South San Antonio Independent School District

Neil Armstrong Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

South San Antonio ISD

Mission

Think big, think positive, think forward

Armstrong Elementary School

AES Mission

We, the Armstrong family, believe in providing a safe learning environment, and high quality instruction in collaboration with the community including students, parents, and each other. At Armstrong Elementary School, we are stronger together.

Vision

South San Antonio ISD

Vision

Together, ingniting action, inspiring growth

Armstrong Elementary School

AES Vision

ArmSTRONG! Strength through Unity and Commitment

Core Beliefs

We believe the school campus, in partnership with families and the community, will create and foster an environment that is safe, nurturing, and respectful for all.

We believe, as an innovative community, we create relevant and enjoyable learning experiences with home & school connections that result in motivated learners.

We believe our school, students, and their families model behavioral and academic expectations that allow students to embrace and achieve their future goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Neil Armstrong Elementary is a Title I Campus that will service students in PK- 5th grade for the 2023-2024 school year. Our school was built in 1970 and is located at 7111 Apple Valley Drive in San Antonio, Texas. We are a neighborhood school, located off 410 South near the Lackland Airforce Base. Neil Armstrong is one of eight Elementary Schools in SSAISD.

Neil Armstrong is the only campus in SSAISD partnered with Texas A&M-Cultivar (Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections) to provide quality arts education experiences and opportunities for students from underserved populations. Cultivar grant will provide these unique opportunities to students PK-5th grade over the period of five years. Neil Armstrong is currently in the third year of this grant.

The current enrollment at Neil Armstrong is 298 students. Our students receive education in reading, writing, math, science, social studies, music, physical education, and art. We are a campus which offers a dual language program for students who are interested in becoming biliterate in English and Spanish. All students are held to high standards in their work and their behavior. Neil Armstrong is a Title 1 Campus which provides special education, dyslexia, 504, gifted and talented, migrant, and homeless services to support the education of all students.

The demographic population at Neil Armstrong for the 2022-2023 school year was:

Hispanic-87%

White-7%

Black-2%

Asian1%

Bilingual-4%

Eco Dis.-97%

GT-3%

The staff members at Neil Armstrong are all certified in their grade level and certification areas. Our campus is working towards having all teachers K-3rd grade certified in Science of Teaching to meet the literacy needs of all our students in the primary grades to set the foundation. We will also work towards having 100% of the instructional staff trained in the arts integration through Cultivar and the Tobin Center.

Neil Armstrong Elementary offers a Special Education program that provides appropriate services for distinct special education groups including: Itinerant/Inclusion Support, Resource, Life Skills, ECSE, and Speech Therapy. Dyslexia Instruction at all levels K-5 are implemented by a Dyslexia Program Specialist. All special education/dyslexia services are staffed by highly qualified and certified teachers and paraprofessional staff.

SEL support is provided by: Community in Schools Family Engagement Specialist Social Worker Support and the Care Zone.

RTI is utilized to identify needs and create targeted interventions for all students. Neil Armstrong services English Language Learners by providing a dual language program that will be newly implemented in PK and Kinder or ESL support for other grade levels.

Staff Retention rate: Armstrong provides Mentorship, Coaching, Consistent Administrative feedback, and mandatory trainings for all staff members. GT services are also provided on campus for students who need enrichment activities.

Teacher to student ratio averages 1:14

For the 2023-2024 school year, the campus will have two Instructional Coaches who will assist teachers and students with instruction, one counselor, one assistant principal, and a principal.

Demographics Strengths

1. Lower teacher turnover allows for staff rapport to address social-emotional needs.
2. Our partnership with the Tobin Center through Cultivar allows for unique student learning experiences through arts integration as well as ongoing professional development for staff.
3. Positive relationships with students and families to set a climate of respect and responsibility and grow parent engagement:

- Parent communication is provided via classroom and school digital platforms such as the school website, Facebook, School/Class Dojo, Remind, and
- Teachers are encouraged to call parents regularly to inform parents about student attendance, academic progress, and behavior.
- Convivio events are held for all grade levels' parents and students.
- Parent Cafecitos with the Principal events are held once per month.
- School Monthly Calendar informs parents of schoolwide events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate is consistently below 95%, the district goal. **Root Cause:** An efficient and sustainable tracking and monitoring system for attendance has not been implemented consistently.

Student Learning

Student Learning Summary

The accountability rating summary for 2021-2022 is as follows:

Neil Armstrong received a "B" rating but did not receive any Distinction Designations.

Scaled Scores:

Overall-84

Student Achievement-53

School Progress-89

Closing the Gaps-73

Grade/Subject	Approaches	Meets	Masters
3rd Reading	65%	23%	13%
3rd Math	45%	10%	0%
4th Reading	53%	27%	7%
4th Math	60%	30%	7%
5th Reading	64%	31%	18%
5th Math	44%	18%	4%
5th Science	36%	9%	2%

The Accountability Rating Summary for 2023-2024 will be released in early Fall 2023.

Student Learning Strengths

For the academic year 2023-2024, all teachers participate in extended grade level planning. Teachers require additional planning time to become familiar with the CRIMSI curriculum in its second year of implementation, TEKS clarification, and being strategic with their planning.   They also attend weekly PLC/CLCs where the instructional team works and supports teachers with lesson internalization and to use data protocols to track students' academic progress. Teachers work collaboratively to assess the effectiveness of programs and services as it relates to interventions and overall academic achievement by using multiple data sources (STAAR, District Common Assessments and Benchmarks, MAP for BOY, MOY, EOY, Eureka Module Assessments, Amplify Unit Assessments, MAP Fluency, Summit K-12, and Imagine Math Facts). Teachers use Branching Minds as the platform to Tier students and progress monitor based on their response to interventions. Implementing CLL/CLCs through TxCEE allows for shifting ownership of instruction to the teacher. Our Reading Coach as well as classrooms teachers are implementing UFLI and sound walls that target phonemic awareness. Tx Reads is also in place to support teachers with the delivery of phonemic awareness. Students are expected to set goals and track their own academic progress. Teacher are attending Literacy Mapping to address the gaps in the

curriculum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement in 3rd-5th STAAR Math was significantly low, averaging 50%. **Root Cause:** There is inconsistent implementation of best practices in teaching, learning, assessing, and student engagement as well as lack of alignment in curriculum.

Problem Statement 2: Student achievement in 3rd-5th STAAR Reading was significantly low, averaging 55%. **Root Cause:** There is inconsistent implementation of best practices in teaching, learning, assessing, and student engagement as well as lack of alignment in curriculum.

Problem Statement 3: Student achievement in 5th STAAR Science was significantly low, averaging 5%. **Root Cause:** There is inconsistent implementation of science instruction across all grade-levels as well as implementation of best practices in teaching.

School Processes & Programs

School Processes & Programs Summary

Teachers will continue to use CRIMSI curriculum; Amplify Reading, Eureka Math, and PhD Science as well as our current Social Studies adoption, In my World, for the 2023-2024. Teachers will continue to get familiar with this new curriculum on its second year of implementation. Also, Branching Minds, after first year of implementation will need to be re-introduced to teachers. Implementation of the program lacked appropriate and proper training for teachers to become proficient with student progress monitoring. Teachers will be attending literacy mapping to fill the gaps in the reading curriculum. Teachers will continue with lesson internalization of Eureka Math. Lexia Core 5 will be used primarily in the lower grades with Tier 3 student usage in grades 3-5.

Staff development opportunities during the beginning of the year will assist with any changes made to the 2023-2024 curriculum during summer curriculum writing. Other staff development opportunities will include Lead4Ward for data and the STAAR redesign, Two Chicks and a Workshop for reading instruction, and Dual Language training for the bilingual teachers, UFLI, Tx Reads, and TxCEE CLL and Mentor training. In addition, at Neil Armstrong, our partnership with Texas A&M (Cultivar) and the Tobin Center continues to help teachers integrate arts into the curriculum through live and ongoing professional development with built-in modeling opportunities. As a result students are receiving unique learning experiences through arts integration.

Neil Armstrong has had a change in an Administration team for the past five years and lacks stability. The administration team will remain the same for a second year in 2023-2024. In addition, the role of a CILT member as well as PLC expectations will be defined to increase and encourage a culture of collaboration. We will strive to improve instruction by focusing on student learning based on campus data. We will continue to use T-TESS as our evaluation system via DMAC.

Parent communication is consistent through different forms and parent involvement continues to improve although the focus will need to be directed more towards student academics. Parent volunteers will be recruited to provide students with opportunities for academic and attendance recovery.

The district will be streamlining master schedules for 2023-2024 to assure and secure time for small group instruction, scholar time, and PLCs.

In addition to an instructional coach and dyslexia teacher, a reading coach has been added to our staff to directly support student small group instruction and intervention.

The district has streamlined technology for 2023-2024 and all students will be transitioning to Apple technology. Students will have a one-to-one device. Professional development will be necessary for teachers to implement the new technology effectively.

School Processes & Programs Strengths

The campus will have the same administration team for a second year and will strive towards maintaining a positive school culture and culture of collaboration.

A TCLAS reading coach has been added to our staff to service students directly.

A music teacher was also added to our campus to build on the arts integration program.

Communication with families is frequent and consistent via phone, email, Blackboard, Class Dojo, Facebook, School Website, flyers/calendars, and the school marquee. Parent involvement has increased in our Convivios and parent cafecitos. Student participation increased in extra-curricular activities and clubs.

Utilized TTESS with pre and post conferences.

Utilized Navigate 360 as our platform for safety initiatives.

Continuation of PLC/CLCs on campus to support instructional implementation to improve student achievement and growth based on data.

Teachers and staff receive support as requested and required.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Systematic and explicit phonics instruction is missing in grades Kinder-3rd. **Root Cause:** Teachers were not provided sufficient time to familiarize themselves with and in-depth curriculum training and planning when transitioning from HMH to CRIMSI-Amplify Reading. Amplify also lacked in decoding.

Problem Statement 2: Tier 2-3 student interventions are not consistently provided by the classroom teacher. **Root Cause:** Teachers struggle with time allocation to deliver interventions to all tiered students and to progress monitor.

Perceptions

Perceptions Summary

Neil Armstrong Elementary values family and community involvement and believes it is essential to support the student's learning and social/emotional development. Currently we have multiple programs that promote parents and staff to work together in respectful and mutually supportive ways. We have SA Youth, and Texas A&M Cultivar, and Head Start. Our school counselor works alongside Cultivar and CIS to plan monthly Parent Cafecitos and Convivios. We have parents that participate in SBDM to help with the campus decision-making.

Below are some of the functions and forms of communication that foster parent involvement:

Parent Cafecitos, Facebook, Class Dojo, Campus Website, School Clubs, Convivios, Book Fair Night, Fall Fest, Head Start Classes, Head Start Facilitator, Phone Check-Ins, Grandparents Day Celebration, Open House/Title I Informational Meeting, SA Youth, Volunteer Opportunities, STAAR Information Night, Awards Ceremony, Fiesta Parade, Field Day, Family Day at the Botanical Gardens, Bike Rodeo, and Breakfast Buddies.

Even though we have various events to involve parents and the community, it is not always on an academic level. We will work on increasing academic parent engagement for the 2023-2024 academic year.

Perceptions Strengths

Our campus has a large parent/community attendance to our Convivios and Parent Cafecitos. There are many other opportunities for parents and families to get involved in our school such as Book Fair Night, Fall Fest, Head Start Classes, Grandparents Day Celebration, Open House/Title I Informational Meeting, SA Youth, Volunteer Opportunities, STAAR Information Night, Awards Ceremony, Fiesta Parade, Field Day, Family Day at the Botanical Gardens, Bike Rodeo, and Breakfast Buddies.

Our campus will be offering dual language for the 2023-2024 academic school year.

We are beginning year three of the Texas A&M-Cultivar/Tobin Center partnership.

A parent liaison will be assigned to our campus 100% of her contract time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of parent responsibility, perception, and value to support student learning. **Root Cause:** Parent and family engagement events held on campus are more social rather than academic.
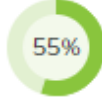
Priority Problem Statements

Goals

Goal 1: Neil Armstrong Elementary School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By June 2024, 4th and 5th grade students' scores at approaches will increase from the previous year by 5% in Reading STAAR results.

High Priority

Evaluation Data Sources: Common Assessments, District Benchmarks and STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use instructional materials, activities, resources, programs, and technology made available to assist students and incorporate engaging high-yield strategies and high quality instructional materials that are TEKS-based to positively impact Tier 1 instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased results in formative, district, and state assessments. **Staff Responsible for Monitoring:** Administration, Instructional Coach, TCLAS Coach, and Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211 Title I, Part A - $15,000	55%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be providing tutoring sessions and a part-time tutor will be hired to support students during the school day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implementation of high-yield instructional strategies and best practices will improve student achievement. **Staff Responsible for Monitoring:** Administration, Instructional Coach, TCLAS Coach, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211 Title I, Part A - $38,560	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Small group instruction with data-based interventions will be provided to address HB4545, Tier 2 and Tier 3 students to close the learning gap.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Close the learning gap with students who did not meet standard as well as students who are on RTI Tier 2 and Tier 3. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Title I:** 2.6	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 1: Neil Armstrong Elementary School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: 75% of students in grades K-2 will report at or above benchmark in MAP reading by EOY.

    Evaluation Data Sources: mCLASS data reports

Strategy 1 Details		Reviews			
Strategy 1: TCLAS reading coach has been added to our campus to support small group instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student achievement. **Staff Responsible for Monitoring:** Administration, TCLAS Coach **Title I:** 2.5, 2.6		**Nov**	**Jan**	**Mar**	**June**
		100%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Neil Armstrong Elementary School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: 100% of administrators and instructional staff will be provided with quality professional development opportunities during the 2023-2024 academic school year to improve their craft and positively impact student achievement.

Evaluation Data Sources: Walkthroughs, PD Agendas, Sign-In Sheets

Strategy 1 Details				Reviews			
Strategy 1: Teachers and administrators will attend professional development provided by the Campus during PLCs and staff meetings, by our District, Two Chicks, Lead4ward, TEPSA, and Lexia.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implementation of recommended strategies to improve teacher effectiveness. **Staff Responsible for Monitoring:** Administration, Instructional Coach, TCLAS Coach, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 211 Title I, Part A - $10,000, - 199 PIC 30 State Comp - $2,000				75%			
	0% No Progress		100% Accomplished		Continue/Modify		Discontinue

Goal 2: Neil Armstrong Elementary School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Establish a system that provides immediate and ongoing feedback after walkthroughs and evaluations that is supportive to teacher growth.

Strategy 1 Details				Reviews			
Strategy 1: Create and follow a schedule of walkthroughs and formal observations that will include timely feedback.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Gather authentic and real time data to inform improvement efforts to the teachers.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Instructional Coach, TCLAS Coach **TEA Priorities:** Recruit, support, retain teachers and principals				50%			
	0% No Progress		100% Accomplished		Continue/Modify	✗ Discontinue	

Goal 3:

Neil Armstrong Elementary School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: Extra-curricular activities such as clubs will be provided to promote enrichment opportunities and allow students to pursue and focus on interests outside the regular curriculum that engage and excite them.

    Evaluation Data Sources: Increase in club participation which in turn increases student academic achievement.

Strategy 1 Details			Reviews			
Strategy 1: Teachers will sponsor a variety of clubs such as e-sports, spelling bee, drama, music, chess, student council, art, green environment, breakfast buddies, gardening, etc., for students to provide a well-balanced education.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Clubs will provide outlets for creative expression, learn teamwork building, and opportunities to foster meaningful relationships.
    Staff Responsible for Monitoring: Teachers, counselor and administration
 	
    Title I:
2.5
    Funding Sources: - 211 Title I, Part A - $5,000, - 199 PIC 30 State Comp - $1,000
			100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3:
Neil Armstrong Elementary School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 2: Develop College and Career readiness skills through learning activities for 100% of the students PK-5.

   Evaluation Data Sources: Students will demonstrate college and career awareness through their participation.

