/SAT/ACT prep.

Estrada consistently looks for ways to improve the perceptions of its role within the district and community. There is continuous effort to improve Climate, Culture, Values, and belief that every student can learn and matters. The Estrada campus struggles to build and maintain relationships with community partners/social services due to the perceptions that Estrada serves the bad students.

In conclusion, Estrada Achievement Center continues to strive for excellence by assessing campus needs to ensure students receive a quality education during their placement. Estrada campus needs assessment is set with data analysis, and has set goals based around district goals of providing all students with the academic resources to achieve success in their educational endeavors while addressing each students social-emotional needs. For the school year 2023-24 Estrada will establish a system of lessons plans that will focus on student progress in the area of STAAR/EOC with specialized instruction built on a 30 day cycle using YAG and data that reflects weaknesses in TEKS for STAAR/EOC mastery, In addition Estrada will become a data driven instructional campus to increase student success for TEKS mastery.

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Demographics

Demographics Summary

Estrada Achievement Center is a Disciplinary Alternative Education Program (DAEP). The school is located at 1112 S. Zarzamora St., San Antonio, TX. We serve students in grades 6-12 from throughout the San Antonio Independent School District. We believe in Restorative Practices as a means of teaching lifelong learning skills to students. The school's mission is to instill in students a positive attitude toward school that exemplifies Honor, Dignity, and Respect for self and others. Students are placed at Estrada as a result of an infraction of the District's Code of Conduct. Students are placed for short term assignments from 10 - 50 days, resulting in high student turnover. Parents, staff, community members, and traditional campuses are our stakeholders. Our DAEP program is required to teach Math, Reading, Science, and Social Studies as required by the Texas Education Code (TEC

37.008). Estrada does not teach elective courses. We provide a small, unique learning environment that focuses on building relationships with students and families that positively impact student's educational journeys. The required special programs, Special Education, LEP, 504, Dyslexia, At-Risk, Migrant, and McKinney Vento services ensure our students receive the necessary assistance to be academically successful. The community we serve consists of 89% low socio-economic, high crime rates, predominantly Hispanic. Our students and families may have incarcerated family members, gang affiliations, single parent homes or being raised by other family members. Many families live in public housing and/or receive some type of public assistance.

Demographic Data:

Hispanic: 90%

African American: 10%

Male: 75%

Female: 25%

Sped: 20%

504: 7%

LEP: 5%

GT: 3%

High School: 60%

Middle School: 40%

Are these demos correct

Most Frequent Offenses:

04.DP Drug related offenses 45%

28:DN Assault w/bodily injury 15%

05.DQ Alcohol 7%

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02.DT Felony Conduct 7%

Demographics Strengths

Increased attendance rate over the last four years, from 75% to 92%.

Estrada Achievement Center Data

School Year 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022, 2022-2023 Attendance 75% 76% 81% 92.90% need info

Suspensions 237 113 14 0 need info Expulsions 32 5 3 1 1

To address the high number of drug offenses Estrada Achievement Center has a Licensed Chemical Dependency Counselor (LCDC) on staff. The teachers are highly qualified and come from diverse backgrounds and ethnicity's that aligns with the student population, thereby allowing staff to relate to student experiences and build rapport. Multiple staff members are products of SAISD and all staff members hold the appropriate certification for their position. 67% of professional staff members hold a Master's Degree or higher. The student-teacher ratio is 15:1. Do we had [SACADA's new grant here?](#)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a minimal system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses. . **Root Cause:** Root Cause The rate in which students are vaping is rapidly growing and Estrada Achievement Center is struggling to keep up with the demands of students vaping and other substance abuse. Estrada has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners

Problem Statement 2 (Prioritized): As of the school year 2023-24, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being

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developed and perfected which hinders consistency in data collection.

Student Learning

Student Learning Summary

The same Formative and Summative assessments are given as a pre-test and exit test to calculate students progress while placed in the DAEP. All pre/post-tests are developed from State TEKS, Pacing Guide, and Year at Glance.

Students receive instruction based on a 10 day cycle developed using the district's summative data to determine low performing TEKS in each subject area

The district YAG is used to build lessons within the cycle

Pre and Post Assessments are used to determine how students progress through the curriculum.

Diagnostic measures: Daily lessons provided in English, History, Math, and Social studies that comprise our daily grades for student progress measures

Prior years EOC/STARR and TELPAS results will be used to determine remediation/academic supports

The majority of students are coming in performing below grade level, with low attendance, and no grades or failing grades.

