Campus Improvement Plan
2024 - 2025

SAISD

St. Philip's College Early Collge High School

Vision, Mission, Core Values, and Core Beliefs

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 District and Campus Goals

SAISD 5 Year Board Goals

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 Demographics, and Processes & Programs **May 30, 2024**	St. Philip's College Early College High School will carry all objectives forward for the 24-25 school year. Some of the actions associated with Demographics; Processes and programs will be to review the Teacher survey data. Identify growth areas and trends. Select 2 areas of focus from the teacher survey to build capacity. Then incorporate progress monitoring such as opportunities for quarterly surveys. Time at the beginning of the year will be given to teachers to develop routines that impact campus performance.
Meeting #2 Perceptions, and Student Learning **May 30, 2024**	St. Philip's College Early College High School will carry all objectives forward for the 24-25 school year. Some of the actions for student learning and perceptions are allowing campus teams to develop routines around tardies and uniform. Incorporate AVID site goals of focused note taking, organization, student Advocacy. Student Advocacy includes students tracking audit forms and data cards. Create student advisory team to continue building upon campus etiquette of online presence, and dressing for the occassion, plus leadership development teen summit from PAM Media Consultants.

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 24-25 school year. Summative Review and Notes

The following objectives will be carried forward. **Demographics:** St. Philip's College ECHS will maintain 94% student attendance; Increase enrollment of 9th grade At-risk students by 2%; **Student Learning:** St. Philip's ECHS will increase the percentage of all students operating on grade level in all content areas (English I, English II, Algebra I and U.S. History) by achieving 92% or higher in the approaches category, 72% or higher in the meets category and 20% or higher in the Master's; St. Philip's ECHS will maintain their "A" rating and will maintain designation as a TEA Early College High School; **Process/Programs:** 100% of St. Philip's will meet requirements to move from one grade to the next; 40% of 10th grade students will earn 9 college credits to meet distinction for requirements under the TEA amd ECHS OBMs; 100% of the student body will have been tested in both areas of TSI 2.0 to meet college eligibility. **Perceptions:** Create a campus culture using the voices of staff and students where both teachers and students develop a sense of belonging in order to thrive instructionally/academically as well as social/ emotionally; Establish activities and opportunities for parents to engage with the school community.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

Demographics							
At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate	X	Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning							
STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores	X	IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates	X	CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)	X	TSI Data and Dual Credit completion	

Processes and Programs							
Observational Data		Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions							
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	X	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

	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	**Problem Statements and Root Causes**		
Student Attendance	**PS DE-1**	Our current attendance rate is 91% which is the same as last year. In 2023-2024 our attendance rate fluctuated between 98% and 96% for most of the 1st semester. Toward the end of the year it fluctuated between 94% and 91%. **Performance Objective:** St. Philip's College ECHS will maintain 94% student attendance.	
	RC DE-1	Lack of consistent proactive systems that provide all stakeholders with procedures on how to report absences to families for immediate support or consequences. Lack of engaging the entire campus in monitoring attendance with fidelity.	
Programs Enrollment	**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 41%. **Performance Objective:** St. Philip's College ECHS will increase enrollment of 9th grade At-risk students by 2%.	
	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.	
Choose One	**PS DE-3**		
	RC DE-3		
Choose One	**PS DE-4**		
	RC DE-4		
Strengths & Areas for Improvement Based on your Data Analysis			