Strategy 1 Details	Reviews			
Strategy 1: The counselor will provide lessons, field trip opportunities, activities, ceremonies, and surveys to promote the importance of higher education and career interests.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have awareness of the importance of continued education and college and career options. **Staff Responsible for Monitoring:** Counselor and administration **Title I:** 2.5 **Funding Sources:** - 199 PIC 30 State Comp - $1,500	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: Neil Armstrong Elementary School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By establishing a welcoming, positive, and safe environment, student attendance will improve by 2%.

   Evaluation Data Sources: Reports on daily attendance will be produced as well as attendance contracts.

Strategy 1 Details			Reviews			
Strategy 1: Create a school-wide attendance plan to include various opportunities to receive or take part in incentives; snacks, fidget toys, movie days, extended recess, dances, field trips, bubble and kite days, lunch buddies, pizza to go, etc.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student attendance. **Staff Responsible for Monitoring:** Administration, counselor, peims clerk, teachers **Title I:** 2.6 **Funding Sources:** - 199 PIC 30 State Comp - $2,000			100%	100%	100%	

Strategy 2 Details			Reviews			
Strategy 2: Guidance counseling lessons as well as small group sessions such as breakfast bunch and lunch buddies will be provided.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Establishing a positive and safe environment will encourage students to attend school. **Staff Responsible for Monitoring:** Counselor			100%	100%	100%	

Strategy 3 Details			Reviews			
Strategy 3: Students will receive unique opportunities to participate in arts integrated lessons, music, fine arts, and clubs.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be in attendance to take part in these opportunities. **Staff Responsible for Monitoring:** Administration, teachers **Title I:** 2.5, 2.6			100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Neil Armstrong Elementary School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: Identify developmentally appropriate and culturally inclusive instructional practices including emotional and social play and learning experiences for student success.

Evaluation Data Sources: School counselor logs and visits and discipline referrals.

Strategy 1 Details		Reviews			
Strategy 1: Students will play with age appropriate equipment to aid in building social and emotional skills they continue to show struggles in.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will gain the necessary social skills to aid in establishing positive peer interaction, good sportsmanship, empathy, kindness, and acts of sharing. **Staff Responsible for Monitoring:** Administration, teachers, staff, counselor **Title I:** 2.5, 2.6 **Funding Sources:** - 211 Title I, Part A - $1,000, - 199 PIC 30 State Comp - $1,000		100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 5: Neil Armstrong Elementary School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: Provide parents and families multiple opportunities to participate in school-sponsored academic and social events.

Evaluation Data Sources: Flyers and communication via different modes, presentations and slides, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Conduct a variety of parent meetings throughout the school year to keep parents informed of school business, promote two-way communication, and educate families on new initiatives and resources. These meetings will include Parent Cafecitos, Meet the Teacher night, Open House/Title I, STAAR information sessions, SBDM and will be communicated via flyers and electronically. Light snacks will be provided. **Strategy's Expected Result/Impact:** Increase in parent and family participation and communication. **Staff Responsible for Monitoring:** Administration, Counselor, Parent Liaison, Secretary and Staff **Title I:** 4.1 **Funding Sources:** - 211 Title I, Part A - $16,500, - 199 PIC 30 State Comp - $500	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%			

Strategy 2 Details	Reviews			
Strategy 2: Conduct parent meetings to inform them of ways they can help make a positive impact on the academic progress and success of their student at home. These meeting include Convivios, Academic/STEM Nights, Report Card Nights, Book Fairs, Ceremonies and will be communicated electronically and through flyers. Light snacks will be provided. **Strategy's Expected Result/Impact:** Increase in student academic achievement and parent/family participation in their child's academic progress and success. **Staff Responsible for Monitoring:** Administration, Teachers, Counselor, Staff, Secretary **Title I:** 2.6, 4.2 **Funding Sources:** - 211 Title I, Part A - $500, - 199 PIC 30 State Comp - $500	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%			

Strategy 3 Details	**Reviews**			
Strategy 3: To support student participation and engagement, parents and families will be given the opportunity to attend social events such as Convivios, School Performances, Breakfast Buddies, Grandparent's Day Celebration, Family Lunch Day. These events will be communicated via Flyers and electronically and light snacks and refreshments will be served.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parent participation. **Staff Responsible for Monitoring:** Administration, Secretary, Counselor, Parent Liaison, Teachers **Title I:** 4.2 **Funding Sources:** - 211 Title I, Part A - $500, - 199 PIC 30 State Comp - $500	50%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Neil Armstrong Elementary School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 2: Provide families in early childhood with resources necessary to help them maximize their child's education and build stronger family units and communities.

    Evaluation Data Sources: Agenda, flyers, and sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Offer parent classes for families in the Head Start Program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved parent engagement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and Head Start Facilitator **Title I:** 4.2	50%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Conduct Head Start parent home visits for all students in the early childhood program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen family-school relationship.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Head Start Facilitator **Title I:** 4.2	50%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 5: Neil Armstrong Elementary School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 3: Provide professional development opportunities for the parent liaison to foster positive relationships between parents and teachers and to empower parents to become active participants in the education of their children.

Evaluation Data Sources: Conference agenda and participation materials

Strategy 1 Details	Reviews			
Strategy 1: The parent liaison will attend various professional development opportunities throughout the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen the family-school relationship. **Staff Responsible for Monitoring:** Administration **Funding Sources:** Professional Development - 211 Comprehensive Support - $1,200	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$15,000.00
1	1	2			$38,560.00
2	1	1			$10,000.00
3	1	1			$5,000.00
4	2	1			$1,000.00
5	1	1			$16,500.00
5	1	2			$500.00
5	1	3			$500.00
				Sub-Total	$87,060.00

199 PIC 30 State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$2,000.00
3	1	1			$1,000.00
3	2	1			$1,500.00
4	1	1			$2,000.00
4	2	1			$1,000.00
5	1	1			$500.00
5	1	2			$500.00
5	1	3			$500.00
				Sub-Total	$9,000.00

211 Comprehensive Support

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Professional Development		$1,200.00
				Sub-Total	$1,200.00

South San Antonio Independent School District

Roy P. Benavidez Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: January 18, 2023
Public Presentation Date: September 16, 2022

Mission Statement

South San ISD

Mission Statement

Think big, think positive, think forward

Roy P. Benavidez Elementary School

Mission Statement

Rich educational experiences, student empowerment, and enrichment.

Vision

South San ISD

Vision Statement

Together igniting action inspiring growth

Roy P. Benavidez Elementary School

Vision Statement

Providing high quality instruction that develops successful future global leaders.

Core Values

Roy P. Benavidez Elementary

Core Values

Family, Faith, Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Roy P. Benavidez Elementary is a Title I PK-5th grade Urban Elementary School in South San Independent School District. The campus is geographically located in the South Side of San Antonio, Texas.

Table 1.1 Program Demographics

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Enrollment		654	646	578	561	457	Pending 2023 TAPR
Economically Disadvantaged		86.9%	88.9%	86.3%	88.8%	91.5%	Pending 2023 TAPR
Emergent Bilingual		39%	41.2%	36.2%	33.5%	35.4%	Pending 2023 TAPR
At Risk		81.8%	74.8%	78%	74.3%	90.4%%	Pending 2023 TAPR
Special Education		9.9%	11.9%	11.6%	12.3%	12.7%	Pending 2022 TAPR
Mobility Rate		12.3%	8.9%	10.5%	11.7%	Pending TAPR	Pending TAPR
Attendance		96%	95.6%	98.6	91.8	Pending TAPR	Pending TAPR

Grade Level   # of Units   # of Students

 PreKinder/Head 3 /67

Kinder Grade   5//50

1st Grade 6/64

2nd Grade 5 /53

3rd Grade 5/51

4th Grade 4 /64

5th Grade 6 /47

 Life Skills 1/12

BAC Unit 1/?

Demographics Strengths

Our at risk population decreased from 2019-2020 to 2022-2023.

Attendance rates have been at or above the state average, which is a strong indication of community and family commitment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student enrollment continues to decrease   **Root Cause:** Our campus needs to provide innovative practices that will retain and recruit students

Student Learning

Student Learning Summary

Campus's are evaluated on three domains Student Achievement, School Progress and Closing the Gaps. We will receive an Overall Performance Score and receive a B rating. Campuses will receive A–F ratings. Table 1: Accountability Data Summary.

	Domain 1 Student Achievement	**Domain 2 School Progress**	**Domain 3 Closing the Gaps**	Overall
2019	58	74	72	C
2020				All Districts and Schools Were Not Rated in 2020 Due to COVID-19
2021				Not Rated: Declared State of Disaster
2022	NR-52	B-88	C-74	B-84
2023				Pending 2022 TAPR Report

Student Learning Strengths

South San ISD received a TEA grant to implement high quality instructional materials, CRIMSI. This year, all teachers will continue to implement Eureka math, Amplify reading, and Ph D Science. The universal screener and intervention program for K-5th is MAP testing for math, reading, and science. PreK/Head Start will utilize the Circle.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not enough students are scoring in the approaches. meets and masters range in all subjects therefore we are not excelling in student achievement on our school report card   **Root Cause:** Additional training is required to align TEKS and rigor of STAAR, increase engagement strategies and increase knowledge in standards and curriculum.

Problem Statement 2: A low number of students are achieving meets and/or master in Reading and/or Math assessments   **Root Cause:** Weak foundational skills due to previous years virtual learning and new curriculum.

School Processes & Programs

School Processes & Programs Summary

This year all admin team is new to the campus. Campus Principal (was here previously) ,Assistant Principal and counselors. Benavidez Elementary has one full time Instructional Coach. This year, we hired a new Reading Intervention Coach for pull out support

District has adopted Eureka Math, Amplify Reading, and PHd Science. For instructional practices, we use the Fundamental 5. The Fundamental 5 focuses on Framing the Lesson, Working in the Power Zone, Small Group - Frequent Talk, Recognize and Reinforce, and Critical Writing. Professional Development is given at the beginning of the year and throughout the year in relation to our curriculum and instructional practices. Teachers have PLC weekly to internalize lessons, break down data, and plan for future instruction. We have support services of special education, RTI, and dyslexia to target struggling students in their greatest needs. Students are also tutored to help them grow in areas of weaknesses.

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School Processes & Programs Strengths

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The district is struggling recruiting qualified candidates.   **Root Cause:** Shortage of teacher candidates.

Problem Statement 2: Teachers having limited opportunities to learn about the entirety of how to use each curriculum we have adopted   **Root Cause:** Beginning of year professional development was not sufficient. Professional development during the year only allows for a select amount of teachers to attend. Sometimes one teacher has to attend the training and then go back to train their colleagues

Perceptions

Perceptions Summary

Families are invited to attend a variety of functions to foster engagement and enhance a sense of community. Some of the many and varied functions include: Meet the Teacher function District-Wide Open House Monthly Cafecitos Monthly parent booster meetings with grade level performances Family Learning Nights A Grandparents Day Celebration Implementation of Parent Volunteer Program Hiring of Part-Time Parent Liaison to support family needs Esports Clubs such as Cheer Squad, Cooking and Running Club Fall Fest

Surveys are conducted to receive feedback on school climate, customer service, and classroom instruction. We have report card night each nine weeks to inform parents of their child's progress. Each nine weeks we also have award ceremonies to recognize students for their achievements and hard work. We have parent coffees to inform parents of surrounding community resources. We have student showcases to allow students to share their talents with their parents and families. Our Pre-K families are able to participate in events that encourage family involvement, such as a father-daughter dance, mommy and me nights, and daddy and me nights. Our campus also had many different clubs where students can demonstrate and apply leadership skills in and out of the instructional setting.

Perceptions Strengths

We have a wide variety of events and activities that allow for parental and community involvement.

Multiple lines of family communication: Monthly calendar copies and regular reminders in English/ Spanish; updated information on school marque; Social Media-Use of Twitter school account and Hutchins ES Facebook Account; Class Dojo; schoolwide announcements on Blackboard

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement has been inconsistent and needs to be increased   **Root Cause:** It is low due to a lack of trust and sense of community stemming from the campus having multiple administrators over the past five years as well as the uncertainty of new policies.

Problem Statement 2: New parents do no always feel engaged with the school and/or other families within the school.   **Root Cause:** New parents do not know how to get involved through our current communication practices.

Priority Problem Statements

Problem Statement 1: Our student enrollment continues to decrease

Root Cause 1: Our campus needs to provide innovative practices that will retain and recruit students

Problem Statement 1 Areas: Demographics
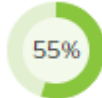
Goals

Goal 1: Benavidez will increase ACADEMIC ACHIEVEMENT for ALL students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: All teachers will implement the district's curriculum by the end of the school year 2024 by showing student improvement by 10%.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Incorporate the use of high quality instruction based on TEKS/STAAR 2023-aligned teacher resources in PLCs (i.e. Eureka Math, Amplify Reading, PH.D, and MAP) in an effort to increase teacher knowledge and positive impact instructional delivery	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: : Increased performance on Formative Assessments/Benchmarks, State Assessments, and STAAR Reading, Writing, Math and Science **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Classroom Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%			

Strategy 2 Details	Reviews			
Strategy 2: Improve Tier 1 Instruction classroom instruction and student engagement in Reading, Writing, Math and Science by incorporating Lead4ward Instructional Playbook with high-yield strategies and best practices .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance on Formative Common Assessments/Benchmarks and STAAR Reading, Writing, Math and Science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Reading Teacher **ESF Levers:** Lever 5: Effective Instruction	50%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide after school tutoring for struggling students in reading and math	Formative			Summative
Strategy's Expected Result/Impact: Increase STAAR reading and math scores **Staff Responsible for Monitoring:** Assistant Principal and Principal	Nov	Jan	Mar	June
	55%			

Strategy 4 Details	Reviews			
Strategy 4: Provide after school tutoring for K-5 and part-time support for during the day intervention.	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement in reading and math by targeting most at risk students. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Reading Teacher, Teacher	Nov	Jan	Mar	June
	60%			

Strategy 5 Details	Reviews			
Strategy 5: Provide supplies for teachers to use in the classroom, bulletin boards to display student work as well as Reading resources /books, Leveled Literacy Intervention kits, scholastic magazines, and dictionaries, and computer programs for teachers to implement into their classroom for student success	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student achievement while targeting most at risk students. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers	55%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Benavidez will increase ACADEMIC ACHIEVEMENT for ALL students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: All teacher will Implement HB 1416 to ensure students needs are being met and students are successful by showing an increase of 10% by May 2024.

> **High Priority**

> **Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
Strategy 1: Provide support, personnel, resources and supplies for teachers to be able to successfully teach to at-risk students to improve literacy and math skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student growth and percentages in reading and math of students on grade level. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Benavidez will increase ACADEMIC ACHIEVEMENT for ALL students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: Assist students with core content support in Math and Reading through small group tutoring sessions, increasing overall students performance on STAAR and Diagnostic Assessments by 15%.

High Priority

Evaluation Data Sources: School Report Card, Universal Screener Data, Benchmarks, Common Assessment Data, STAAR Data, teacher observations

Goal 2: Benavidez will recruit, develop, SUPPORT, and RETAIN effective teachers, principals, and other instructional staff.

Performance Objective 1: Quality professional development during the 2023-2024 school year will be provided to 100% of instructional staff student data will show teacher instruction increase by 10%.

HB3 Goal

Evaluation Data Sources: PD Evaluation Forms, PD Agendas and Sign in Sheets

Strategy 1 Details			Reviews		
Strategy 1: Provide professional development opportunities for teachers and administrators to improve instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide good first instruction for teachers.	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Administration, CILT, IC, RC **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A	15%				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Benavidez will recruit, develop, SUPPORT, and RETAIN effective teachers, principals, and other instructional staff.

Performance Objective 2: Systems that provides consistent and ongoing feedback for the 2023-2024 academic year in support of all instructional initiatives that will be in place with the feed back of 45 min observation and 2 walkthroughs for the year.