Student Learning Strengths

Student/teacher ratio 15/1 provides for more individualized, differentiated, and accommodated learning, Estrada Achievement Center student attendance rates improve, students are more engaged in the learning due to smaller class sizes, students perform better in a safe, structured learning environment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As of the school year 2023-24, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Problem Statement 2 (Prioritized): As of the school year 2023-24 Estrada Teachers lack ongoing professional development in lesson planning, curriculum resources. **Root Cause:** The majority of Estrada's administrative focus has been on attendance and restorative practices as opposed to other effective instructional practices and planning that align with district goals.

Problem Statement 3 (Prioritized): Data analysis from the school year 2023-24 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to

faculty. **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

Problem Statement 4 (Prioritized): Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 5 (Prioritized): The perception of Estrada within the district is that there is no academic rigor. **Root Cause:** In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

Problem Statement 6 (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% are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the evaluations, and create targeted intervention plans for students with gaps in grade-level readiness.

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School Processes & Programs

School Processes & Programs Summary

Instructional: Restorative Practices, Service Learning, PBIS, Student remediation for state accountability. Year at a Glance (YAG), Pacing Guide, Scope and Sequence, TEKS, District/Campus Performance Goals,

Curricular: Math, Science, English, Social Studies, Social-Emotional Academic Development (SEAD), Service Learning Program,

Personnel: (Recruit) Hire highly qualified teachers and support staff, Stipends, Job Fairs

(Support) Provide Professional Development, Provide Mentors, New teacher meetings,

(Retain) Stipends, Paid-Masters Degree Program, Promote from within,

Organizational: Site-Based Team, Departmental Teams, Transition Meetings,

Estrada Handbook, Estrada Policies and Procedures,

Administrative: Campus Admin Team, Campus Leadership Team, Attendance Committee

School Processes & Programs Strengths

Estrada Handbook and Policies and Procedures provides a step-by-step guide to be followed to ensure safety and fidelity to the program.

Restorative Practices allow teachers to establish positive, appropriate relationships with students.

Service Learning teaches students to work together to achieve a goal.

PBIS allows for rewards and incentives to students who show improved behavior.

Campus Leadership Team provides guidance, compliance, and leadership for everyday campus operations.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

Problem Statement 2 (Prioritized): As of the school year 2022-2023, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has not established a system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement.

Problem Statement 3 (Prioritized): As of the school year 2022-2023 Estrada Teachers lack ongoing professional development in lesson planning, curriculum resources. **Root Cause:** The majority of Estrada's administrative focus has been on attendance and restorative practices as opposed to other effective instructional practices and planning that align with district goals.

Problem Statement 4 (Prioritized): The perception of Estrada within the district is that there is no academic rigor. **Root Cause:** In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

Problem Statement 5 (Prioritized): Estrada's connection to the immediate community is weak. **Root Cause:** Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 6 (Prioritized): There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses. **Root Cause:** Estrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners.

Problem Statement 7 (Prioritized): Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 8 (Prioritized): As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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Perceptions

Perceptions Summary

Student feelings about Estrada are widely varied. Most feel safe and relaxed at Estrada. Some students find the curriculum challenging, others do not. Many students want to stay at Estrada or come back to Estrada.

Parent and guardian feelings are varied. Most feel the culture at Estrada is caring and structured. They feel teachers provide positive attention to students. However some parents feel that there are too many rules, and Estrada is a punitive detention center.

The community no longer knows who Estrada is. Those that do know who Estrada is, see us as the school that houses the "bad kids." Some teachers in the district perceive Estrada as a place where teachers do not teach, are unqualified and no rigor is taught while others believe Estrada has a positive impact within the district.

Some Estrada teachers feel that the climate and culture of Estrada is not as safe as it used to be. Most believe the administrative team need to be consistent and provide clarity and ongoing training for all staff.

Estrada teachers feel there is a lack of understanding and compassion from all stakeholders about the role Estrada plays in the district.

Perceptions Strengths

- Students feel safe, positive student/teacher relationships, students feel they learn more at Estrada, students feel supported at Estrada and many report a disconnect or lack of support at their home campus. Students feel they get more individualized attention in class.

- Parents feel their students are cared for and safe. Parents feel their students get positive attention from teachers. Parents reported that their students received more individualized instruction from teachers at Estrada. Parents appreciate the level of communication from teachers regarding attendance and progress.

- Many in the community feel Estrada has a positive impact on students.