Comprehensive Needs Assessment - Student Learning

**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		**Problem Statements and Root Causes**	
EOY Assessment Outcomes	**PS SL-1**		As a campus, our percentage of black students achieving at the meets level on Algebra I is 3%. 40 students tested Algebra I. 98% at approaches, 92% at meets, 67% at masters. **Performance Objective:** St. Philip's ECHS will increase the percentage of all students operating on grade level in all content areas (English I, English II, Algebra I and U.S. History) by achieving 92% or higher in the approaches category, 72% or higher in the meets category and 20% or higher in the Master's. 23-24 goals were 88% or higher in the approaches category, 68% or higher in the meets category and 16% or higher in the Master's.
	RC SL-1		Students don't learn when they are absent or engaged in persistent miss behavior. Lack of consistent progress monitoring and data tracking of black students by administration as well as SEL supports that work for black students.
EOY Assessment Outcomes	**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. **Performance Objective:** St. Philip's ECHS will maintain their "A" rating and will maintain designation as a TEA Early College High School.
	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
Choose One	**PS SL-3**		
	RC SL-3		
Choose One	**PS SL- 4**		
	RC SL-4		
Strengths & Areas for Improvement Based on your Data Analysis			

Comprehensive Needs Assessment - Processes & Programs

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 & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Enrichment Opportunities	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. 2021 - 67%; 2022 - 46%; 2023 - 55%; 2024 = 60%. **Performance Objectives:** 40% of 10th grade students will earn 9 college credits to meet distinction for requirements under the TEA amd ECHS OBMs. 100% of St. Philip's will meet requirements to move from one grade to the next.
	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.
Enrichment Opportunities	PS PP-2	As a campus, the rate of students successfully meeting college readiness on TSI by the end of 10th grade has been inconsistent. ELAR from 54%, 29% Math, and 26% for both. The ECHS OBM requirement is 60% Math and 70% ELAR by the end of 11th grade. **Performance Objectives:** 100% of the student body will have been tested in both areas of TSI 2.0 to meet college eligibility.
	RC PP-2	Sustainable TSIA preparation program and materials for routine interventions that address student specific needs including students with disabilities.
Enrichment Opportunities	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

Comprehensive Needs Assessment - Perceptions

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		Problem Statements and Root Causes
Staff Survey Results	**PS PE-1**	Students do not feel a strong sense of belonging. **Performance Objective:** Create a campus culture using the voices of staff and students where both teachers and students develop a sense of belonging in order to thrive instructionally/academically as well as social/ emotionally; Establish activities and opportunities for parents to engage with the school community.
	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.
Parent Survey Results	**PS PE-2**	Parents do not feel involved nor engaged in the school community. **Performance Objective:** Establish activities and opportunities for parents to engage with the school community.
	RC PE-2	Lack of activities and opportunities that engage parents and provide additional opportunities to connect if they cannot attend on campus activities.
Choose One	**PS PE-3**	
	RC PE-3	
Choose One	**PS PE-4**	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