High Priority

Evaluation Data Sources: Administrators, CILT TEAM ,Instructional Coach

Strategy 1 Details			Reviews			
Strategy 1: Teachers will be provided feedback sessions to provide bite-size strategies for immediate implementation after TTESS Walkthroughs/Evaluations.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in teacher support and effectiveness. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Recruit, support, retain teachers and principals			N/A			

Strategy 2 Details			Reviews			
Strategy 2: The campus will participate in school wide Learning Walks.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement on Diagnostics, Benchmarks, Common Assessments, and STAAR.			**Nov**	**Jan**	**Mar**	**June**
			35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Benavidez will implement PROGRAM INITIATIVES and ACTIVITIES that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: Establish a partnership with middle schools Academies of Choice: Fine Arts, Health Sciences, and STEM.

High Priority

HB3 Goal

Evaluation Data Sources: 5th Grade Promotion Rates, 5th Grade Acceptance to Choice Academies.

Strategy 1 Details		Reviews		
Strategy 1: Conduct career exploration surveys to fourth and fifth grade students to determine career interests.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase career exploration opportunities to determine academy of choice	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Benavidez will implement PROGRAM INITIATIVES and ACTIVITIES that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 2: Benavidez students will participate in a post-secondary educational or career paths to expand their awareness of future opportunities, such as Career on Wheels, Endorsement Showcase, Career Exploration, Guest Speakers, Field Trips

    Evaluation Data Sources: Campus scheduled events

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to to participate in Enrichment Programs and Educational Field Trips	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students performing at the Masters Level of Above on Diagnostic, Benchmarks, Common Assessments, STAAR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Staff and Administration **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	55%			

Strategy 2 Details	Reviews			
Strategy 2: Provide the students the opportunity to participate in Elementary National Honor Society.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students performing at the Masters Level of Above on Diagnostic, Benchmarks, Common Assessments, STAAR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Teachers, Counselor, Office Staff	40%			

Strategy 3 Details	Reviews			
Strategy 3: All students will engage in formative assessments, frequent small group purposeful talk and writing critically daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student performance in State and District Assessments.	**Nov**	**Jan**	**Mar**	**June**
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	60%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Benavidez will implement PROGRAM INITIATIVES and ACTIVITIES that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 3: Benavidez will provide clubs, extra curricular activities, Esports, and leadership opportunity to help instill a sense of what students may what to pursue in their future.

Evaluation Data Sources: Schedule Clubs and Activities Events

Strategy 1 Details						Reviews			
Strategy 1: Provide opportunities for students to to participate in Enrichment Programs and Educational Field Trips						**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students performing in the classroom will participating in clubs and extra curricular activities. **Staff Responsible for Monitoring:** Teacher, Staff and Administration **TEA Priorities:** 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						**Nov** 60%	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 3: Benavidez will implement PROGRAM INITIATIVES and ACTIVITIES that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 4: Benavidez will provide student incentives to improve daily attendance.
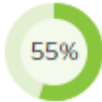
    High Priority

    Evaluation Data Sources: Attendance and enrollment rates

Strategy 1 Details	Reviews			
Strategy 1: Create a school wide attendance plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of student attendance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Date Clerk/ Teachers/ Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	85%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of student attendance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and Campus administration				

Strategy 3 Details	Reviews			
Strategy 3: Provide after school activities and clubs for students to participate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased in attendance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and Campus administration	85%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Benavidez will ensure all students are provided a learning environment centered on their WELL-BEING that impacts their learning and success

Performance Objective 1: Create and implement safety standards that promote safe facilities and equipment across the district.

Strategy 1 Details		Reviews			
Strategy 1: New Safety protocols , safety guidelines, emergency and safety folders, playground and classroom upkeep and bullying protocols.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Communication Safety **Staff Responsible for Monitoring:** Administration Teachers and Staff Counselor CIS Committee SAPD SAFD State Troopers		55%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Benavidez will ensure all students are provided a learning environment centered on their WELL-BEING that impacts their learning and success

Performance Objective 2: By May 2024, all Students will attend lessons, spearheaded by the School Counselor, that targets mental health awareness and improvement, anti bullying, safety, and alcohol/drug prevention.

Evaluation Data Sources: Discipline Referrals, School Counselor Log, Counselor and Teacher Referral, Behavioral Threat Assessment, and Behavioral RTI.

Strategy 1 Details		Reviews			
Strategy 1: Implement PBIS training, student behavior charts, flow charts, discipline referrals, PBIS Store		**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive Behavior Positive SWISS reports		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PBIS Committee Administration, Teachers and Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 Comprehensive Support - $500		50%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Benavidez will ensure all students are provided a learning environment centered on their WELL-BEING that impacts their learning and success

Performance Objective 3: Implement a collaborative instructional model that integrates technology and hands-on instructional experiences. Benavidez will provide students with instructional and technology materials to impact their learning. Instructional / Technolgy materials will be ulitized to help prepare and ensure academic achievement.

    Evaluation Data Sources: Instructional supplies and materials and testing materials from approved district vendors

Strategy 1 Details				Reviews			

Strategy 1: Teachers will utilize Chromebooks/Laptops, iPads or Smart Board for interactive lessons to provide experiences for students to think critically to support learning and provide instruction through on-line platforms.
    Strategy's Expected Result/Impact: Lesson Plans Learning Walks Walkthroughs Observations
    Staff Responsible for Monitoring: Principal, Assistant Principal, CILT, Instructional Coach, Teacher, Staff and technology coordinator.
				Formative			**Summative**

				Nov	Jan	Mar	June
				50%			

Strategy 2 Details				Reviews			

Strategy 2: Purchase laptops, iPads, iPad covers, infocus, document cameras, and other technology equipment materials for teacher use to support lesson delivery and promote critical thinking and problem solving.
    Strategy's Expected Result/Impact: Lesson Plans, Learning Walks and Walkthroughs
    Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal
				Formative			**Summative**

				Nov	Jan	Mar	June
				85%			

Strategy 3 Details				Reviews			

Strategy 3: Provide hands on instructional materials for teachers to use to support lesson delivery and promote critical thinking and problem solving.
    Strategy's Expected Result/Impact: Rigours lessons.
    Staff Responsible for Monitoring: campus administration
				Formative			**Summative**

				Nov	Jan	Mar	June
				50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Benavidez will collaborate with PARENTS and COMMUNITY to ensure all students receive a gold standard education.

Performance Objective 1: By May 2024, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity. Incentives and food will be provided to increase participation and to bring families, community and staff together.

    Evaluation Data Sources: Flyers, Agendas and Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Host Monthly Principal Cafecitos	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monthly Parent Sign In Parent Surveys Agenda	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Campus administration Head Start Facilitator
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: - 211 Title I, Part A - $1,000
	20%	✗	✗	

Strategy 2 Details	Reviews			
Strategy 2: Conduct with parent volunteer support Reading Night, Math Night and Science Night to provide parents with information about what students are currently learning and how they can support the learning at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parent Flyer and Parent Sign In Sheets, Campus Website
    Staff Responsible for Monitoring: All Teachers, Principal/Vice Principal
 	
    Funding Sources: - 211 Title I, Part A - $600
	10%			

Strategy 3 Details	Reviews			
Strategy 3: Create at least 3 student/teacher interest clubs: music, gardening, cheer, embroidery, art and library. Parent (nutrition classes)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Club by-laws Club Membership Club Meetings/schedule Agenda and sign in sheet
    Staff Responsible for Monitoring: Administration, Teachers & Staff, Students and Parents
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	15%			

Strategy 4 Details	Reviews			
Strategy 4: Invite parents to Title 1 Parent Meeting at initial Open House meeting held in the evening.	Formative			Summative
Strategy's Expected Result/Impact: Agenda, Title1 Parent sign In sheets	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Benavidez will collaborate with PARENTS and COMMUNITY to ensure all students receive a gold standard education.

Performance Objective 2: Establish a volunteer program that utilizes staff, student and community membership.

Strategy 1 Details		Reviews			
Strategy 1: Implement a parent volunteer program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent engagement and support Parent Volunteer Log Parent Room		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Teachers and Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		25%			

Strategy 2 Details		Reviews			
Strategy 2: Implement monthly opportunities for parents to engage with the school and their child.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent Liaison **Funding Sources:** - 211 Title I, Part A		25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Benavidez will collaborate with PARENTS and COMMUNITY to ensure all students receive a gold standard education.

Performance Objective 3: 100% of classroom teachers will create and maintain a teacher online app that is user friendly to the families of Benavidez

    High Priority

    Evaluation Data Sources: Seesaw Usage

Strategy 1 Details	Reviews			
Strategy 1: Utilize a variety of communication platforms and social media platforms to encourage parents to communicate with the school, to share important information with families and to highlight and promote special events. Platforms may include: School Messenger, Blackboard, Twitter, Facebook, Benavidez school website and teacher websites, Skyward and charter apps driveline safety application.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Staff and Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	55%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
5	1	1			$1,000.00
5	1	2			$600.00
5	2	2			$0.00
				Sub-Total	$1,600.00
211 Comprehensive Support					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1			$500.00
				Sub-Total	$500.00

South San Antonio Independent School District

Miguel Carrillo, Jr. Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Mission

Think Big, Think Positive, Think Forward

All students will enjoy successful education experiences to empower them to make decisions and enrich their lives in the future they create.

Vision

Vision

Together, igniting action, inspiring growth

Miguel Carrillo, Jr. Elementary is a positive student-centered environment, which empowers students to be productive lifelong learners through collaboration and innovative education within our school community.

Core Beliefs

- We believe effective communication and collaboration creates strong leadership.

- We believe compassionate and dedicated teachers foster a positive culture which inspires students to become independent learners.

- We believe all members of the community are accountable for student success.

- We believe students are responsible for taking ownership of their learning and achievement.

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Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

South San Antonio Independent School District has an economically disadvantaged rate of 88% or higher at every campus and has historically averaged 90% of economically disadvantaged students. The range of economically disadvantaged students as reported in the SC5000 ESSA consolidated application this year is from 88%-98%, making every school a priority. For this reason, South San Antonio Independent School District does not allocate Title I, Part A, Title II, Part A or Title IV funds at the campus level.

Title I, Part A
All schools in South San Antonio Independent School District qualify and participate as a schoolwide Title I school

Title II, Part A
South San Antonio Independent School District places a focus on the implementation of comprehensive support and improvement activities for those identified schools in need of Improvement in accordance with the TEA Statutory Requirement. Those identified schools also receive funds from Title I, Part A and the School Improvement Grant.

Title II funds at the district level are allocated to personnel who support teachers and principals in order to improve the quality of instruction and ensure equity of educational opportunity for all students. Schools identified as in need of improvement are prioritized by conducting regularly scheduled school visits to include a classroom walk through and feedback protocol in coordination with the school's Targeted Improvement Plan.

Title II funds at the campus level are targeted to core content instructional coaching at every middle school. This plan is based on state performance data where four of five schools identified as in need of improvement are at the middle school level and/or from feeder elementary schools. These instructional coaches are an additional core content coach to improve the quality and effectiveness of teachers.

At both the district and campus level, recent state assessment performance rates show South San Antonio Independent School District at 20% points below the state average in both math and reading on the all grades report. The plan for Title II, Part A funds is to primarily be used for personnel who will serve as direct instructional support for teachers and principals.

Demographics

Demographics Summary

Miguel Carrillo Jr. Elementary will service future leaders in PK- 5th grade for the 2023-2024 school year.

We are campus focused and committed to Student Success, located in the heart of the South Side community. Carrillo Elementary is on the verge of rapid population growth, as we anticipate receiving and welcoming approximately 220 new students coming from a neighboring shuttered campus. Carrillo Elementary utilizes our resources towards professional development and educational strategies founded on the principle of building lifelong learners and leading with heart to lead our students towards achieving goals of academic and social emotional success.

In addition to our learning principals, future leaders will find opportunities to participate in Fine Arts, Science Clubs, Math Clubs, eSports, Intramural Sports, and more. Carrillo Elementary is proud to employ highly qualified instructional staff, with 100% of classroom Teachers holding a Bachelor's degree, and -/- of instructional personnel holding advance degrees. The average teaching experience at Carrillo is - years, and our staff will be receiving more Teachers from other campuses with varying specialties to comprehensively service our future leaders.

Carrillo Elementary offers a comprehensive Special Education program that offers appropriate services for distinct special education groups including:

- BSC (Behavior Support Curriculum)
- Speech Therapy
- Dyslexia Instruction at all levels K-5 implemented by a Dyslexia Program Specialist
- All special education/dyslexia services are staffed by highly qualified and certified teachers and paraprofessional staff.

Community support is provided by:

- Community in Schools
- South San Antonio ISD C.A.R.E. Zone.

Carrillo Elementary will also now serve as a Bilingual/Dual Language Campus, and will service Emergent Bilingual students by providing a dual language program and Bilingual Support.

To promote staff retention, Carrillo provides Mentorship, Coaching, Consistent Administrative feedback, behavior support specialists and mandatory trainings for all staff members.

Talented and Gifted services are also provided on campus for scholars who need enrichment activities.

Teacher to student ratio averages 1:- Carrillo employs Instructional Coaches who assists teachers with instruction, one counselor, one assistant principal, and a principal.

Demographics Strengths

Carrillo has a enrollment of 280 students. Each grade level has an average of 16 students in class. This year for the 2023-2024 school year we will increase our enrollment by 280 students increasing our enrollment to 560 and increasing our classroom capacity to 3-5 classes per

grade level with each classroom having a bilingual class.

Carrillo Elementary has a full-time ELAR Instructional Coach that will bring continuity to the 2023-2024 school year. Teachers will continue to have an uninterrupted block for PLC and planning with the coaches and administrators. We will add a Reading Specialist to concentrate on working with our students in Tier 2 and 3.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 98% of students are considered at risk. **Root Cause:** Staff require additional resources and professional development to differentiate learning experiences for at-risk students.

Student Learning

Student Learning Summary

Overall			
Domain 1- Student Achievement			
Domain 2- School Progress			
Domain 3- Closing the Gap			

2022 STARR scores from TEA

STARR data is as follows:

3rd Grade Reading- Approaches Level 41.3%, Meets Level 17.39%, and Masters Level 4.35%

3rd Grade Math- Approaches Level 34.78%, Meets Level 10.87%, and Masters Level 0%

4th Grade Reading- Approaches Level 51.43%, Meets Level 22.86%, and Masters Level 8.57%

4th Grade Math- Approaches Level 34.29%, Meets Level 14.29%, and Masters Level 8.57%

5th Grade Reading- Approaches Level 56.41%, Meets Level 35.9%, and Masters Level 15.38%

5th Grade Math- Approaches Level 57.89%, Meets Level 15.79%, and Masters Level 7.89%

Student Learning Strengths

2022-2023

South San ISD received a TEA grant to implement high quality instructional materials, CRIMSI. This year, all teachers will implement Eureka math, Amplify reading, and Ph D Science. The universal screener and intervention program for 3rd-5th is MAP testing for math, reading, and science. Universal screener for grades K-2nd is mClass.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A low number of students are achieving meets and/or master in Reading assessments.   **Root Cause:** Support is needed to build the capacity for new(er) educators to meet the needs of a diverse set of students.

Problem Statement 2: A low number of students are achieving meets and/or master in Math assessments   **Root Cause:** Weak foundational skills due to virtual learning and lack of consistent small group instruction.

School Processes & Programs

School Processes & Programs Summary

Carrillo teachers are highly qualified professionals who model lifelong learning. We believe in embedding opportunities for each child to receive interventions and/or extensions throughout the school day, as well as many extra-curricular opportunities for students at all grade levels. The weekly schedule allows time for teacher collaboration and student enrichment regularly. Additionally, teachers have opportunities for job embedded professional development and professional instructional coaching through PLC or at the district level.

School Processes & Programs Strengths

The Carrillo structures and schedules allow teachers and staff to work collaboratively to meet various needs of students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Decline in the practice of the Capturing Kids Hearts or PBIS.   **Root Cause:** Be intentional, with Character Program to create culture of respect. There has been a growing number of discipline problems due to lack of system in place. Consistency will be key in building better habits, not just in school, but in our homes as well

Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students with any issues related to the pandemic   **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students

Perceptions

Perceptions Summary

Teachers and staff believe that student success stems from collaboration. Students and staff learn together and connect through intentional social-emotional learning, and experiences that support a collaborative culture. Our staff believe that all students can be academically successful when we focus on strong, campus-wide systems and initiatives. Even when parents and families are limited in their opportunities to visit and serve on campus, many still find ways to support and connect with our vision and mission.