- Estrada teachers and staff feel every student has the potential to be successful. Student-centered, positive relationships with students have a positive impact. Individualized instruction gives students the necessary knowledge and skills to be successful in their education journey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The perception of Estrada within the district is that there is no academic rigor. **Root Cause:** In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

Problem Statement 2 (Prioritized): Estrada's connection to the immediate community is weak **Root Cause:** Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 3 (Prioritized): There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses. **Root Cause:** Estrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners.

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Problem Statement 4 (Prioritized): As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Priority Problem Statements

Problem Statement 1: There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses. .

Root Cause 1: Root CauseEstrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners

Problem Statement 1 Areas: Demographics

Problem Statement 2: As of the school year 2023-24 Estrada Teachers lack ongoing professional development in lesson planning, curriculum resources.

Root Cause 2: The majority of Estrada's administrative focus has been on attendance and restorative practices as opposed to other effective instructional practices and planning that align with district goals.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Data analysis from the school year 2022-23 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty.

Root Cause 3: Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources. **Problem**

Statement 3 Areas: Student Learning

Problem Statement 4: Estrada receives students from all of the district's middle and high schools. District data shows that 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 4: As a campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies).

Root Cause 5: Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: The perception of Estrada within the district is that there is no academic rigor.

Root Cause 6: In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty

Root Cause 7: Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources. Estrada

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Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: As of the school year 2022-2023, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies).

Root Cause 8: Estrada Administration has not established a system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: As of the school year 2022-2023 Estrada Teachers lack ongoing professional development in lesson planning, curriculum resources.

Root Cause 9: The majority of Estrada's administrative focus has been on attendance and restorative practices as opposed to other effective instructional practices and planning that align with district goals.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: The perception of Estrada within the district is that there is no academic rigor.

Root Cause 10: In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Estrada's connection to the immediate community is weak.

Root Cause 11: Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses.

Root Cause 12: Estrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Estrada receives students from all of the district's middle and high schools. District data shows that 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 13: As a campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: The perception of Estrada within the district is that there is no academic rigor.

Root Cause 14: In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG,

Pacing Guide, etc.) with fidelity.

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Problem Statement 14 Areas: Perceptions

Problem Statement 15: Estrada's connection to the immediate community is weak

Root Cause 15: Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses.

Root Cause 16: Estrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: 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% are not college, career, or military ready.

Root Cause 17: As a district, we need to improve systems that involve assessments, evaluate the results of the evaluations, and create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 17 Areas: Student Learning

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

District goals

Campus goals

HB3 CCMR goals

Performance Objectives with summative review (prior year)

Campus/District improvement plans (current and prior years)

Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Planning and decision making committee(s) meeting data

State and federal planning requirements

Accountability Data

Student Achievement Domain

Student Progress Domain
Closing the Gaps Domain
Effective Schools Framework data

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
Student failure and/or retention rates
Local benchmark or common assessments data
Grades that measure student performance based on the TEKS
Pre and post assessment

Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
Economically disadvantaged / Non-economically disadvantaged performance and participation data
Special education/non-special education population including discipline, progress and participation data
At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
Section 504 data
McKinney-Vento Homeless data
Dyslexia data
Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

Completion rates and/or graduation rates data
Annual dropout rate data

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Attendance data
Mobility rate, including longitudinal data
Discipline records
Violence and/or violence prevention records
Tobacco, alcohol, and other drug-use data
School safety data

Employee Data

Professional learning communities (PLC) data
Staff surveys and/or other feedback
State certified and high quality staff data
Campus leadership data
Campus department and/or faculty meeting discussions and data
Professional development needs assessment data

Evaluation(s) of professional development implementation and impact

T-PESS data

T-TESS data

Parent/Community Data

Parent surveys and/or other feedback

Community surveys and/or other feedback

Support Systems and Other Data

Processes and procedures for teaching and learning, including program implementation

Capacity and resources data

Budgets/entitlements and expenditures data

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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: 100% of Estrada Professional Staff will participate in monthly ongoing curriculum professional development to provide well

designed lessons and activities using a 30 day lesson cycle that focuses on TEKS aligned instruction to increase student passing rate to 85 % in every three week progress reporting period.

100% participation of campus wide culture survey at BOY, MOY, and EOY for students, parents, and teachers.

Evaluation Data Sources: Professional development agendas and sign in sheets, lesson plans, walkthrough data, Performance Matters Platform, student grade reports.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Send out availability dates to employees so we have a 100 % participation

Strategy 1 Details Reviews

Strategy 1: Provide teachers multiple opportunities for professional development using **campus**, district and outside entities, as well as SAISD's curriculum resources with embedded intervention to create engaging and rigorous lessons for students based on student data and TEKS mastery.