2.1 - Campus Improvement Plan (CIP)
The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	By the end of the year, St. Philip's College ECHS will maintain 94% student attendance.	Establish campus based attendance committee that includes teachers, admin, support staff, at least 1 student. Meetings to be	Principal and Academic Dean	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% complete committee with calendar meeting dates, sign-up sheets		
			By the end of the second quarter, Every school day the attendance committee members will contact the parent or guardian of all students that are not present by 8:45am		
	1		By the end of the third quarter, 100% attendance plans will be distributed to Tier 4, 3, 2 students and returned with parent signature		
			By the end of the fourth quarter, 100% of Tier 4, 3, 2 students and parents will meet with the attendance committee regarding status of attendance hour make-up and attendance plan completion.		
DE-2	1,2,3	By the end of the year, St. Philip's College ECHS will maintain 94% student attendance.	Establish tier 1 teacher reporting system with administration to monitor student attendance and communicate with families in a	Principal and Academic Dean	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% Teachers receive training on expectations and how to report student attendance in frontline and ERD spreadsheet. Time provided for teachers to develop tardy policy.		
			By the end of the second quarter, 50% Teachers consistently calling parents and contacting administration when a student misses two class periods in a week.		
	1		By the end of the third quarter, 100% Teachers conduct parent conferences to discuss data and create system that work for engaging parents		
			By the end of the fourth quarter, 100% Teachers identify students for Earned Release Fridays with less than 94% attendance.		
DE-3	1,2,3	By the end of the year, St. Philip's College ECHS will maintain 94% student attendance.	Campus wide attendance and academic incentive provided every 9 weeks.	Principal and Academic Dean	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 90% of students maintain 94% or higher attendance and no tardies receive attendance incentive		
			By the end of the second quarter, 95% of students maintain 94% or higher attendance and no tardies receive attendance incentive		
	1		By the end of the third quarter, 100% of students and parents with 94% attendance and 94% academic average participate in Awards ceremony		
			By the end of the fourth quarter, 100% of students have engaged in campus incentive improving overall campus attendance by from 91% to 94%		
DE-4	1,2,3	By the end of the year, St. Philip's College ECHS will increase enrollment of 9th grade At-risk students by 2%.	The Academic Dean, and Senior Operations Clerk will develop a recruitment plan that includes strategies to recruit at-risk students.The recruitment team will participate in all SAISD	Principal and Senior Operations Coordinator,	
	PS #	**Quarterly KPIs**	By the end of the first quarter, Survey at Open House with At-Risk indicators. Follow-up prior to snapshot to compare district		
			By the end of the second quarter, 10% SAISD Middle Schools and academies visit SPC ECHS for college tour prior to application date		
	2		By the end of the third quarter, 50% SAISD Middle School and Academy Counselors will participate in the ACN Counselor tour to learn about the ACN programs.		
			By the end of the fourth quarter, Participate in 90% of SAISD 24-25 recruitment opportunities		