Perceptions Strengths

Teachers continue to find efficient ways to connect and communicate with families throughout the year. Teacher leaders serve on leadership teams and campus committees that help us to monitor continuous improvement and gather community input.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families struggle to prioritize opportunities to engage with the school and volunteer.   **Root Cause:** Lacking in provide parent engagement opportunities and educating parents.

Problem Statement 2: Many students hade a need for social/emotional support.   **Root Cause:** Families struggling emotionally and financially: therefore affecting our student emotional state.

Problem Statement 3: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like   **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.
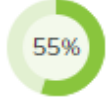
Priority Problem Statements

Goals

Goal 1: Miguel Carrillo, Jr will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: Student scores will improve in reading STAAR in all populations by 5% by the end of Spring 2023.

    Evaluation Data Sources: TAPR report

Strategy 1 Details		Reviews			
Strategy 1: Daily small group instruction will focus on individualized reading and math goals in accordance to HB4545		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Math and Reading scores at all levels.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Counselor, Campus Administration		65%			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will incorporate high-yield strategies that increase student engagement and require a variety of thinking from students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student engagement and transfer of knowledge **Staff Responsible for Monitoring:** Administrations, IC, and Adminstrations		55%			

Strategy 3 Details		Reviews			
Strategy 3: Incorporate the use of high quality instruction based on TEKS/STAAR 2022-aligned teacher resources in PLCs (i.e. Eureka Math, Amplify Reading, PH.D, Sirius Education Solutions, STAAR Blitz, and MAP) in an effort to increase teacher knowledge and positive impact instructional delivery.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance on Formative Assessments/Benchmarks, State Assessments, and STAAR Reading, Writing, Math and Science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Classroom Teacher		80%			

Strategy 4 Details	Reviews			
Strategy 4: Purchase STAAR materials to utilize during after school tutoring.	Formative			Summative
Strategy's Expected Result/Impact: Increase STAAR math and reading scores **Staff Responsible for Monitoring:** Administration, IC, Reading Specialist **Funding Sources:** - 211 Title I, Part A - $4,700	**Nov**	**Jan**	**Mar**	**June**
	35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Miguel Carrillo, Jr will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: Implement HB 1416 to ensure students needs are being met and students are successful by showing an increase in scores of 10%.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Hire part-time temporary support tutors to increase STAAR math and reading scores.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Close the Gap on STAAR scores.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, and Principal	N/A			
Funding Sources: - 211 Title I, Part A - $20,000				

Strategy 2 Details		Reviews		
Strategy 2: Provide support, resources and classroom supplies for teachers to be able to successfully teach to at-risk students to improve literacy and math skills.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase student growth and scores in reading and math.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Teachers, Instructional Coach	N/A			
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Miguel Carrillo, Jr will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: Student scores will improve in math STAAR in all populations by 5% by the end of Spring 2023.

Evaluation Data Sources: TAPR Report

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Incorporate the use of high quality instruction and teacher resources. (i.e. Eureka Math, PH.D, Sirius Education, STAAR Blitz, MAP and ST Math through Mind Education) in an effort to increase teacher knowledge and positive impact instructional delivery thus improving student scores.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance on Formative Assessments/Benchmarks, State Assessments, and STAAR Math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Classroom Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - 211 Title I, Part A	35%			
0% No Progress 100% Accomplished Continue/Modify ❌ Discontinue				

Goal 2: Miguel Carrillo, Jr. will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: The campus will provide professional development opportunities as well as online trainings for staff that will support teachers in providing high levels of student engagement during the 2023-2024 school year (LEAD4WARD, Region 20, SSAISD Professional Learning, T-TESS Teacher Training System)

    Evaluation Data Sources: PD Evaluation, Agendas, Sign In Sheets, number of PD staff attend

    Summative Evaluation: Some progress made toward meeting Objective
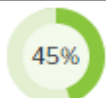
Strategy 1 Details	Reviews			
Strategy 1: Provide job-embedded professional development by modeling research-based strategies during PLCs and faculty meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the implementation of high-yield, rigorous instructional strategies that require a variety of thinking. **Staff Responsible for Monitoring:** Campus Administration and Instructional Coaches	20%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Miguel Carrillo, Jr. will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: Provide afterschool activities and clubs and hold Campus Career Days/host speakers, to students in order to promote academic improvement and enrichment.

    Evaluation Data Sources: Newletters, Pictures, Sign In sheets

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Create academic enrichment clubs for teachers and students establish hands-on learning by building projects, Esports, and using technology to help record and research (New Broadcasting Club, ESports, NEPO Math etc.)
     Strategy's Expected Result/Impact: Weekly meetings, agendas, performances, game schedules
     Staff Responsible for Monitoring: Teachers and Administration
	Formative			**Summative**

	Nov	Jan	Mar	June
	25%			

Strategy 2 Details	Reviews			

Strategy 2: Develop campus culture for parent engagement inviting parents to attend and participate in STEM Family Night 2023-2024 school year.
     Strategy's Expected Result/Impact: Sign-in sheets and agendas
     Staff Responsible for Monitoring: All faculty, committees, and administration
	Formative			**Summative**

	Nov	Jan	Mar	June
	5%			

Strategy 3 Details	Reviews			

Strategy 3: Invite parents and community to awards ceremonies and completion ceremonies twice a year.
     Strategy's Expected Result/Impact: Sign-in, agenda, invitations
     Staff Responsible for Monitoring: Administration, counselor, teachers
	Formative			**Summative**

	Nov	Jan	Mar	June
	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Miguel Carrillo, Jr. will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Student Attendance will increase by 5% with the help of mental and social emotional support through the Care Zone or other initiatives. Monthly Attendance incentives, Utilization of Class Catalyst.

    Evaluation Data Sources: CIS data, Discipline Referrals, School Counselor Log, PEIMS attendance report

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: School counselor will provide lessons discussing resources available to curb mental health, bullying and other topics.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of all students, PK-5th, will have received guidance from school counselor. **Staff Responsible for Monitoring:** Counselor, Admin, Teachers	35%			
Strategy 2 Details	**Reviews**			
Strategy 2: Create a partnership with CARE Zone to provide services (mental health, family services, CIS, food pantry, clothing closet, etc.) for our at-risk students to succeed in school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher Selection Forms, Counselor Submittals, CARE Zone Activity Log **Staff Responsible for Monitoring:** Counselor and Administration	80%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 5: Miguel Carrillo, Jr. will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By May 2024, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity. Incentives and food will be provided to increase participation and to bring families, community and staff together.

    Evaluation Data Sources: Flyers, Agendas, Class Dojo, Social Media and Sign In Sheets

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Create parent engagement opportunities to inform parents of Title 1 funds, academic nights, cafecitios, CIS, FAST and campus events.
    Strategy's Expected Result/Impact: 90% of parents will have attended at least 1 parent engagement event.
    Staff Responsible for Monitoring: Counselor, assistant principal, principal
	Formative			**Summative**

	Nov	Jan	Mar	June
	50%			
Strategy 2 Details	**Reviews**			

Strategy 2: Implement FAST program to serve Pre-k-2 families. FAST will be held for 8 weeks on Thursdays and will hold a graduation at the end of the program.
    Strategy's Expected Result/Impact: FAST certificates
Pictures
Sign In
    Staff Responsible for Monitoring: Administrator
Teacher leader
	Formative			**Summative**

	Nov	Jan	Mar	June
	5%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 6: Goal 6

Miguel Carrillo, Jr. will provide SUPPLEMENTAL SUPPORT and resources to low performing campuses.

Performance Objective 1: By June 2024, Carrillo Elementary will utilize supplemental support and resources to show growth in the meets level for all STAAR exams for 3rd, 4th and 5th grade.

   Evaluation Data Sources: STAAR scores as well as benchmarks and common assessments.

Strategy 1 Details	Reviews			
Strategy 1: Supplemental support by retired part time personnel will be provided for students in 3 - 5. Literature on Math strategies for the classroom will also be provided to the teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in Meets level 2023-2024 STAAR scores and benchmark and common assessments. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, Teachers, part time staff	5%			
Strategy 2 Details	Reviews			
Strategy 2: Provide Parent Liaison to support our campus and provide parent support as well as increase parent engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parent attendance at school programs and an increase in our volunteer program. **Staff Responsible for Monitoring:** Administration, Counselor	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$4,700.00
1	2	1			$20,000.00
1	3	1			$0.00
				Sub-Total	$24,700.00

South San Antonio Independent School District

Five Palms Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Piensa en grande, piensa positivo y piensa en el futuro.

Think big, think positive, and think forward.

Vision

Juntos, encendiendo acciónes e inspirando crecimiento.

Together, ignite action and inspire growth.

Core Beliefs

We believe that:

1. All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.

2. Trust is an active process and essential to ensure our students, staff, and community's academic wellness, safety, and success.

3. We all deserve to be cherished, challenged, and stretched to reach our highest contribution level.

4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.

5. Authentic transformation requires being comfortable with being uncomfortable.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Five Palms Elementary is one of eight elementary schools in the South San Antonio District and, as of June 2023, had a total student enrollment of 527. Based on the 2021-2022 TAPR, our student population had a total enrollment of 450 students. Notably, our student enrollment increased by 77 for the 2022-2023 academic year. Table 1 shows the 2021-2022 student information based on the Texas Academic Performance Report.

Table 1.

2021-2022 Student Information

Student Information	Five Palms Elementary
Attendance Rate (2020-2021)	89.6%
Ethnicity	
African American	1.8 %
Hispanic	94.2%
White	3.8%
Sex	
Female	50.7%
Male	49.3%
Enrollment by Student Group	
Economically Disadvantage	93.8%
Non-Economically Disadvantage	6.2%
Section 504 Students	1.8%
Emergent Bilingual/EL	53.1%
Student with dyslexia	2.4%
Immigrant	4.9%
Title I	100%
At-Risk	88.9%

Student Information	Five Palms Elementary
Student by Instructional Program:	
Bilingual/ESL Education	56.4%
Gifted and Talented	2.4%
Special Education	10.4%
Mobility (2020-2021)	
Total Mobile Students	14.8%

Staff Information

According to the 2021-2022 (TAPR), Five Palms has 42.6 staff members. It is important to note that the total number of staff members was the same for the 2022-2023 school year and is predicted to reduce to 40 staff members for the 2023-2024 School Year. Table 2 shows the 2021-2022 staff information based on the Texas Academic Performance Report.

Table 2.

2021-2022 Staff Information

Staff Information	Five Palms Elementary
Professional Staff	34.2
Teachers	27.9
Professional Support	4.3
Campus Administrators	2
Educational Aides	8.4
Librarian	1
Counselor	1
Teacher by Ethnicity	
Hispanic	92.8%
White	7.2%
Teachers by Sex:	
Male	10.7%
Female	89.3%
Teacher by Highest Degree Held:	

Staff Information	Five Palms Elementary
No degree	2.6%
Bachelors	59.1%
Masters	38.4%
Teacher by Years of Experience:	
Beginning Teachers	7.9%
1-5 Years Experience	20.5%
6-10 Years Experience	14.3%
11-20 Years Experience	35.8%
21-30 Years Experience	17.9%
Over 30 Years Experience	3.6%

The teacher retention rate from 2021-2022 was 68%. Based on teachers' self-reported intentions for the 2022-2023 school year, the school can possibly expect to have six new teachers on staff.

The school's Principal, Ramona Vedia, is completing her first year in this post. The Assistant Principal, Christian Sanchez, is in her 1st year at Five Palms Elementary. The members of the leadership team consist of the school counselor, one classroom teacher from each grade level, the parent liaison, a district service center member, a community business owner, and the administration.

The daily attendance rate for students is approximately 89.6%. Student mobility rate was reported at 14.8%, and teachers and staff indicated that the transient nature of many of their students impacts their achievement significantly. Five Palms Elementary current year discipline report pulled from Skyward states that as of June 2023, there have been a total of 60 office discipline referrals for the 2022-2023 school year.

Grade Level	Staff
PreK/Head Start	3 Teachers (1 Bilingual)
Kinder	3
1st Grade	3 Teachers
2nd Grade	4 Teachers (2 Bilingual)

Grade Level	Staff
3rd Grade	4 Teachers (2 Bilingual)
4th Grade	4 Teachers (2 Bilingual)
5th Grade	4 Teacher (2 Bilingual)

Emergent Bilingual 2021 vs. 2022 READING STAAR Results

- A 14% decrease in the Approaches performance level
- A 2% increase in the Meets performance level
- A 1% decrease in the Masters performance level

Emergent Bilingual 2021 vs. 2022 MATH STAAR Results

- A 19% increase in the Approaches performance level
- A 5% increase in the Meets performance level
- No change in the Masters performance level

Spec Ed 2021 vs. 2022 READING STAAR Results

- A 25% increase in the Approaches performance level
- A 15% increase in the Meets performance level
- An 8% increase in the Masters performance level

Spec Ed 2021 vs. 2022 MATH STAAR Results

- A 17% increase in the Approaches performance level
- A 7% increase in the Meets performance level
- An 8% increase in the Masters performance level

Comparison Group LINK

Demographics Strengths

- Our community has always supported our students and staff, and they actively participate in school events.
- Our campus enrollment increased by 77 students for the 2022-2023 school year.
- 100% STAAR test participation
-

Problem Statements Identifying Demographics Needs

Problem Statement 1: A 15% decrease in academic growth in Math for our Hispanic population.   **Root Cause:** Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

Problem Statement 2: 59% of Emergent Bilingual students in 3rd-5th grade levels score between Beginning and Intermediate proficiency levels in the 2023 TELPAS Composite exam.   **Root Cause:** Lack of in-depth knowledge to implement culturally responsive teaching, data-informed decisions, and targeted instruction that impacts the four domains (reading, writing, speaking, and listening) tested in TELPAS.

Problem Statement 3: 89% of Special Ed students do not perform at Meets grade level or above in all subjects.   **Root Cause:** Lack of in-depth knowledge to implement deeper learning strategies, data-informed decisions, differentiated instruction, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

Student Learning

Student Learning Summary

[Data Tables and Graphs LINK](#)

Five Palms Elementary received an overall State rating of C (72) with no Academic Distinctions.

Domains	Score	Letter Grade
Domain I: Student Achievement	51%	Not rated
Domain II: School Progress	72%	C
Domain III: Closing the Gaps	71%	C
Overall Rating	72%	C

2021 vs. 2022 READING STAAR Results

- A 2% increase in the Approaches performance level
- A 9% increase in the Meets performance level
- A 3% increase in the Masters performance level

2021 vs. 2022 MATH STAAR Results

- A 20% increase in the Approaches performance level
- A 7% increase in the Meets performance level
- A 1% increase in the Masters performance level

2021 vs. 2022 SCIENCE STAAR Results

- A 13% increase in the Approaches performance level
- An 8% increase in the Meets performance level
- No change in the Masters performance level

2021 vs. 2022 SCIENCE STAAR Results

- A 6% increase in the Approaches performance level
- A 6% increase in the Meets performance level
- No change in the Masters performance level

In 2022, Five Palms scored above district (approaches and meets) in math. Unfortunately, that is not the case in reading or science.

Also, when dealing with emergent bilingual students, it is essential to analyze the Texas English Language Proficiency Assessment System (TELPAS).

TELPAS 2023

- 3rd Grade- 70% (31/44) of our EB students score between Beginning and Intermediate.
- 3rd Grade- 30% (13/44) of our EB students score between Advanced and Advanced High.
- 4th Grade- 67% (30/45) of our EB students score between Beginning and Intermediate.
- 4th Grade- 33% (15/45) of our EB students score between Advanced and Advanced High.
- 5th Grade- 35% (12/34) of our EB students score between Beginning and Intermediate.
- 5th Grade- 65% (22/34) of our EB students score between Advanced and Advanced High.