Social Emotional Resources will be used to support students and families with a variety of needs such as: Social emotional development, counseling, support, positive behavior choices, and attendance motivators. Also to show students on gardening, planting crops, working with garden tools, **fixing tools**, and growing vegetables during service learning.

KPI/Metric/Measure: Professional development agendas and sign-in sheets, lesson plans, walkthrough data, EOC/ STARR results, Online Professional Development Opportunities, Estrada Achievement Center Performance Matters Platform, T-TESS goals, **Student sign in sheets**.

Staff Responsible for Monitoring: Administration, Dept. Chairs, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

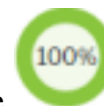
- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes &

Programs 1, 3 **Funding Sources:** - 164 - State Compensatory Education (SCE) - \$6,200

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Strategy 2 Details Reviews

Strategy 2: Estrada will seek out professional development opportunities for all staff, including opportunities for continued partnership with the district's curriculum department and approved outside resources. This is to include district guidance on developing 30 day lesson cycles that focus on student weaknesses on STAAR/EOC.

KPI/Metric/Measure: Performance Matters Platform, T-TESS, District mandated PD

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math,

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 3



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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses. . **Root Cause:** Root CauseEstrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners

Student Learning

Problem Statement 2: As of the school year 2022-23 Estrada Teachers lack ongoing professional development in lesson planning, curriculum resources. **Root Cause:** The majority of Estrada's administrative focus has been on attendance and restorative practices as opposed to other effective instructional practices and planning that align with district goals.

Problem Statement 3: Data analysis from the school year 2022-23 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty. **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

School Processes & Programs

Problem Statement 1: Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

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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: 100 % of Estrada's faculty will support district wide efforts to increase student performance for at risk/ sub group populations on state assessments by participating in ongoing monthly PLC's regarding specialized classroom instruction for students enrolled in dual credit/edgenuity courses by the end of the each nine week grading period. This is to include summer school enrichment and instruction for failing students. Estrada Achievement Center continues to serve our students through the month of June 2023. Therefore, we request supplies and materials for Summer School in which students are given the opportunity to complete their DAEP placement in order for students to begin school at home campus in 2023-2024.

Evaluation Data Sources: Walkthrough data, Lesson Plans, Remediation/Instructional sign in sheets, T-TESS BME Conferences, IPAD, technology equipment, Faculty meeting agendas, instructional resources, subscriptions and clerical supplies for all instructional purposes to include dual credit/edgenuity academic success, Department Chairs instructional resources and supplies.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details Reviews

Strategy 1: Estrada Administration will develop a year-long calendar that sets minimum parameters for all students using instructional technology such as: IPADs, laptops, additional resources, supplies and materials to ensure student progress measures are achieved every grading period. Students who are placed with Estrada that have courses in Dual Credit and edgenuity will utilize devices to close educational gaps and earn high school/college credit towards students academic achievement. Estrada will provide summer school enrichment.

KPI/Metric/Measure: Walkthrough data, Lesson Plans, Remediation/Instructional sign in sheets, Student transcripts and earned credits will be used to gage program success summer school rosters

Staff Responsible for Monitoring: Principal, Administrators.

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, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 3, 8 - Perceptions 4

Funding Sources: - 164 - State Compensatory Education (SCE) - \$9,830, - 164 - State Compensatory Education (SCE) - \$9,040

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 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

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Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Student Learning

Problem Statement 1: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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Problem Statement 4: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 5: The perception of Estrada within the district is that there is no academic rigor. **Root Cause:** In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

School Processes & Programs

Problem Statement 1: Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

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Perceptions

Problem Statement 4: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 3: 100% of Estrada students who failed STAAR/EOC will receive accelerated instruction and interventions for targeted TEKS based on individual STAAR/EOC needs a minimum of one time per week per failed subject.

Evaluation Data Sources: Pre/post unit formative assessment data, state testing data, Remediation Session Sign-In Sheets and student roster, Word Wall Activities, Lesson Plans, Rubrics, Edgenuity

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details Reviews

Strategy 1: Teachers and Admin will develop accelerated instruction sign-in sheets to ensure intervention sessions are occurring on a weekly basis, to ensure fidelity these log in sheets will be utilized on T-TESS and T-P ESS Evaluations. **KPI/Metric/Measure:** Pre/post unit formative assessment data, state testing data, Remediation Session Sign-In Sheets, Word Wall Activities, Lesson Plans, Rubrics, **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2, 4, 8 - Perceptions 4

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TEA Priorities:



Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses. . **Root Cause:** Root CauseEstrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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Student Learning

Problem Statement 1: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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School Processes & Programs

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Problem Statement 4: The perception of Estrada within the district is that there is no academic rigor. **Root Cause:** In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

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Perceptions

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Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 4: 100% of Estrada students that participate in Edgenuity/dual credit courses will receive instruction through technology devices such as: laptops, ipads, additional resources to ensure students achieve academic success in all 20/30 day placements.