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, St. Philip's ECHS will increase the percentage of all students operating on grade level in all content areas (English I, English II	Professional Development on data tracking, classroom management; intentional monitoring, emerging bilingual instruction, data tracing, and ARET data digs to address the needs	Principal; Teachers	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% staff members receive data tracking and classroom management techniques with Intentional monitoring and feedback with Singh Learning.		
			By the end of the second quarter, 100% staff members receive Differentiated Instruction charts and PD with Marie Riley; Intentional monitoring and feedback with Singh Learning.		
	1		By the end of the third quarter, 100% staff members receive professional development on emerging bilingual instructional strategies.		
			By the end of the fourth quarter, 100% staff members participate in data dig with ARET to design EOC Bootcamp using knowledge and skills obtained from professional development that meets the needs of all students		
SL-2	1,2,3	By the end of the year, St. Philip's ECHS will maintain their "A" rating and will maintain designation as a TEA Early College High School.	Daily monitoring of campus instructional footprint in all courses including Academic mentoring	Principal	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of teachers have had at least 1 campus walkthrough		
			By the end of the second quarter, 100% of teachers have had a formal observation with feedback provided at post conference		
	2		By the end of the third quarter, 50% 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.		
			By the end of the fourth quarter, 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.		
SL-3	1,2,3	By the end of the year, St. Philip's ECHS will maintain their "A" rating and will maintain designation as a TEA Early College High School.	Monitor Canvas and Course syllabus for learning supports that close the gaps that may cause students not to persist.	Principal	
	PS #	**Quarterly KPIs**	By the end of the first quarter, Hire Academic Dean to support professional development and implementation of instructional practices.		
			By the end of the second quarter, 100% of students grades 10-12 engaged in lessons during AVID on how to read a syllabus, calendar assignments, and contact high school/college instructors. Emphasis on AVID site goals		
	1,2		By the end of the third quarter, 100% of students grade 9 will engage in lessons during AVID on how to read a syllabus, calendar assignments, and contact high school/college instructors. Emphasis on AVID site goals		
			By the end of the fourth quarter, 100% of staff will submit Course syllabus and maintain Canvas course every semester.		
SL-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	By the end of the year, 100% of St. Philip's will meet requirements to move from one grade to the next.	Create structured supports with systematic grade checks for students that encourage student success	Principal, teachers, counselor, acdemic	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of student body enrolled in Academic mentoring or Enrichment course		
			By the end of the second quarter, 100% of class of 2028 earned a minimum of 3 credits for semester 1		
			By the end of the third quarter, 80% of all credit recovery courses for 1 semester have been completed		
			By the end of the fourth quarter, 80% of all credit recovery courses for 1 semester have been completed		
PP-2	1,2,3	By the end of the year, 100% of the student body will have been tested in both areas of TSI 2.0 to meet college eligibility.	Schedule for TSI testing for the year is developed and posted on the campus website under ECHS Blueprint Requirements.	Principal, teachers, counselor, acdemic dean.	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 80% of the Freshman class has complete a minimum of 1 section for the TSIA.		
			By the end of the second quarter, 50% of all students class of 2027 will have passed 1 or more sections of TSIA		
	2		By the end of the third quarter, 50% of all students class of 2026 will have passed all sections of TSIA		
			By the end of the fourth quarter, 100% of the class of 2024 meet requirements for college eligibility		
PP-3	1,2,3	By the end of the year, 40% of 10th grade students will earn 9 college credits to meet distinction for requirements under the TEA amd ECHS OBMs	Create a systemic advisory process tailored for each grade level, starting at 9th grade, so that sophomores achieve 9 hours of college credit by the end of their sophomore year.	Principal, teachers, counselor, acdemic dean, SPC college advisors	211 31-6119-45-XXX-30-000
	PS #	**Quarterly KPIs**	By the end of the first quarter, Hire a lead Counselor		
			By the end of the second quarter, 80% of 10th grade students will complete and track their own data on SPC Thriving student documents in AVID		
	1		By the end of the third quarter, Audit of transcripts for each student and individual meetings with parent and student held by Lead counselor		
			By the end of the fourth quarter, 100% of 9-12 grade students complete 1 advising session with SPC High School Programs College Advisor.		
PP-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3,4	By the end of the year, Create a campus culture using the voices of staff and students where both teachers and students develop a sense of belonging in order to thrive instructionally/academically as well as social/ emotionally; Establish activities and opportunities for parents to engage with the school	Create opportunities for teachers and students to engage as a team around common school wide initiatives and support the social emotional well being of teachers and students to improve overall campus culture.	Principal, Academic dean, Counselor, Senior Ops. Coor., teachers	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% Grade level sponsors with by-laws and calendared activities for the year		
			By the end of the second quarter, Establish Principal's Student Advisory. 100% students will participate in class activity survey indicating ideas to build school culture		
	1		By the end of the third quarter, 90% of students participating in SEL lessons on David's Law; Bullying Prevention; Violence Prevention and intervention ; substance abuse; safety.		
			By the end of the fourth quarter, 100% Staff participate in ACN staff development. 100% staff engage in career growth and leadership opportunities.		
PE-2	1,2,3,4	By the end of the year, Establish activities and opportunities for parents to engage with the school community.	Create activities that engage parents beyond attendance and award ceremonies. Connect parents 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; Project Worth	Principal, Academic dean, Counselor, Senior Ops. Coor., teachers	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 1 event that provides resources on continued education for adult learners and showcases student activities in the classroom.		
			By the end of the second quarter, 100 % of parents have subcribed to one form of campus communication such as FB, Instagram, or REMIND		
	2		By the end of the third quarter, 1 event during Q3 that engages parents in conversation regarding students success and parent tidbit on how they can help their student be successful academically		
			By the end of the fourth quarter, - 1 event that supports registration and enrollment for the 24-25 school year.		
PE-3		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