STAAR Academic Growth 2019-2022

- Reading- 73 to 70 (3% decrease)
- Math- 84 to 69 (15% decrease)

Student Learning Strengths

2022 READING STAAR Results

- A 2% increase in the Approaches performance level
- A 9% increase in the Meets performance level
- A 3% increase in the Masters performance level

*When comparing 2021 to 2022 scores

2022 MATH STAAR Results

- A 20% increase in the Approaches performance level
- A 7% increase in the Meets performance level
- A 1% increase in the Masters performance level

*When comparing 2021 to 2022 scores

Emergent Bilingual 2022 MATH STAAR Results

- A 19% increase in the Approaches performance level
- A 5% increase in the Meets performance level

*When comparing 2021 to 2022 scores

Emergent Bilingual 2022 READING STAAR Results

- A 2% increase in the Meets performance level

*When comparing 2021 to 2022 scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 72% of students school-wide did not perform at grade level or above on the 2021-2022 Reading STAAR. **Root Cause:** Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

Problem Statement 2 (Prioritized): 81% of students school-wide did not perform at grade level or above on the 2021-2022 Math STAAR. **Root Cause:** Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

School Processes & Programs

School Processes & Programs Summary

<u>Professional Practices</u>

The district plans professional development to address new trends in education and reinforce the best teaching practices and new classroom technology integration. Professional development is provided throughout the school year and during the summer. Professional development to target the implementation of the curriculum adopted by the district. The administrator sets expectations for each teacher's professional growth, and teachers must submit a schedule of professional development classes they plan to attend. Professional development to train teachers on implementing the core curriculum is provided throughout the school year. Administrators support professional growth by providing qualified substitute teachers so that teachers can attend staff development provided during the school day. Every effort is made to support and encourage continuous professional growth for all professionals and paraprofessionals; this positively impacts teachers' delivery methods, technology integration, student engagement, and academic growth. Professional growth for administration is addressed through a week-long leadership academy and monthly administrator meetings. We will implement teacher-led committees and decision-making groups to allow teachers and staff to be involved in the decision-making process of improving student achievement best. The following decision-making committees are being implemented:

- **SBDM-** Site-Based Decision Making Committee includes the campus principal, teachers, school staff, parents, and business and community representatives. They meet monthly to discuss and approve any curriculum, material, and activity teachers may want to purchase or initiate.
- **PTO-** makes decisions about fundraising, student activities, and parental involvement at Five Palms Elementary. This group consists of parents and teachers.
- **Attendance Committee-** consists of teachers and attendance clerk who discuss strategies and activities to increase student attendance which is important for state accountability.
- **Discipline Committee-** consists of teachers who discuss strategies and decide how to create a safe and conducive environment for learning.
- **AR Committee-** consists of teachers who discuss reading goals and how to reward students for meeting their AR goals.
- **Human Capital Committee-** consists of teachers who discuss strategies and make decisions to improve school culture and morale to retain high-quality professionals.
- **Cultura Committee-** Ensures to create a multicultural environment where students' language, culture, and traditions are celebrated.
- **PLCs** are held once a week. PLC collaborations are vital for addressing the needs of individual students and the campus. Teachers collaborate on lessons, review data and discuss ways to implement technology and increase student engagement and academic achievement. The following questions will be used during PLC meetings:

1. What do we want all students to know and be able to do?

2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

- The Soul Connectors committee consists of the principal, assistant principal, instructional coach, counselor, secretary, parent liaison, and attendance clerk and will meet every Monday at 8:30 am. This allows an opportunity for campus leaders to address any concerns, student needs, and teacher needs. We can discuss our perspective areas and ideas for improvement or make decisions about changes needed to improve student achievement.
- RTI- Administrators, teachers, and TCLAS interventionists hold RTI meetings every two weeks to discuss and monitor individual students' needs. Decisions are made on addressing these students best academically and improving student achievement.
- ARD- meetings are held as needed to address the needs of special education students.
- Grade Level Meetings- Teachers meet once every week with the principal and/or by themselves to discuss data, accountability standards, student issues, and any other pertinent information the principal needs to share.
- Staff Meetings- The principal meets weekly with all staff to address district, campus, student, and personnel issues and initiatives.

Programs and Opportunities for Students

Teachers and district personnel are responsible for developing the academic curriculum,and scope and sequence aligned to the TEKS. This teacher-developed curriculum, scope and sequence, campus-based assessments, and STAAR exams guide curriculum, instruction, intervention, tutorials, enrichment, and assessments. To ensure that all students, especially those at risk, are given opportunities to meet challenging state academic standards, teachers are provided with various resources to guarantee that all student needs are being met. Special courses and programs such as special education, dyslexia, and ELL instruction use the same standard assessments as their students' grade levels.

23/24 SSAISD Curriculum Resources LINK

Our teachers have a vast number of curriculum resources at their disposal but have difficulty implementing all of them due to time constraints. Teachers need to be selective in choosing resources and only utilize those that will impact student achievement. Grade-level meetings will also be held weekly with administrators to ensure that teachers can voice their concerns or ideas and have more time to collaborate with colleagues. Grade levels will also have a planning day once every nine weeks.

School Processes & Programs Strengths

- Five Palms teachers meet regularly with grade-level teams and instructional coach
- PLCs by grade level have been

- The administrators on campus are highly visible and can meet with teachers regularly to provide support.
- New teachers receive a mentor and ongoing training, support, and guidance from the mentor, administrators, and instructional coach.
- CLASS Grant Mentor Teachers
- CLASS Grant Collaborative Learning Leaders
- CLASS Grant that will support and train bilingual teachers and campus administrators.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Most classrooms have minimal student conversations or group activities, making lessons teacher-centered.   **Root Cause:** Teachers have not been adequately trained on implementing standard-based strategies nor received coaching feedback to improve instructional practices that should be implemented in Tier 1 instruction.

Problem Statement 2: Administration and Instructional coaches do not have the time to focus on instruction and dedicate too much time to school management.   **Root Cause:** Systems and processes have not been established and followed with fidelity.

Problem Statement 3: PLCs are not a priority and are often canceled or rescheduled.   **Root Cause:** Time constraints, demands, lack of classroom coverage, and lack of systems and processes established and followed with fidelity

Problem Statement 4: Teachers have too many instructional resources they are unaware of or lack training on.   **Root Cause:** Time constraints and demands diminish the time available to review, select, and implement instructional resources.

Perceptions

Perceptions Summary

Climate, Culture, and Values

The new Five Palms principal has examined the Climate, culture, and values, and expectations for staff have been set to maintain a culture of respect, high expectations for learning, and habits of excellence at all times.

In a survey administered to all staff members in December 2022, teachers were asked the following three questions:

1. What are two things you would like to change at Five Palms?
2. What are two things you want to keep doing at Five Palms?
3. What are two things we need to stop as at Five Palms?

   The results are the following

- 96% of the teachers mentioned that the campus needed a school culture and climate change.
- 96% of the teachers said they would like more student activities, such as dances, festivals, school parades, etc.
- 64% of the teachers stated they would like more parent-involvement activities.
- 89% of the teachers said they would like a PLC room.
- 18% of the teachers stated they would like more time for PLC.
- 82% of teachers said they would like to stop meeting for PLCs.
- 96% of teachers said they would like to change the dismissal process.
- 57% of the teachers want to continue meeting as a grade level.
- 100% of the bilingual teachers stated they needed more resources in Spanish.
- 100% of the bilingual teachers said they would like the test to be correctly translated.
- 96% of the teachers want to start attendance incentives. The teacher retention rate from 2021-2022 was 68%.

Safety

Our campus continues to ensure a safe learning environment for our students and staff. A video ring bell has been installed on the second

floor but will be moved to the first floor to ensure quick access. Our campus has passed all audits done by TEA. Our students, parents, and

school personnel feel secure and safe on campus during instructional time, but parents have requested security during events. Staff members

can report unsafe or dangerous behaviors through the Navigate app on their phones and set alarms. We are currently taking new measures to ensure student safety at all times. We have a closed campus during the day; all doors (exterior and interior)are always locked. A safety gate has been installed in front of the campus. All staff carries identification badges at all times.

Family and Community

Parents are encouraged to volunteer and participate in the school's decision-making process. In the 2022-23 year, we shared a parent liaison with two other campuses. Also, an initial attempt was made to create a PTO, but it was unsuccessful. On the other hand, we had several highly successful community events, such as the community egg hunt, read across America, fiesta parade, mothers Day celebration, dances, spring festivals, etc. This year will continue to facilitate and create more opportunities for parent involvement. Teachers will start communicating with parents regularly to discuss student performance and behavior. Attendance must be monitored closely to maintain attendance percentage goals and increase students' academic achievement and growth.

Perceptions Strengths

- Community involvement is high.
- Parents enjoy and appreciate communicating in their native language with administrators and most of the staff.
- Successful intermediate sports program
- New Parent room that is dedicated to hosting parents and families while they express their needs and concerns.
- SA Youth afterschool program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers need continued support and professional learning opportunities that address differentiation and individualized learning for all students. **Root Cause:** Teachers must evaluate and plan to address the learning gaps students are experiencing due to interrupted schooling and inconsistencies tied to virtual learning.

Problem Statement 2: Economic, Language, and cultural barriers often prevent parents from participating in school events and activities. **Root Cause:** Traditional avenues of parent out reach, such as PTAs, Booster Clubs, and other parent organizations, do not have the ability or the know-how to overcome the economic, language, or cultural barriers that prevent parent participation.

Problem Statement 3: Low school morale and deficit thinking by overall staff.   **Root Cause:** Teachers do not feel recognized and appreciated and display the six characteristics of deficit thinking.

Problem Statement 4: There is a need to support all students' emotional well-being and mental health   **Root Cause:** No staff development on supporting the social-emotional and mental health needs of students.

Priority Problem Statements

Problem Statement 1: 72% of students school-wide did not perform at grade level or above on the 2021-2022 Reading STAAR.

Root Cause 1: Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 81% of students school-wide did not perform at grade level or above on the 2021-2022 Math STAAR.

Root Cause 2: Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

Problem Statement 2 Areas: Student Learning

Goals

Goal 1: Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance.

Performance Objective 1: At Five Palms Elementary, 48% of our students will move from the 1st to 40th percentile into the 41st to 60th percentile on the NWEA Math MAP Growth assessment.

High Priority

Evaluation Data Sources: BOY, MOY and EOY NWEA Math MAP Growth assessment.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will increase their knowledge on the implementation of evidence-based math practices to positively impact student math achievement during Tier I instruction with a focus on students with dyslexia, economically disadvantaged students, Hispanic students, and students receiving intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in MOY NWEA Math MAP Growth Plan **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal IC Reading Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance.

Performance Objective 2: At Five Palms Elementary, 24% of our 3rd-5th grade students will move from the 1st to 40th percentile into the 41st to 60th percentile on the NWEA Reading MAP Growth assessment.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Increase in MOY NWEA Math MAP Growth Plan

Strategy 1 Details	Reviews			
Strategy 1: Five Palms Students will utilize Typing.com to improve their typing skills during STAAR 2.0.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to improve their typing skills	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Computer Lab Aide Principal AP Instructional Coach **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Goal 1: Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance.

Performance Objective 3: At Five Palms Elementary, all K-3 teachers, interventionists, and IC will utilize standards-based Tier II and Tier III instructional resources during designated intervention time both during the school day and after school, Saturday Academies, and Intersession with a focus on students with dyslexia, SpEd students, RTI, and any student requiring intervention.

High Priority

HB3 Goal

Evaluation Data Sources: Teachers will focus on the specificity of the state standards (readiness and supporting) to ensure students demonstrate mastery and academic growth of each standard.

Goal 1: Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance.

Performance Objective 4: Five Palms Elementary will improve its overall academic rating, as measured by the state accountability system, from a letter grade "C" to a letter grade "B" by the end of the 2023-24 school year.

    High Priority

    Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Five Palms leaders and teachers will self-assess and monitor progress toward PLC growth weekly. Teachers will be trained on the rubric and success criteria.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PLC agendas PLC sign in sheets **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Five Palms students will be exposed to STAAR 2.0 questioning through Sirius Educational Solutions and Step up to the TEKS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The students will complete exit tickets through Sirius Educational Solutions. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal IC Reading Interventionist **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Five Palms students will be exposed to STAAR 2. 0 questioning through Lowman STAAR BLITZ.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The students will complete STAAR BLITZ.		**Nov**	**Jan**	**Mar**	**June**
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments		N/A	N/A		
	0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Goal 2: Five Palms Elementary will recruit, develop, support, and retain effective teachers and other instructional staff.

Performance Objective 1: Five Palms Elementary will be fully staffed.

    Evaluation Data Sources: Staff Roster, Staff Vacancies

Goal 2: Five Palms Elementary will recruit, develop, support, and retain effective teachers and other instructional staff.

Performance Objective 2: Five Palms will develop a strong support system to provide meaningful and innovative instruction promoting critical thinking and problem-solving.

    Evaluation Data Sources: Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Five Palms CLL teachers will utilize technology to create TEEMS meeting agendas and notes and display the curriculum on the whiteboard using a laptop.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Title I:
2.4, 2.5, 2.6
  - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
  - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Funding Sources: 211 E 11 6395 00 109 4 30 0 00 - 211 Title I, Part A - $4,000
	N/A	N/A		

Strategy 2 Details	Reviews			
Strategy 2: Five Palms teachers will attend Elevate Conference sessions that are grounded in evidence-based strategies with a practitioner's lens, and cover all content areas, classroom management, SEL, science of reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Title I:
2.4, 2.5, 2.6
  - **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	N/A	N/A		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Five Palms Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: Students in 4th and 5th will participate in the campus esports program to assist with post-secondary education and career paths.

    Evaluation Data Sources: Esports district tournament

Goal 4: Five Palm swill ensure all students are provided a learning environment centered on their WELL-BEING that impacts their learning and success.

Performance Objective 1: Five Palms students will receive counseling and assistance accessing mental health services for students and their families.

    Evaluation Data Sources: Counselors referrals and visit logs

Goal 4: Five Palm swill ensure all students are provided a learning environment centered on their WELL-BEING that impacts their learning and success.

Performance Objective 2: Five Palms students will participate in extracurricular activities to stay engaged and connected to the campus.

Evaluation Data Sources: Competition logs
Attendance Logs

Goal 5: Five Palms Elementarywill collaborate with PARENTS and COMMUNITY to ensure all students receive a gold-standard education.

Performance Objective 1: Five Palms will have Parent coffee meetings during the 2023-2024 school year to inform parents of services provided in and out of school that can support their student's academic growth.

Evaluation Data Sources: Parent Sign-in sheets and Agenda

Strategy 1 Details			Reviews			
Strategy 1: Host a parent and family engagement meeting to review the parent and family engagement policy.			**Formative**			**Summative**
Title I: 4.1 **- TEA Priorities:** Improve low-performing schools			**Nov**	**Jan**	**Mar**	**June**

	0% No Progress		100% Accomplished		→ Continue/Modify		✖ Discontinue

Goal 5: Five Palms Elementarywill collaborate with PARENTS and COMMUNITY to ensure all students receive a gold-standard education.

Performance Objective 2: Five Palms will have back-to-school nights, orientation events and STAAR night for students and parents.

   Evaluation Data Sources: Parent Sign-in sheets and agenda

Strategy 1 Details			Reviews	
Strategy 1: Five Palms will have Thanksgiving Loteria Night, where parents will play and receive school updates concerning scores, testing, and events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will be informed.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent sign-in sheet **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	N/A			

Strategy 2 Details			Reviews	
Strategy 2: The parents and students will play family engagement math pack during STAAR math night.	**Formative**			**Summative**
Strategy's Expected Result/Impact: parent involvement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal AP IC **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	N/A	N/A		

Strategy 3 Details	Reviews			
Strategy 3: The Five Palms families will receive a Multiplication and Division Everyday Practice book to support family interactions and math scores.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: improve family engagement and family interactions Improve math skills **Staff Responsible for Monitoring:** Principal AP IC **Title I:** 2.4, 2.5, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	N/A	N/A		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Five Palms Elementarywill collaborate with PARENTS and COMMUNITY to ensure all students receive a gold-standard education.