High Priority

HB3 Goal

Evaluation Data Sources: Transcripts, report cards, course completion forms, sign in sheets , Edgenuity usage, credit recovery log sheets **Strategy 1**

Details Reviews

Strategy 1:

Estrada will provide students the opportunity to have laptops/headsets that allow access to all college platforms/programs in order for students to accomplish passing standards for both SAISD and Alamo Community College. **KPI/Metric/Measure:** Student schedules, college syllabus, attendance rosters, technology check out **Staff Responsible for**

Monitoring: Admin
Counselors

Teachers

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

(SCE) - \$6,300

Problem Statements: Demographics 2 - Student Learning 1, 4 - School Processes & Programs 7, 8 - Perceptions 4 **Funding Sources:** - 164 - State Compensatory Education

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Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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Student Learning

Problem Statement 1: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Problem Statement 4: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

Problem Statement 7: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

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Goal 2: ENSURE PROFICIENCY

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

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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: 85% of Estrada Students will show a minimum of 5% growth in all core subject areas using pre/post unit test scores during the students DAEP placement for the 2022/2023 school year.

Evaluation Data Sources: Formative pre/post unit assessment data, Formative and summative local assessments.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: provide a transitional schedule for students that come in with data sheets that allow more accurate intervention **Strategy**

1 Details Reviews

Strategy 1: Staff will analyze data from formative as well as pre/post assessments to drive instruction by ensuring staff and students have the appropriate instructional materials and resources. **Lever 1:** Strong School Leadership and Planning, **Lever 5:** Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4 - School Processes & Programs 1, 2, 7, 8 - Perceptions 4

KPI/Metric/Measure: Formative pre/post unit assessment data ,formative and summative local assessments, **Staff Responsible for Monitoring:** Admin team, Dept. Chairs, teachers. **Funding Sources:** - 199 - Local Maintenance - \$9,830, - 164 - State Compensatory Education (SCE) - \$9,440

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Student Learning

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School Processes & Programs

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Perceptions

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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 2: 100% of Estrada's students will attend 1 group and/or 1 individual early intervention counseling session during their placement to increase the district graduation rate by addressing academic needs and social emotional needs for all students.

Evaluation Data Sources: Individual counseling agendas, group counseling agendas. Counseling sign in sheets.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Interventions fail off during periods of high student to teacher ratio therefore need to look at adult schedules to ensure it remains a priority

Strategy 1 Details Reviews

Strategy 1: Utilize the intervention period to set specific dates/times for individual audits of academic transcripts with struggling students.

KPI/Metric/Measure: Individual counseling agendas, group counseling agendas. Counseling sign in sheets. Nurse expenditures for student wellness /PPE/supplies/home visits

Staff Responsible for Monitoring: Admin team, Academic Counselor, Drug Abuse Counselor, Social Worker, Service Learning Coordinator, Nurse

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, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4 - School Processes & Programs 1, 2, 5, 7, 8 - Perceptions 2, 4

Funding Sources: - 164 - State Compensatory Education (SCE) - \$192, - 164 - State Compensatory Education (SCE) - \$6,200

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Strategy 2 Details Reviews

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Strategy 2: The nurse will meet the student needs that arise during instructional time, keeping students at school and in classrooms available for student learning.

KPI/Metric/Measure: Nurses log of services

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Staff Responsible for Monitoring: Admin, Nurse

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 5 - School Processes & Programs 1, 4

Funding Sources: - 164 - State Compensatory Education (SCE) - \$6,200



No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Student Learning

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School Processes & Programs

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School Processes & Programs

Problem Statement 4: The perception of Estrada within the district is that there is no academic rigor. **Root Cause:** In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

Problem Statement 5: Estrada's connection to the immediate community is weak. **Root Cause:** Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 7: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

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Goal 5: ENSURE PROFICIENCY

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

Performance Objective 1: 100% of all Estrada students will receive progress reports along with parent notifications via telephone calls text, and/or Home visits, and emails. A campus representative will perform weekly home visits to students who have failing grades below 70 and/or poor attendance at 90% or lower in order to increase the percentage of students passing and attending classes, which will positively impact the district's graduation and drop out rates.