First Quarterly Review

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% complete committee with calendar meeting dates, sign-up sheets	Choose One	
DE-2	By the end of the first quarter, 100% Teachers receive training on expectations and how to report student attendance in frontline and ERD spreadsheet. Time provided	Choose One	
DE-3	By the end of the first quarter, 90% of students maintain 94% or higher attendance and no tardies receive attendance incentive	Choose One	
DE-4	By the end of the first quarter, Survey at Open House with At-Risk indicators. Follow-up prior to snapshot to compare district At-Risk from Avela and other	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% staff members receive data tracking and classroom management techniques with Intentional monitoring and feedback with	Choose One	
SL-2	By the end of the first quarter, 100% of teachers have had at least 1 campus walkthrough	Choose One	
SL-3	By the end of the first quarter, Hire Academic Dean to support professional development and implementation of instructional practices	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of student body enrolled in Academic mentoring or Enrichment course	Choose One	
PP-2	By the end of the first quarter, 80% of the Freshman class has complete a minimum of 1 section for the TSIA	Choose One	
PP-3	By the end of the first quarter, Hire a lead Counselor	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 100% Grade level sponsors with by-laws and calendared activities for the year	Choose One	
PE-2	By the end of the first quarter, 1 event that provides resources on continued education for adult learners and showcases student activities in the classroom	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, Every school day the attendance committee members will contact the parent or guardian of all students that are not present by	Choose One	
DE-2	By the end of the second quarter, 50% Teachers consistently calling parents and contacting administration when a student misses two class periods in a week	Choose One	
DE-3	By the end of the second quarter, 95% of students maintain 94% or higher attendance and no tardies receive attendance incentive	Choose One	
DE-4	By the end of the second quarter, 10% SAISD Middle Schools and academies visit SPC ECHS for college tour prior to application date	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 100% staff members receive Differentiated Instruction charts and PD with Marie Riley; Intentional monitoring and feedback	Choose One	
SL-2	By the end of the second quarter, 100% of teachers have had a formal observation with feedback provided at post conference	Choose One	
SL-3	By the end of the second quarter, 100% of students grades 10-12 engaged in lessons during AVID on how to read a syllabus, calendar assignments, and contact	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of class of 2028 earned a minimum of 3 credits for semester 1	Choose One	
PP-2	By the end of the second quarter, 50% of all students class of 2027 will have passed 1 or more sections of TSIA	Choose One	
PP-3	By the end of the second quarter, 80% of 10th grade students will complete and track their own data on SPC Thriving student documents in AVID	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, Establish Principal's Student Advisory. 100% students will participate in class activity survey indicating ideas to build school	Choose One	
PE-2	By the end of the second quarter, 100 % of parents have subcribed to one form of campus communication such as FB, Instagram, or REMIND	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 100% attendance plans will be distributed to Tier 4, 3, 2 students and returned with parent signature	Choose One	
DE-2	By the end of the third quarter, 100% Teachers conduct parent conferences to discuss data and create system that work for engaging parents.	Choose One	
DE-3	By the end of the third quarter, 100% of students and parents with 94% attendance and 94% academic average participate in Awards ceremony	Choose One	
DE-4	By the end of the third quarter, 50% SAISD Middle School and Academy Counselors will participate in the ACN Counselor tour to learn about the ACN	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 100% staff members receive professional development on emerging bilingual instructional strategies.	Choose One	
SL-2	By the end of the third quarter, 50%of teachers will meet requirements for campus walkthrough look fors. The leadership team and department chairs, will calibrate	Choose One	
SL-3	By the end of the third quarter, 100% of students grade 9 will engage in lessons during AVID on how to read a syllabus, calendar assignments, and contact high	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 80% of all credit recovery courses for 1 semester have been completed.	Choose One	
PP-2	By the end of the third quarter, 50% of all students class of 2026 will have passed all sections of TSIA	Choose One	
PP-3	By the end of the third quarter, Audit of transcripts for each student and individual meetings with parent and student held by Lead counselor	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 90% of students participating in SEL lessons on David's Law: Bullying Prevention; Violence Prevention and intervention ; substance	Choose One	