Performance Objective 3: Five Palms will establish parent volunteer groups.

 Evaluation Data Sources: Parent Sign-in sheets and agenda

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	211 E 11 6395 00 109 4 30 0 00		$4,000.00
				Sub-Total	$4,000.00

South San Antonio Independent School District

Hutchins Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is to prepare students for the 21st Century through quality instruction and learning experiences in a safe and enjoyable environment.

Vision

At Hutchins Elementary we believe our students will be led by the guidance and support of a dedicated community to become critical thinkers in pursuit of life-long learning.

Core Beliefs

- We believe in being passionate, innovative, and student focused.
- We believe strong communication allows us to apply constructive feedback to become empowering educators.
- We believe in establishing high expectations, routines, and procedures with positive outcomes.
- We believe strong leadership and teamwork create a unified community.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

(Write a short narrative)

Hutchins Elementary is one of the elementary schools in South San Independent School District.

Special classes and programs include a Life Skills unit servicing students in grades K-5 and a Special Education Early Childhood unit servicing students with special needs who are enrolled in PreKinder. In addition to two Head Start PreK classrooms, Hutchins also houses a traditional PreK Unit. Through a district initiative, Hutchins is now a Dual Language campus and offers dual language classes in PreKinder and Kinder-3rd Grade, in addition to offering traditional, late-exit bilingual programming in grades 4th-5th. Hutchins ES has a 28.1% Emergent Bilinguals at Hutchins.

Current enrollment at Hutchins is 434 students which there was an increased from the 2021-2022.

The Hispanic population mostly mirrors the overall student population. The mobility rate mirrors the district and state rate at approximately 20%.

Student populations:

Hispanic- 97%

African American- 0.24%

White- 2.52%

Economically Disadvantaged- 88.9%

504 - 4%

Dyslexia - 2.2%

Migrant - 0%

At-Risk- 87.2%

Emergent Bilingual English Learners - 28.1%

SPED- 11.6%

GT - 5.4%

Mobility rate- 8.5%

Male-48.29%

Female-51.71%

Demographics Strengths

Hutchins Elementary offers the following programs:

Dyslexia classes

Dual Language Program PreK-3rd grade

Special Ed. Services

MTSS

Gifted and Talented

This year, the Dual Language Program will be servicing all students on campus. Hutchins has a full time dyslexia teacher who services all dyslexic students on campus.

Student Learning

Student Learning Summary

2023 STAAR (Full In-Building Instruction) scores from TEA STAAR data as follows:

3rd Grade Reading- Approaches Level %, Meets Level %, and Masters Level %

3rd Grade Math- Approaches Level %, Meets Level %, and Masters Level %

4th Grade Reading- Approaches Level %, Meets Level %, and Masters Level %

4th Grade Math- Approaches Level %, Meets Level %, and Masters Level %

5th Grade Reading- Approaches Level %, Meets Level %, and Masters Level %

5th Grade Math- Approaches Level %, Meets Level %, and Masters Level %

5th Grade Science- Approaches Level %, Meets Level %, and Masters Level %

Student Learning Strengths

2023-2024

South San ISD received a TEA grant to implement high quality instructional materials, CRIMSI. This year, all teachers will continue to implement Eureka math, Amplify reading, and Ph D Science. The universal screener and intervention program for K-5th is MAP testing for math, reading, and science. PreK/Head Start will utilize the Circle.

2023-2024

The MTSS platform that teachers will continue to use is Branching Minds. All students will be taking the MAP universal screener for BOY, MOY, and EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2023 STAAR results for _____   **Root Cause:** Amplify, Eureka, and Ph. D Science curriculum was implemented but teachers did not receive quality professional development for how to intergrate the curriculum.

Problem Statement 2 (Prioritized): In 2023, the STAAR reading test was changed. The reading test included the writing portion for all 3rd-5th grade.

Problem Statement 3 (Prioritized): The district implemented Branching Minds as the new platform for RtI (MTSS).   **Root Cause:** Teachers did not receive quality professional development and received access in November.

School Processes & Programs

School Processes & Programs Summary

4 teachers left Hutchins Elementary.

This year will be the second year for the campus administration. This year, the campus Principal and Assistant Principal are new to Hutchins Elementary. Hutchins Elementary has one full time Instructional Coach. This year, Hutchins hired a new Reading Intervention Coach for pull out support.

In the 2023-2024 school year, Hutchins has two regular units and on bilingual unit in grades PreK-5th Grade. In addition Hutchins has one Life Skills unit and one ECSE unit.

Hutchins has one Inclusion Support teacher. This year, Hutchins will add an instructional aide to the Inclusion Support.

School Processes & Programs Strengths

Hutchins utilizes the Frontline platform to screen applicants. The campus administration conducts interviews for potential teacher applicants. The second interview consists of Campus Instructional Leadership Team. The team will make a final recommendation on Frontline.

South San ISD offers a mentor teacher program for new teachers on campus. The Instructional Coach will provide support to all new teachers on campus. During PLCs, lesson planning consists of internalizing the lesson with instructional coach, campus admin., and grade level teachers.

PLCs meet weekly for 90 minutes to plan and support curriculum and instruction. The district is currently using Eureka math and Amplify for ELAR, and Ph.D Science.

Each classroom is equipped a New Line Interactive screen. All teachers currently have Ipads and laptops. This year, all students will have Ipads.

Hutchins currently is using the Navigate 360 for safety drills. The Safety Committee meets once a month to discuss drills and safety procedures. Door checks are three times a day.

Hutchins has s Threat Assessment team consisting of the Principal, Assistant Principal, Counselor, and Nurse.

Hutchins implements MTSS for behavior interventions. The committee consists of the Assistant Principal, Counselor, teacher, and district behavior specialist.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The district is struggling recruiting qualified candidates for bilingual and special ed.

Problem Statement 2 (Prioritized): 2023 STAAR results for _____ **Root Cause:** Amplify, Eureka, and Ph. D Science curriculum was implemented but teachers did not receive quality professional development for how to intergrate the curriculum.

Problem Statement 3 (Prioritized): In 2023, the STAAR reading test was changed. The reading test included the writing portion for all 3rd-5th grade.

Problem Statement 4 (Prioritized): The district implemented Branching Minds as the new platform for RtI (MTSS). **Root Cause:** Teachers did not receive quality professional development and received access in November.

Perceptions

Perceptions Summary

At Hutchins, families are invited to attend a variety of functions to foster engagement and enhance a sense of community. Some of the many and varied functions include:

- Meet the Teacher function
- District-Wide Open House
- Monthly Cafecitos
- Monthly parent booster meetings with grade level performances
- Family Learning Nights
- A Grandparents Day Celebration
- Implementation of Parent Volunteer Program
- Hiring of Part-Time Parent Liaison to support family needs
- Esports
- Clubs such as Cheer Squad, Cooking and Running Club
- Fall Fest

2023-2024

This will be the third year that Hutchins Elementary will have Parent Liaison. This position has enhanced family support and connected families to a variety of support services. The parent liaison at Hutchins Elementary has played a major role in working directly with families of students who struggle with attendance and/ or show needs for academic and social emotional support. In addition, the parent liaison facilitated a parent volunteer program.

A Head Start Family Facilitator has been assigned full time to Hutchins for second year.

Perceptions Strengths

Multiple opportunities for parents to attend a variety of functions throughout the school year.

Multiple lines of family communication: Monthly calendar copies and regular reminders in English/Spanish; updated information on school marque; Social Media-Use of Twitter school account and Hutchins ES Facebook Account; Class Dojo; schoolwide announcements on Blackboard

Community Resource Fair and Parent Trainings in partnership with Head Start

Parent Booster Club to support school activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New parents do no always feel engaged with the school and/or other families within the school. **Root Cause:** New parents do not know how to get involved through our current communication practices.

Priority Problem Statements

Problem Statement 1: The district implemented Branching Minds as the new platform for RtI (MTSS).
Root Cause 1: Teachers did not receive quality professional development and received access in November.
Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: In 2023, the STAAR reading test was changed. The reading test included the writing portion for all 3rd-5th grade.
Root Cause 2:
Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: 2023 STAAR results for _____
Root Cause 3: Amplify, Eureka, and Ph. D Science curriculum was implemented but teachers did not receive quality professional development for how to intergrate the curriculum.
Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: New parents do no always feel engaged with the school and/or other families within the school.
Root Cause 4: New parents do not know how to get involved through our current communication practices.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: The district is struggling recruiting qualified candidates for bilingual and special ed.
Root Cause 5:
Problem Statement 5 Areas: School Processes & Programs

Goals

Goal 1: Hutchins Elementary will increase academic achievement for all students and thus closing the gap between student in pursuit of advanced performance.

Performance Objective 1: By June 2024, all students in 3rd to 5th grade Math will increase MAP STAAR projections from 21% meets to 31 % percent.

   Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Incorporate the use of high quality instruction based on TEKS/STAAR 2023-aligned teacher resources in CLCs (i.e. Eureka Math, Imagine Math and MAP) in an effort to increase teacher knowledge and positive impact instructional delivery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance on Formative Assessments/Benchmarks, State Assessments, and STAAR Math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Classroom Teacher **TEA Priorities:** Build a foundation of reading and math	50%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Improve Tier 1 classroom instruction and student engagement in Math by incorporating Lead4ward Instructional Playbook with high-yield strategies and best practices .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance on Formative Common Assessments/Benchmarks and STAAR Reading, Writing, Math and Science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Reading Teacher	50%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Purchase a poster machine to print anchor charts for teachers to enhance and to visually capture important information from a lesson.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores **Staff Responsible for Monitoring:** Campus Admin and Instructional Coach	20%	20%	N/A	

Strategy 4 Details		Reviews			
Strategy 4: Provide TEKS based Accelerated Instruction to meet the academic needs of all students (Branching Minds, MAP goals, Progress Learning)		Formative			Summative
Strategy's Expected Result/Impact: Increase Reading/Writing performance on Formative Common Assessments, Benchmarks, and STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, and Classroom Teacher		Nov	Jan	Mar	June
		30%	55%		

Strategy 5 Details		Reviews			
Strategy 5: 3rd-5th grade teachers will provide after school tutoring for struggling students in math.		Formative			Summative
Strategy's Expected Result/Impact: Increase STAAR reading and math scores. **Staff Responsible for Monitoring:** Assistant Principal and Principal **Funding Sources:** - 211 Title I, Part A - $22,496		Nov	Jan	Mar	June
		20%	55%		

Strategy 6 Details		Reviews			
Strategy 6: Purchase STAAR materials to utilize during after school tutoring.		Formative			Summative
Strategy's Expected Result/Impact: Increase STAAR math and reading scores **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 211 Title I, Part A - $5,000		Nov	Jan	Mar	June
		20%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Hutchins Elementary will increase academic achievement for all students and thus closing the gap between student in pursuit of advanced performance.

Performance Objective 2: Implement HB 1416 to increase accountability Domain II Growth and meet standard.

Strategy 1 Details		Reviews			
Strategy 1: Hire part-time temporary support tutors to increase STAAR math and reading scores.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Close the Gap on STAAR scores.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, and Principal **Funding Sources:** - 211 Title I, Part A - $33,000		35%	35%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Hutchins Elementary will increase academic achievement for all students and thus closing the gap between student in pursuit of advanced performance.

Performance Objective 3: By June 2024, all students in 3rd to 5th grade Reading will increase MAP STAAR projections from 24% meets to 34 % percent.

    Evaluation Data Sources: MAP Data for Reading

Goal 2: Hutchins Elementary will recruit, develop, support and retain effective teachers, principals and other instructional staff.

Performance Objective 1: To support teacher growth, 100% of classroom teachers will participate in weekly PLC/CLC meetings for all PreK-5th grade teachers led by CLL's

    Evaluation Data Sources: State Assessments, Benchmark Assessments, MAP

Strategy 1 Details		Reviews			

Strategy 1: Implement the TxCEE CLC and SSAISD CLC Protocol in which teachers analyze data, share expertise, and work collaboratively towards improving their teaching skills and the academic performance of students.
    Strategy's Expected Result/Impact: Increase in state assessment scores from previous year.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teacher
		Formative			**Summative**

		Nov	Jan	Mar	June
		20%	25%	N/A	
Strategy 2 Details		**Reviews**			
Strategy 2: All teachers will be attend Region 20 to stay updated with their GT hours. **Strategy's Expected Result/Impact:** Service GT students **Funding Sources:** - 211 Title I, Part A - $500		**Formative**			**Summative**
		Nov	Jan	Mar	June
		40%	40%		
Strategy 3 Details		**Reviews**			

Strategy 3: 3rd-5th grade teachers, instructional coach, and principal will attend the Lead4ward Rockin Review Training in Round Rock, Texas
    Strategy's Expected Result/Impact: Increase STAAR scores in reading, math, and science.
    Staff Responsible for Monitoring: Principal
 	
Funding Sources: - 211 Title I, Part A - $2,500
		Formative			**Summative**

		Nov	Jan	Mar	June
		N/A	N/A		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Hutchins Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary education or career paths

Performance Objective 1: Provide after school activities and clubs to students in order to promote academic improvement and enrichment.

    Evaluation Data Sources: Increase post secondary education for all students

Strategy 1 Details	Reviews			
Strategy 1: Create academic enrichment clubs for teachers and students to estabish hands-on learning by building projects, Esports, and using technology to help record and research (EGames)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase attendance to post secondary education **Staff Responsible for Monitoring:** Club Sponsors, Ms. Sandoval, Principal	Nov	Jan	Mar	June
	40%	50%		

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	Discontinue

Goal 3: Hutchins Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary education or career paths

Performance Objective 2: 100% of students will participate in a rigorous academic programs that connects to their college and career aspirations.
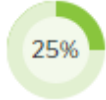
    Evaluation Data Sources: Increase score in all core content on STAAR

Strategy 1 Details	Reviews			

Strategy 1: Teachers will develop and create engaging and rigorous interactive lessons which incorporate Apple Ipads, tech. apps and web-based programs to keep all students engaged and learning to meet the demands of CCMR.
     Strategy's Expected Result/Impact: Increase scores in all core content on STAAR from previous year.
     Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches
	Formative			**Summative**

	Nov	Jan	Mar	June
	60%	60%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Hutchins Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: 100 % of staff and students will implement school safety protocols on a daily basis through May 2024.
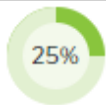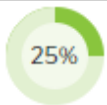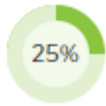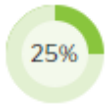
    Evaluation Data Sources: Safety drills and safety protocols will be conducted in the school year and the use of the P3 reporting system, as needed.

Strategy 1 Details	Reviews			

Strategy 1: Administrators will conduct monthly fire drills and other prescribed safety drills throughout the year to ensure student and staff safety by utilizing the Navigate 360 application.
    Strategy's Expected Result/Impact: 100% of staff will participate in all monthly fire drills and required semester district drills, all to be completed by the May 30, 2024.
    Staff Responsible for Monitoring: Assistant Principal, Principal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%	50%		

Strategy 2 Details	Reviews			

Strategy 2: Administrators will provide all staff members with Standard Response Protocol training and Navigate 360 training to ensure rapid and safe responses to emergency situations.
    Strategy's Expected Result/Impact: 100% of teachers will understand the protocol and how to use Navigate 360 by August 7, 2023.
    Staff Responsible for Monitoring: Assistant Principal, Principal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	85%	70%	N/A	

Strategy 3 Details	Reviews			

Strategy 3: Staff and students will utilize the P3 Reporting system, which is a trusted anonymous tip reporting platform, in order to take a proactive approach to preventing bullying.
    Strategy's Expected Result/Impact: Counselor will help students understand how to utilize the P3 anonymous reporting platform by the first 9 weeks.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%	30%	N/A	

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 4: Hutchins Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: 100% of staff will foster a positive learning environment to ensure the student's social and emotional well being by the end of May 2024

   Evaluation Data Sources: Class Catalyst

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement Class Catalyst on a daily and/or weekly basis, in order to check in on their student's well being.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn coping skills to balance their energy levels so that they are ready to learn. Class Catalyst implements activities based on each student's unique needs. **Staff Responsible for Monitoring:** Teachers and counselor		**Nov**	**Jan**	**Mar**	**June**
		25%	25%	N/A	

Strategy 2 Details		Reviews			
Strategy 2: 100% of teachers will be trained with Trauma Informed resources through our partnership with ChildSafe through May 2024.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers will be trained each semester on a new topic that is trauma informed, in order to help decrease our discipline referrals by the end of the year and increase our positive behavior. **Staff Responsible for Monitoring:** Teachers, counselor, principal, and assistant principal		**Nov**	**Jan**	**Mar**	**June**
		25%	25%	N/A	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Hutchins Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: 100% of classroom teachers will utilize Class Dojo to communicate with the families of Hutchins throughout the 23-24 school year.