Evaluation Data Sources: Teacher/Parent phone logs, Admin home visit log sheets, PEIMS Attendance Data Sheets Home visit logs and maps

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Have teachers and staff use an app called time stamp to document the home visits.

Strategy 1 Details Reviews

Strategy 1: Teachers and administration will implement a system of failure notification's that generates a list of struggling students addressing both academic needs and social emotional needs. Administrators and staff will perform home visits to ensure attendance. **KPI/Metric/Measure:** Failure list, Rhithm app, student progress reports, counselor log sheets **Staff Responsible for Monitoring:** Teachers, counselors, social worker and administrators

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3, 4

- School Processes & Programs 1, 2, 6, 8 - Perceptions 4

Funding Sources: - 164 - State Compensatory Education (SCE) - 164 - \$1,500



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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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Student Learning

Problem Statement 1: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Problem Statement 3: Data analysis from the school year 2022-23 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty. **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

Problem Statement 4: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

Problem Statement 1: Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty. **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

Problem Statement 2: As of the school year 2022-2023, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has not established a system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement.

Problem Statement 6: There is no system in place at Estrada DAEP to create opportunities to develop partnerships with outside services/resources for the students sent to Estrada for substance abuse offenses. **Root Cause:** Estrada Administration has failed to initiate and/or maintain MOU's (Memorandum of Understanding) between the campus and community partners.

Problem Statement 8: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Perceptions

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Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

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

Performance Objective 1: Upon placement at Estrada, Estrada will ensure 100% of 8th grade students with a high school level core course on their home school schedule are enrolled in the the high school course in order to gain TEKS mastery of at least 70% for that course.

Evaluation Data Sources: Student schedules, lesson plans, curriculum guides.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to support 8th grade students who have high school courses through the high school teams and counselors will continue to check students progress.

Strategy 1 Details Reviews

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 3, 4 - School Processes & Programs 1, 8 - Perceptions 4

Strategy 1: Estrada 8th grade students with a high school level core course will receive appropriate instruction through a certified teacher.

KPI/Metric/Measure: Student schedules, lesson plans, curriculum guides.

Staff Responsible for Monitoring: Admin, counselor

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college,

Improve low-performing schools - **ESF Levers:**

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Student Learning

Problem Statement 1: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Student Learning

Problem Statement 3: Data analysis from the school year 2022-23 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty. **Root**

Cause: Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

Problem Statement 4: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

Problem Statement 1: Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

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Perceptions

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Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

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

Performance Objective 1: Upon placement at Estrada, Estrada's administration will work with the home campus to provide 100% of high school students will have access to their AP, IB, and DC curriculum in order to maintain students earning college credit.

Evaluation Data Sources: student schedules, communications with home school, curriculum guides. Asking students to provide Black Board, Canvas or other platform assignment logs

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Have high school home campuses work directly with Estrada counselor to ensure there is no voids created for students taking AP,IB, DC curriculum courses

Strategy 1 Details Reviews

Strategy 1: Estrada will communicate with the home campus to develop an individualized learning plan for students to access their AP, IB and DC curriculums.

KPI/Metric/Measure: student schedules, communications with home school, curriculum guides. Asking students to provide Black Board, Canvas, or other learning platforms assignment logs

Staff Responsible for Monitoring: Admin, Counselor, Teachers

TEA Priorities:

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
Problem Statements: Demographics 2 - Student Learning 1, 3, 4 - School Processes & Programs 1, 2, 5, 7, 8 - Perceptions 4



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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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Problem Statement 3: Data analysis from the school year 2022-23 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty. **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

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Problem Statement 5: Estrada's connection to the immediate community is weak. **Root Cause:** Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 7: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 8: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Perceptions

Problem Statement 4: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed

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Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

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

Performance Objective 1: Estrada counselor will provide at least 1 educational session to each high school student during their placement to enrich understanding of TSI/SAT/ACT college-ready performance.

Evaluation Data Sources: Student Sign-In Sheets

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Have the high school to send testing schedule for the TSI, SAT/ ACT so students who are placed at Estrada have an opportunity to take these test.