PE-2	By the end of the third quarter, 1 event during Q3 that engages parents in conversation regarding students success and parent tidbit on how they can help	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of Tier 4, 3, 2 students and parents will meet with the attendance committee regarding status of attendance hour make-up	Choose One	
DE-2	By the end of the fourth quarter, 100% Teachers identify students for Earned Release Fridays with less than 94% attendance	Choose One	
DE-3	By the end of the fourth quarter, 100% of students have engaged in campus incentive improving overall campus attendance by from 91% to 94%	Choose One	
DE-4	By the end of the fourth quarter, Participate in 90% of SAISD 24-25 recruitment opportunities	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 100% staff members participate in data dig with ARET to design EOC Bootcamp using knowledge and skills obtained from	Choose One	
SL-2	By the end of the fourth quarter, 100% of teachers will meet requirements for campus walkthrough look fors. The leadership team and department chairs, will	Choose One	
SL-3	By the end of the fourth quarter, 100% of staff will submit Course syllabus and maintain Canvas course every semester	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 80% of all credit recovery courses for 1 semester have been completed	Choose One	
PP-2	By the end of the fourth quarter, 100% of the class of 2024 meet requirements for college eligibility	Choose One	
PP-3	By the end of the fourth quarter, 100% of 9-12 grade students complete 1 advising session with SPC High School Programs College Advisor	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 100% Staff participate in ACN staff development. 100% staff engage in career growth and leadership opportunities	Choose One	
PE-2	By the end of the fourth quarter, - 1 event that supports registration and enrollment for the 24-25 school year	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, St. Philip's College ECHS will maintain 94% student attendance	Choose One	
DE-2	By the end of the year, St. Philip's College ECHS will maintain 94% student attendance	Choose One	
DE-3	By the end of the year, St. Philip's College ECHS will maintain 94% student attendance	Choose One	
DE-4	By the end of the year, St. Philip's College ECHS will increase enrollment of 9th grade At-risk students by 2%	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, St. Philip's ECHS will increase the percentage of all students operating on grade level in all content areas (English I, English II, Algebra I and U.S	Choose One	
SL-2	By the end of the year, St. Philip's ECHS will maintain their "A" rating and will maintain designation as a TEA Early College High School	Choose One	
SL-3	By the end of the year, St. Philip's ECHS will maintain their "A" rating and will maintain designation as a TEA Early College High School	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of St. Philip's will meet requirements to move from one grade to the next	Choose One	
PP-2	By the end of the year, 100% of the student body will have been tested in both areas of TSI 2.0 to meet college eligibility	Choose One	
PP-3	By the end of the year, 40% of 10th grade students will earn 9 college credits to meet distinction for requirements under the TEA amd ECHS OBMs	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, Create a campus culture using the voices of staff and students where both teachers and students develop a sense of belonging in order to	Choose One	
PE-2	By the end of the year, Establish activities and opportunities for parents to engage with the school community	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members
Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role	Name	Role

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

District Purchases

Title I Campus Program Requirements

Title I Campus Program Requirements		
Federally Required Strategies - Do we have strategies that address:	**Equitable Availability of the Campus Improvement Plan to Parents**	
☐ At-Risk Support	Physical Locations of the Plan	
☐ CCMR - Secondary	Languages Available	
☐ Dropout Prevention (Secondary)	URL to Online Version	
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	
☐ Parent & Family Engagement	Languages Available	
☐ Physical Activity	URL to Online Version	
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☐ Quality of Learning Environment	Physical Locations of the Compact	
☐ Recruiting/Retaining Teachers	Languages Available	
☐ Social and Emotional Support	URL to Online Version	
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

How and When was the PFE Policy & School-Parent Compact Distributed

	Method	Date	Method	Date
☐ Students Not On Grade Level				
☐ Support for Special Populations				
☐ Transition PK to K				
☐ Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Action	Documentation	CIP Location / Upload Location	Done
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	Google Shared Folder	

School-Parent-Compact (ESSA Sec. 1116(d)

Action	Documentation	CIP Location / Upload Location	Done
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))

Action	Documentation	CIP Location / Upload Location	Done
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	**Google Shared Folder**	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		