    Evaluation Data Sources: Parent surveys

Strategy 1 Details			Reviews		
Strategy 1: Utilize a variety of communication digital platforms including social media to support parents and educate parents for the academic and social emotional student wellness.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Platforms may include: School Messenger, Class Dojo, Facebook, and Remind.
    Strategy's Expected Result/Impact: 100% of families will utilize at least one of these platforms to stay updated on school events.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, Parent Liason, Head Start Facilitator and Media Coordinator
		25%	45%	N/A	

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: Hutchins Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 2: In order to increase the engagement of parent and/or family involvement in the 23-24 school year, the campus will finance the Parent Liaison .

    Evaluation Data Sources: Cafecitos, after school activities, usage of sign-in sheets, parent volunteer training, school functions, parenting classes

Strategy 1 Details	Reviews			
Strategy 1: The Parent Liaison will assist in conducting a variety of parent meetings throughout the 23-24 school year to keep parents informed of school business, to provide opportunities for two-way communication, and to educate families on new initiatives and resources. Meetings will include: Cafecitos, parenting classes, parent volunteer trainings, Back to School, Open House, STAAR Info Meetings, Parent Booster Meetings, Title I meetings, school events and festivities, and parent/family engagmenet policy meetings	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parental engagement and knowledge. **Staff Responsible for Monitoring:** Parent Liaison, Head Start facilitator, counselor, and Principal **Funding Sources:** - 211 Title I, Part A - $16,000	25%	45%	N/A	

Strategy 2 Details	Reviews			
Strategy 2: The parent liason will assist in conducting nine Cafecitos throughout the 23-24 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parental involvement throughout the school.	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 211 Title I, Part A - $2,148	25%	45%	N/A	

Strategy 3 Details	Reviews			
Strategy 3: The parent liason will attend Navigate the Future Conference in Corpus Christi, Texas to learn strategies and networking opportunities to enhance parent, family, and community engagement programs and to create a more instructionally effective school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 211 Title I, Part A	100%	100%	100%	

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Sandra Sandoval	Principal
Administrator	Charles Garcia	Assistant Principal
Non-classroom Professional	MaryLou Tijerina	Instructional Coach
Classroom Teacher	Sandra Monrreal	Pre-K/HS Teacher
Classroom Teacher	Jenny Lopez	Kinder Teacher
Classroom Teacher	Irma Campos	1st Grade Teacher
Classroom Teacher	Sally Linares	4th Grade Teacher
Classroom Teacher	Samantha Serrata	3rd Grade Teacher
Classroom Teacher	Maria Guzman	4th Grade Teacher
Classroom Teacher	Meagan Garcia	5th Grade Teacher

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$22,496.00
1	1	6			$5,000.00
1	2	1			$33,000.00
2	1	2			$500.00
2	1	3			$2,500.00
5	2	1			$16,000.00
5	2	2			$2,148.00
5	2	3			$0.00
				Sub-Total	$81,644.00

South San Antonio Independent School District

Frank Madla Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Good conduct is our aim.

Achievement is our goal. We

Take pride in what we do. We

Obey all the rules.

Respect is a big part of our school. We

Study, and we learn, in order to achieve.

Gator Success Nothing Less!

Vision

Frank Madla Elementary is focusing on the whole child by offering experiences through clubs, social emotional learning, a place to feel safe, and for every child to show growth academically. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and

remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will enjoy learning.

Core Beliefs

1.We believe in educating life long learners and instilling a love for learning.

2.We believe in empowering parents to be active participants in their child's education by building positive relationships.

3.We believe in creating an enjoyable and safe learning environment where all students will be engaged and challenged.

4.We believe in developing problem solvers and leaders today in order to prepare them for tomorrow.

5.We believe in promoting a strong partnership between community and school by creating a welcoming environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Frank Madla formerly known as Royalgate Elementary was built in 1953 and is one of the 9 elementary campuses in the South San Antonio Independent School District. We are located at 6100 Royalgate Drive, San Antonio, Texas. Frank Madla ES is located inside the neighborhood across the street from Lackland A.F.B. on Military Drive. This year we will be getting back our bilingual students Pre-K through 1st and are implementing the Dual Language Program through our district. We also received many grants this last year, Wells Fargo $20,000 grant for a community garden, $15,000 Eco Scholars sustainability grant. These grants are going to be utilized for our garden and teaching our students about the United Nations Sustainable Goals. The campus also is going to have an aquaponics unit with lots of tilapia to help our garden grow. In order to give our students experiences we started 13 clubs last year and will maintain and add a few more this year.

 We have seven apartment complexes surrounding the south part of our school and a subdivision with many retired citizens surrounding the rest of the school. We have many single parents and grandparents are raising their grandchildren.   Most of our students have experienced or are experiencing some sort of trauma in their lives from domestic violence, losing a parent, incarcerated parents, parents on drugs, and low social economic status. We are building our parent involvement with our garden and Cafecitos as well as our after school club or school events. Madla has established partnerships with Wells Fargo volunteers as well as with Gardopia Gardens.

Our enrollment is comprised of 430 students which has gone up since last year 2022-2023. Last year we had many students who had missed two or more years of schooling due to Covid pandemic and came back to school not knowing how to read. Our data shows that most of our 3rd graders struggled the most academically due to missing out on Kinder, 1st, and maybe attended 2nd grade.

The majority of students are economically disadvantaged and at-risk at 95%. Our mobility rate is 23.6% which is higher than our district at 16.8% and the state. Our attendance has been dropping the last 4 years. Last year we averaged 88.3%, but we did bring it up by one point this year to 89.16%. The goal for this year will be 93% or better. The district provides bus transportation to all students living in the area, but when we have cold or rainy days our attendance is in the 80%. This year we will have to work harder on bringing up the attendance to help with our academics.

Student Populations:

92.7% Hispanic

3.4% White

0.4% African American

 0.3% Asian

0.4% American Indian

0.3% Pacific Islander

1.6% Mixed Races

95% Economically Disadvantaged

2.0% ELL

12.7% Special Ed.

23.6% Mobility Rate

Our population also includes special education student programs for autism, resource and inclusion. Our at-risk population is at 95% and our 504 programs include students with ADHD, Dyslexia and other medical conditions that may delay academic success in the classroom.

100% of the teachers at Frank Madla Elementary are highly qualified and we were able to retain all of them this year with the exception of one teacher getting a promotion. The average years of experience of Madla teachers is 11-20 years. The majority of our teachers are Hispanic 76.7% and 23.3% White. We were able to hire a permanent interventionist this year to help close the gaps of our struggling students. We also do RTI with fidelity through Branching Minds to help close the gaps along with tutoring for HB 4545. All of our paraprofessionals are highly qualified with college hours or with an instructional assistant certification.

Demographics Strengths

Madla's demographic strengths are the following:

- Retention of teachers
- New partnerships with Gardopia Gardens and Wells Fargo
- Every teacher is a sponsor for a club
- Communication procedures between home and school can be seen on social media and other platforms
- Parent engagement has grown and is becoming stronger every year
- Teachers are 100% qualified as well as our paraprofessionals
- RTI plans are in place and continuously updated through Branching Minds
- TIER II and Tier III interventions are in place for all students for HB 4545

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance at Madla Elementary has declined over the last 4 years. **Root Cause:** Parents have limited awareness of negative impact of truancy on student outcomes.

Student Learning

Student Learning Summary

STAAR was administered in April & May, 2023 with only one administration. Madla accountability rating was a B last year, but we are not sure of the new accountability rating that TEA will put out in August of this year. Last year 3rd grade struggled due to the pandemic where students missed out on Kinder, 1st, & most in 2nd grade. We had many non-readers that did not have phonemic awareness. We did hire a part-time tutor that used Read Naturally to help students catch up on reading and writing. This year we have hired a bilingual interventionist to help all students and the new EB students that will be coming to Madla. All of Kinder through 3rd grade teachers have now completed the Science of Reading Academy as well as the campus administration.

The district used the Amplify, Eureka, and PhD Science curriculum. The campus teachers really took to the Eureka and PhD once they understood how to really implement it. It was a slow process, but will be better this year. Teachers did complain about some of the stories the students had to read in Amplify and felt like the curriculum was old school. Madla will purchase Lexia licenses to help close the gaps for students behind in reading and to service the identified dyslexia students that could not be serviced at the time with the Take Flight Program. We saw a study growth with the students using this program and used the Lexia to help progress monitor the students that were referred to get additional help through the RTI program. The district also provides universal screeners for all students to help with intervention plans and HB 4545.

This year we have professional development days incorporated into our district calendar and a new Curriculum Director and Director of Innovation with the understanding of elementary instruction to provide better professional development to campus teachers and instructional coaches. The district will go back to the TEKS Resource System and focus on teaching the teachers how to plan backwards and really utilize the TRS system. We won't see any STAAR data with our Emergent Bilingual students for a couple of years since we are starting the Dual Language program Pre-K through 1st this year.

Finally, we believe in the whole child and experiences and currently have 13 clubs for upper and lower grade students give them experiences that will help with oral language in reading and writing so that they can do better on their exams.

==The Student Achievement was not met, but we showed a lot of growth. We will be using our data from STAAR to guide instruction for the 2023-2024 school year.==

2019-2023 STAAR

Reading Grade 3	2019	2020	2021	2022	2023	Goal Targets 2023-2024
Approaches Level	**53.57%**	N/A	37.25%	67%		**70%**
Meets Grade Level	22%	N/A	12%	35.42%		40%
Masters Grade Level	14%	N/A	4%	10.42%		15%
Reading Grade 4						
Approaches Grade Level		N//A	44.44%	63%		70%
Meets Grade Level	16%	N/A	9%	39.22%		45%
Masters Grade Level	2%	N/A	7%	20%		30%

Reading Grade 3	2019	2020	2021	2022	2023	Goal Targets 2023-2024
Reading Grade 5						
Approaches Grade Level		N/A	51%	55%		70%
Meets Grade Level	36%	N/A	22%	31%		50%
Masters Grade Level	12%	N/A	13%	16.33%		30%
Math Grade 3						
Approaches Grade Level		N/A	20%	33%		50%
Meets Grade Level	29%	N/A	6%	7%		25%
Masters Grade Level	9%	N/A	2%	2.17%		10%
Math Grade 4						
Approaches Grade Level		N/A	30.43%	37.25%		50%
Meets Grade Level	16%	N/A	7%	14%		20%
Master Grade Level	8%	N/A	2.17%	6%		15%
Math Grade 5						
Approaches Grade Level		N/A	41%	47%		60%
Meets Grade Level	34%	N/A	16%	22.45%		30%
Masters Grade Level	18%	N/A	4.35%	8%		20%
Writing Grade 4						
Approaches Grade Level		N/A	24%	N/A	Writing now incorporated in the STAAR test	N/A
Meets Grade Level	8%	N/A	8%	N/A	N/A	N/A
Masters Grade Level	0%	N/A	0%	N/A	N/A	N/A

Reading Grade 3	2019	2020	2021	2022	2023	Goal Targets 2023-2024
Science Grade 5						
Approaches Grade Level		N/A	33.33%	31%		40%
Meets Grade Level	18%	N/A	8%	6.12%		20%
Masters Grade Level	5%	N/A	0%	0%		10%

Student Learning Strengths

Madla's student learning strengths were as follows:

- Madla will continue to use the Lexia program
- We will now service English monolingual and EB students in the district's Dual Language Program
- A new bilingual interventionist was hired this year to help close the gaps on reading for our current and new EB students
- All teachers sponsor a club to give students experiences
- Madla will continue to implement universal screeners and intervention programs
- We will use STAAR data to help guide instruction for next school year.
- Grade levels K-3rd and school administration have now gone through the Science of Reading Academy

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A high percentage of students in grades 3rd-5th did not reach the Meets and Masters in reading.   **Root Cause:** Third grade students lack of phonological awareness and decoding which contributed to their reading comprehension

Problem Statement 2 (Prioritized): Student achievement is significantly below state standards.   **Root Cause:** Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.

Problem Statement 3 (Prioritized): Writing was not a strong component of students' full literacy development in all grades, but especially in the STAAR grades.   **Root Cause:** Current data is showing students missed out on foundation writing skills during the pandemic

Problem Statement 4 (Prioritized): Not enough accountable talk was embedded into Madla teacher lesson plans   **Root Cause:** Not all Madla teachers have gone to professional development or been fully trained on accountable talk

School Processes & Programs

School Processes & Programs Summary

Last year the CILT decided on philosophy of the "Whole Child" after looking at the STAAR Revisited and wanted to already help the students have experiences which helped create 13 campus clubs. Focusing on the whole child will give students experiences that will help with oral language in reading and writing so that they can do better on their exams. Also, in the 2022-2023 school year the administration and CILT had seen a drastic change in students well being. We decided that all Madla teachers, counselor and specials will be doing a book study by, Dr. Ruby Payne called "*Emotional Poverty*" on helping get strategies and better understanding on what our students demographic needs help in. The counselor will be working closely with students and student groups to give support as well as the Community in Schools Social worker.

 For curriculum, the district will continue to use the Amplify, Eureka, and PhD Science. The campus teachers really took to the Eureka and PhD once they understood how to really implement it. It was a slow process, but will be better this year. Teachers did complain about some of the stories the students had to read in Amplify and felt like the curriculum was a lot of workbook work. Madla will purchase 100 Lexia licenses to help close the gaps for students behind in reading and to service the identified dyslexia students that could not be serviced at the time with the Take Flight Program. We saw a study growth with the students using this program. The Lexia program also helped us progress monitor the students that were referred to get additional help through the RTI program along with universal screeners for all students to help with intervention plans and HB 4545. The district will go back to the TEKS Resource System and focus on teaching the teachers how to plan backwards and really utilize the TRS system. We won't see any STAAR data with our Emergent Bilingual students for a couple of years since we are starting the Dual Language program Pre-K through 1st this year.

A Master Schedule was established to include a minimum number of minutes per core content. This plan ensures that all instructional daily minutes are utilized which includes allotted time for RtI and enrichment activities. At this time Rti reading is much stronger than math. We do have a district person that come once a week to work with our G/T students.

This year we have hired a bilingual interventionist to help all students and the new EB students that will be coming to Madla. All of Kinder through 3rd grade teachers have now completed the Science of Reading Academy as well as the campus administration. The district will strongly be implementing TEKS resource system, PLC's, CLASS Grant, & formative assessments. We will focus on grade level chairs getting trained with the class grant to help provide support to other teachers as well as our new bilingual interventionist and instructional coach. Administration will focus on campus walkthroughs to provide immediate feedback for implementation and created a Google Walkthrough form to keep the walkthrough data. On August 3, 2023 Madla and Armstrong partnered up to bring in the Two Chicks and a Workshop to help teachers with read alouds, accountable talk, and writing journals for grades K-5th and the Early Childhood Department will use the same workshop to train the Pre-K teachers. Madla teachers will also be sent to Lead4ward professional development this year.