Strategy 1: Time will be built in master schedule for MTSS/TSI/SAT/ACT for educational sessions with focus on fidelity. **KPI/Metric/Measure:** Student Sign-In Sheets

Staff Responsible for Monitoring: Assistant Principals, Principal, Counselor

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Strategy 1 Details Reviews

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 3, 4 - School Processes & Programs 1, 2, 7, 8 - Perceptions 4

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Student Learning

Problem Statement 1: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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Student Learning

Problem Statement 3: Data analysis from the school year 2022-23 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty. **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

Problem Statement 4: Estrada receives students from all of the district's middle and high schools. District data shows that 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 campus, Estrada needs to implement systems that utilize assessments, evaluates the results of the assessments, and creates targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

Problem Statement 1: Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

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Problem Statement 8: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Perceptions

Problem Statement 4: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the

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Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

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

Performance Objective 1: Estrada counselor will provide monthly guidance sessions on post-secondary opportunities to a minimum of 85% of high school students.

Evaluation Data Sources: Student Sign In Sheets, attendance rosters

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Have more military recruiters come speak to students regarding enlisting in the military's.

Strategy 1 Details Reviews

Strategy 1: Estrada will build in opportunities for guest speakers to talk with all middle and high school students about College entrance requirements, information on ASVAB, Military Recruiters, and Industry-Based Certification Programs. Provide students with educational field trips that also work on SEAD development.

KPI/Metric/Measure: Student Sign In Sheets

Staff Responsible for Monitoring: Counselor, Admin, Behavior Specialist, Social Worker

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 4 - School Processes & Programs 1, 5

Funding Sources: - 164 - State Compensatory Education (SCE) - \$1,800, - 164 - State Compensatory Education (SCE) - \$400, - 199 - Local Maintenance - \$9,830



No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Data analysis from the school year 2022-23 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty.

Root Cause: Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

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School Processes & Programs

Problem Statement 1: Data analysis from the school year 2022-2023 reflects Estrada's Instructional Programs need consistency and follow-through from leadership to faculty **Root Cause:** Established instructional programs lack fidelity, clarity, and continuity due to the current process of instructional practices and the use of resources.

Problem Statement 5: Estrada's connection to the immediate community is weak. **Root Cause:** Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

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Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: To increase the percentage of graduates attending college, the Estrada counselor/social worker will offer 100% of juniors and seniors and their parents monthly counseling sessions to assist in completing the FAFSA application for financial aid.

Evaluation Data Sources: Student/Parent Sign In Sheets

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Have a schedule for afterschool opportunities for parents and students to complete FAFSA application. **Strategy 1**

Details Reviews

Strategy 1: Estrada will provide opportunities for all high school students to fill out the Apply Texas Application listing the top three colleges/Universities of their choice.

KPI/Metric/Measure: Student Sign In, Letters and Parent Phone Call Log, district data collection on student completed applications

Staff Responsible for Monitoring: Admin, Counselor,

TEA Priorities:

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
Problem Statements: Demographics 2 - Student Learning 1, 3, 4 - School Processes & Programs 1, 5, 8 - Perceptions 1, 2, 4



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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

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School Processes & Programs

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Problem Statement 5: Estrada's connection to the immediate community is weak. **Root Cause:** Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 8: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently being developed and perfected which hinders consistence in data collection.

Perceptions

Problem Statement 1: The perception of Estrada within the district is that there is no academic rigor. **Root Cause:** In the past, Estrada has focused on attendance and restorative practices, and data demonstrates there is a needed increase of utilizing the district's curriculum (YAG, Pacing Guide, etc.) with fidelity.

Problem Statement 2: Estrada's connection to the immediate community is weak **Root Cause:** Lack of outreach, no systems in place to promote the positive aspects of Estrada and how Estrada can contribute to the community.

Problem Statement 4: As of the school year 2022-23, Based on Pre/Post assessments, historical data reflects students that attend DAEP traditionally have educational gaps and the data demonstrates there are educational gaps in one or more core content areas (English, Math, Science, and Social Studies). **Root Cause:** Estrada Administration has established a new system of data collection and analysis to measure educational gaps from the beginning to the end of the student's placement therefore the system is currently

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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: (HCM) 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: Circle results, STAAR Results, CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Talk to home campuses about how Estrada can best serve the students placed at Estrada in terms of CCMR **Strategy 1**

Details Reviews

Strategy 1: Students will be provided with permanent classroom coverage through the use of substitutes to provide for a seamless transition and the preservation of meaningful instruction, stability and consistency and less disruption to the students' learning.

KPI/Metric/Measure: Quarterly campus-generated assessments

Staff Responsible for Monitoring: Campus administration team

Funding Sources: - 164 - State Compensatory Education (SCE) - 164 - \$28,800



Problem Statements: Student Learning 6

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 6: 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% are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, evaluate the results of the evaluations, and create targeted intervention plans for students with gaps in grade-level readiness.

State Compensatory

Budget for Estrada Achievement Center

Total SCE Funds: \$19,332.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

These funds are used for technology and general supplies and materials to include field trips, magazines, periodicals, counselor supplies and supplies for health care to help at risk population students on campus to achieve academic success while addressing the social and emotional well being of the students overall health issues. 100 % of our student population is considered at risk of failing and/or dropping out of school.

Personnel for Estrada Achievement Center

Name Position FTE Anna Maria Guitron Custodial 0 Anthony Annis Assistant Principal 0 Charles Webster Teacher 0 Colleen Selko Assistant Principal 0 Daniel Sazera Special Education Teacher 0 David Garcia Lic Chem Dependency Counselor 0 Elizabeth McBroom Teacher 0 Eric Abby Social Worker 0 Gary Pollock Principal 0 George Brooks Teacher 0 Gina Armendariz Clerk-Data Entry 0 Guadalupe Campos Clerk Attendance 0 James Billingslea Teacher 0 Jane Rackard Teacher 0 Jeffrey Stoos Teacher 0 Jimmy Sulaica Teacher 0 JoAnn Neavez Administrative Assistant 0 Juliet Salas Custodian 0 Larissa Rose Counselor 0

Name Position FTE Liessa Kimball Testing Coordinator 0 Majed Hajj Teacher 0 Manuel Mendoza Face 0 Nathan Zach Teacher 0 Oscar Hernandez Teacher 0 Paul Phelan Teacher 0 Pricilla Ortiz Nurse 0 Raquel Korus Clerk SpEd 0 Rebecca Henry Assistant Principal 0 Rebecka Rendon Teacher 0 Rodrigo Perez Teacher 0 Shawntanna Proctor Teacher 0 Stephanie Bernal Special Ed Teacher 0 Trinidad Gutierrez Cust Hd-Sn Campus 0 Venus De Hoyos IA GEC 0 Wanda Bledsoe Teacher 0

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2022-2023 Campus Improvement Team

Committee Role Name Position

Administrator ANTHONY A ANNIS Assistant Principal Administrator Colleen Selko Assistant Principal Administrator Gary Pollock
Principal

Behavior Specialist George Brooks Teacher

Classroom Teacher Stephanie Bernal Teacher

Classroom Teacher Wanda Bledsoe Teacher

Administrator Rebecca Henry Assistant Principal Non-classroom Professional Gina Armendarez Data Clerk

Non-classroom Professional Jo Ann Neavez Secretary

Counselor Larissa Rose counselor

Estrada Achievement Center

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2022-2023 Campus Leadership Team

Committee Role Name Position

Administrator ANTHONY A ANNIS Assistant Principal Administrator Colleen Selko Assistant Principal Administrator Gary Pollock
Principal

Administrator Rebecca Henry Assistant Principal

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2022-2023 Campus Site-Based Committee

Committee Role Name Position

Administrator ANTHONY A ANNIS Assistant Principal Administrator Gary Pollock Principal

Administrator Rebecca Henry Assistant Principal Administrator Colleen Selko Assistant Principal Administrator Wanda Bledsoe Teacher

Behavior Specialist George Brooks Teacher
 Classroom Teacher Shawntanna Proctor Teacher
 Non-classroom Professional Gina Armendarez Data Clerk
 Classroom Teacher Rebecka Rendon Teacher
 Classroom Teacher Jimmy Sulaica Teacher
 Classroom Teacher Daniel Sazera Teacher SPED Counselor Eric Abby Social Worker
 Community Representative Richard Acevedo deacon
 Community Representative Rita Acevedo Deacon
 Business Representative Sierra Frank business owner Business Representative Raymond Zapata business owner

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Campus Funding Summary

164 - State Compensatory Education (SCE)

Goal Objective Strategy Resources Needed Account Code Amount	1 1 1 \$6,200.00	1 2 1 \$9,830.00	1 2 1 \$9,040.00	1 4 1 \$6,300.00	4 1 1 \$9,440.00	4 2 1 \$192.00	4 2 1
	\$6,200.00	4 2 2 \$6,200.00	5 1 1 164 \$1,500.00	9 1 1 \$1,800.00	9 1 1 \$400.00	11 1 1 164 \$28,800.00	Sub-Total \$85,902.00

199 - Local Maintenance

Goal Objective Strategy Resources Needed Account Code Amount	4 1 1 \$9,830.00	9 1 1 \$9,830.00	Sub-Total \$19,660.00
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