Frank Madla has been very lucky to have a Community In Schools social worker to help with clothes, school supplies, financial hardships, small groups, and counseling. The school also has the F.A.S.T. program where families learn to eat dinner together and socialize with their children. Along with the F.A.S.T. program we have Students for Life, a free tutoring program by community volunteers that tutor Kindergarten students through 3rd grade on reading skills. Finally, we have an afterschool program that is free for all parents with children Kinder-5th grade. S.A. Youth helps tutor with homework, brings in guest speakers, and does activities with the students after school.

South San Antonio ISD maintains a district website and a campus website for each campus, Parent Portal Access/Skyward is a web-based application that allows parents to login and password to view their child's grades, attendance, class schedule, immunization records, and other information. We also utilize the Blackboard Parentlink to inform parents of events going on in the school as well as Twitter and Facebook. Teachers have a Class Dojo or Remind Account to communicate with parents. We have found that many grandparents taking care of their grandchildren do not have social media so we send home paper copies of our communication.

In order for our campus to be successful we will be implementing Apple Classroom this year. Every teacher will have an Apple TV in their room and every elementary student will have their own iPad, Apple Crayon, and headphone sets. All classrooms will have a smartboard and those that cannot mount smartboards in their room will have a smart 45" TV. All teachers have a laptop and a docushare camera. We have 3 classrooms that do not have a smartboard or smartboard TV. We have a computer lab with a computer assistant and 25 Chrome Book Boxes with 24' screens and keyboards. Students rotate during specials to the lab to work on typing skills and Progress Learning Interventions.

School Processes & Programs Strengths

Madla is doing lots of great things. Some of our strengths are as following:

- Decision-making process
- Master Schedule
- Leadership-Formal and Informal
- Supervision structure
- Support Structures: Mentor Teachers, SA Youth, Students for Life, CIS
- Duty Rosters, systems in place for technology
- School map and physical environment
- Program Support Services-Extra curricular Activities, after school programs
- Communication-formal and informal
- We have systems in place to meet student academic and behavioral needs, SEL curriculum, counselor, and Care Zone.
- Campus instructional leaders have clear, written, and transparent roles and respnsibilities, and core leadership tasks are scheduled on weekly calendars (observations, derbriefs, and team meetings)
- Performance expectations are clear, written, measurable, and match the job responsibilities
- Campus instructional leaders are consistent, written protocols, and processes to lead their department, grade-level temas, or other areas of responsibility
- Campus instructional leaders meet on a weekly basis to focus on student progress and formative data
- Principal improves campus leaders through regularly scheduled, job-imbedded professional development consistent with best practices for adult learning, deliberations, modeling, and observation feedback cycles.
- Computer lab with 25 Chrome Book boxes
- Every student will have an iPad, Apple Crayon, and headphone with mic
- Every teacher has a laptop and docushare camera
- Every classroom will have an iPad charging station in their classroom

Frank Madla Elementary thinks of the "Whole Child." Not only do we care about academics, but we care about experiences and learning something that can help guide our future careers. Currently, we offer 17 clubs for this school year.

Club/Sponsors	Time	Location/Pick-up	Days
1. Art Club Keller, Valdez, Esparza	3:15-4:15	Ms. Kellers Rm Pick up- Front office	2nd-4th Wednesday of every month
2. eSports Gaming Club-The Trashin' Gators Magallanez	3:15-4:15	TBA	TBA
3. Chess Club Pacheco, Coach M	3:15-4:15	Ms. Pacheco Rm Pick up- Front office	Every Wednesday
4. Crazy 8's Math Club K-2 Ms. Castaneda	3:15-4:15	Begins in Spring	TBA-Spring
5. Crazy 8's Math Club 3rd-5th Mr. Martinez & Mr. Flores	3:15-4:15	Pick up-Front Office	TBA
6. Gator Broadcasting Crew Mr. Cryder, Ms. A, & Mrs. Hudson	3:15-4:15	Computer Room 15 Pick Up-Front Office	TBA
7. Golf Club Coach M, Mrs.Castillo Mr. Flores	3:15-4:15	baseball field	TBA
8. Drama Club Ms. Galloway & Ms. Mancha	3:15-4:15	Ms Galloway Rm Pick up-Front office	Every Wednesday
9. Intramural Sports Coach M (Soccer)	3:15-4:15	TBA	TBA
10. Kindness Crew Ms. A, Mrs. Sandoval and Mrs. Dykes	3:00-3:45	Library Pick up-Front office	2nd-4th Wednesday
11. Lego Club 3rd-5th Mrs.Castillo and Ms. A	3:15-4:15	TBA Pick up-Front office	TBA
12. Lego Club K-2nd Ms. Esparza & Mr. Magallanez	3:15-4:15	Pick up-Front office	TBA

Club/Sponsors	Time	Location/Pick-up	Days
13. Patrols Mr. O and Coach M.	6:45 a	Assigned Pick up-Front Office	All Year long
14. Madla's Believe it or not Mrs.Miranda & Mrs. Orozco	3:15-4:15	Rm 21	
15. Running Club K-2nd Mrs. Speights, Mrs. Rocha, and Ms. Casiano	3:15-4:15	Gym/track Pick up-Front Office	
16. Running Club 3rd-5th- Mrs. Cayetano, Ms. V., Mrs. Castellano	6:45AM	Track	Last Wednesday of the month
17. Student Council Mr. O	3:15-4:15	TBA	TBA
18. Gator Gardeners Mr. Q, Mrs. Pacheco, and Mrs. Gonzales			

- Safe, Respectful and Responsible Learner are some of our Campus Wide Expectations.
- School wide mission statement is recited daily
- Great Expectations provided new ideas to build relationships with students and staff
- Monthly parent engagement activities
- STEM engagement activities 2 times a year.
- Customer service is "Key" with our front office staff and teacher interactions with our parents.
- Team meetings are held regularly throughout the year to enhance the relationships of working together for our students.
- Family Night at Resturant Fundraisers
- Meet the Teacher Night
- Open House
- Student-led conferences
- Campus Teacher and Staff Appreciation Week, Counselors, Nurses, Cafeteria, Custodians etc.
- F.A.S.T. Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of students needing assistant with social/emotional needs has increased by 70% based on counseling and discipline referrals. **Root Cause:** The campus does not have a consistent SEL program or activities to support emotional needs

Problem Statement 2 (Prioritized): Increase the integration of technology in the classroom for all teachers. **Root Cause:** The district does not have a Director of Instructional Technology and Media Services to train teachers.

Perceptions

Perceptions Summary

Frank Madla Elementary has an inviting and open atmosphere that helps to maintain a healthy climate. The parent involvement has increased since school started. Our staff and parent feedback is positive and students enjoy coming to school every day. Many transfer families have commented on the many positives that the campus and teachers have to offer. Our Safe, Respectful, Responsible, Learning atmosphere is the environment for our students that helps them make positive choices on a daily basis. The expectation is that every teacher sponsor a club and currently Madla has 17 clubs offered to students K-5th. The Gator Booster Club has taken off this year with monthly meetings every 1st Tuesday of the month with a grade level performance.

At Madla we will strive to recruit and retain quality teachers. All of our teachers are highly qualified. This year, we retained 99% of our teachers and had to hire 2 new dual language teachers for our Dual Language program. We will continue to build relationships needed to retain teachers and paraprofessionals. Professional development will be provided to build math & reading content and TEKS knowledge in all grade levels for teachers.

Staff Count

Administrators-2

Instructional Coach-1

Interventionist-1

Counselor-1

Teachers-27

Paraprofessionals-11

Cafeteria-6

Custodians-3

Parent Liaison-1

All written communication is in English and Spanish. The campus webpage, monthly calendar, Twitter, and Facebook are used to communicate special events held on campus and around the district. During special events and meetings, both English and Spanish are spoken. The Blackboard Parent Link send phone messages and email to our parents as a form of communication. Every teacher either uses Remind or Class Dojo to communicate with their students parents. There is a telephone in every classroom to help with communication.

This year Madla was able to build partnerships with Gardopia Gardens and Wells Fargo. We have build these relationships with the Wells Fargo Sustainability Grant that we won for a Community Garden.

Madla ES believes in strong family and community involvement. Currently, we have four direct community programs that work in conjunction to enlist support and encourage parent involvement. We have Students for Life Tutoring, Community in Schools, F.A.S.T and SA Youth. Madla will continue to build parent capacity to assist their children at home to improve academic achievement in school. Our counselor has set up monthly Cafecitos for parents as well as meetings by CIS, FAST, Head Start and SA Youth. All of these meetings will be used to ensure we maintain our family school relationships especially during these times. Below are some of the things we will do and continue to do with our parents to keep them involved and educated in current events:

- Cafecitos-issues to help support parents
- Gator Booster club-guest speakers and student performances
- Facebook, website, and Twitter
- Clubs-17 clubs from running, math, art, legos, etc.
- Academic Nights (Reading, Science, and Math)
- STEM Night
- Meet & Greet (August 7, 2023)
- Book Fair Night
- District Festival
- Fall Fest
- Parent volunteers
- Head Start Classes and Head Start facilitator
- Parent Liaison

Perceptions Strengths

The leadership team is involved in the hiring process and have their input on who to hire. The climate and culture and has been positive this year with shout outs, incentives for attendance, jean passes, and participation in clubs. The administration has an open door policy and listen to faculty and staff ideas. Paraprofessionals are solely dedicated to working with children by following the teacher's lesson plan and helping students be successful.

We have a Parent Liason that with parent and student engagement, donations, meetings and creates the bond needed to bridge the gap between school and community. SA Youth at Madla is our after-school program to assist our parents in after school care. Our CIS works with parents and families and offers tutoring and support to families and provides our campus with educational support year -round. Our FAST program (Families and Schools Together) supports family bonding necessary for children to thrive. Through the United Way we have the Students For Life Tutoring where they tutor K-3rd graders. We also have a Truancy Officer that helps do home visits on students with attendance issues.

Madla Elementary issues all types of communication platforms. Information is shared through our Marquee, phone calls, emails, Class Dojo, Morning Announcements, Google meets, SeeSaw, Home Visits, campus website, and newsletters.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication efforts between teachers and parents on student behavior is weak   **Root Cause:** Teachers are only texting and not calling parents on students behavior and not building a strong rapport with parents

Problem Statement 2 (Prioritized): Lack of bilingual applicants in the hiring pool.   **Root Cause:** Not enough college students are getting certified in bilingual education or cannot pass the bilingual exam.

Priority Problem Statements

Problem Statement 1: Writing was not a strong component of students' full literacy development in all grades, but especially in the STAAR grades.
Root Cause 1: Current data is showing students missed out on foundation writing skills during the pandemic
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student achievement is significantly below state standards.
Root Cause 2: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: A high percentage of students in grades 3rd-5th did not reach the Meets and Masters in reading.
Root Cause 3: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehention
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Not enough accountable talk was embedded into Madla teacher lesson plans
Root Cause 4: Not all Madla teachers have gone to professional development or been fully trained on accountable talk
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student attendance at Madla Elementary has declined over the last 4 years.
Root Cause 5: Parents have limited awareness of negative impact of truancy on student outcomes.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Communication efforts between teachers and parents on student behavior is weak
Root Cause 6: Teachers are only texting and not calling parents on students behavior and not building a strong rapport with parents
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Lack of bilingual applicants in the hiring pool.
Root Cause 7: Not enough college students are getting certified in bilingual education or cannot pass the bilingual exam.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: The number of students needing assistant with social/emotional needs has increased by 70% based on counseling and discipline referrals.
Root Cause 8: The campus does not have a consistent SEL program or activities to support emotional needs

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Increase the integration of technology in the classroom for all teachers.

Root Cause 9: The district does not have a Director of Instructional Technology and Media Services to train teachers.

Problem Statement 9 Areas: School Processes & Programs

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
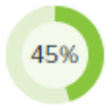- Budgets/entitlements and expenditures data

Goals

Goal 1: Madla Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: Students reading, math, and 5th grade science STAAR results will improve from the previous year by 5%

High Priority
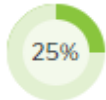
HB3 Goal

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate high-yield strategies that increase student engagement and require a variety of thinking from students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expectation of teachers, IC, and interventionist to use all district resources including PD from the Two Sisters, Learning A-Z, Lexia, Lead4ward, Typing Club, Texas Read, and PLC information learned to show growth on all formative and summative assessments including Map & mClass. **Staff Responsible for Monitoring:** School & District Administrators as well as campus IC **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** PD from Two Chics and a workshop - 211 Title I, Part A - $96,000, Lead4ward PD - 211 Title I, Part A, Texas Read-as per Director of C & I - 211 Title I, Part A - $6,000	35%	45%	10%	

Strategy 2 Details		**Reviews**			

Strategy 2: Daily small group instruction/interventions for reading and math goals according to HB4545		**Formative**			**Summative**
Strategy's Expected Result/Impact: The learning gaps will be closed for students that are behind two or more grade levels		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Instructional Coach, Reading Teacher, Interventionist, and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4		40%	35%		

Strategy 3 Details		**Reviews**			

Strategy 3: Hire of part time tutors in January 2024 three days a week for enrichment and specific STAAR TEKS		**Formative**			**Summative**
Strategy's Expected Result/Impact: The tutors will help close the gap and help ensure all gaps are closed in reading and math before the STAAR Test		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, teachers, and Part-time tutors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Part-time tutors 3x a week Herlinda Moreno & Tina Palma - 211 Title I, Part A		50%	55%		

Strategy 4 Details		**Reviews**			

Strategy 4: Incorporate Blended Learning with the use of enhanced classroom instruction using iPads for Apple Classroom and other forms of technology for online platforms to enhance 21st Century Learning such as headphones, apple crayons, keyboards.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and students will be able use Apple Classroom, Google Classroom, as well as Smartboard to increase student achievement, formative & informative assessment. **Staff Responsible for Monitoring:** District Administration, campus administration, and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2		15%	35%		

Strategy 5 Details	**Reviews**			
Strategy 5: Use of instructional materials and technology programs made available to teachers to help all students meet state academic standards (i.e. Flocabulary, Progressive Learning, iReady, Stemscopes, Lexia, Countdown to Math & Reading, Nearpod, Amplify Reading, IXL, Progress Learning, Generation Genius Math & Science, Eureka math, Phd Science, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The instructional materials and technology programs will increase student academic achievement **Staff Responsible for Monitoring:** Administration, teachers, central office **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2 **Funding Sources:** Lexia - 211 Title I, Part A	60%	70%		

Strategy 6 Details	**Reviews**			
Strategy 6: Teachers will engage in purposeful planning to insure that rigorous lessons are implemented from the Madla instructional initiatives and the districts Crimsi curriculum (Amplify, Eureka, and PhD Science)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will implement lessons and strategies that include access and rigor transferred into teaching **Staff Responsible for Monitoring:** IC, Interventionist, teachers, campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2	25%	35%		

Strategy 7 Details	Reviews			
Strategy 7: Pre-Teachers will ensure that students have research based learning play for outdoor and classroom learning using wooden building blocks, storage, and outdoor science water play to achieve academic learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Learning Play will build on learning how to identify geometry shapes and problem solving . **Staff Responsible for Monitoring:** Administration and pre-teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** Amazon & Lakeshore - 211 Title I, Part A	50%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A high percentage of students in grades 3rd-5th did not reach the Meets and Masters in reading.   **Root Cause**: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehention
Problem Statement 2: Student achievement is significantly below state standards.   **Root Cause**: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.
Problem Statement 3: Writing was not a strong component of students' full literacy development in all grades, but especially in the STAAR grades.   **Root Cause**: Current data is showing students missed out on foundation writing skills during the pandemic
Problem Statement 4: Not enough accountable talk was embedded into Madla teacher lesson plans   **Root Cause**: Not all Madla teachers have gone to professional development or been fully trained on accountable talk
School Processes & Programs
Problem Statement 2: Increase the integration of technology in the classroom for all teachers.   **Root Cause**: The district does not have a Director of Instructional Technology and Media Services to train teachers.

Goal 1: Madla Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

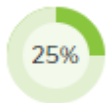**Performance Objective 2:** Campus will receive a rating of an A or maintain a B for the 2023-2024 school year

High Priority

HB3 Goal

Evaluation Data Sources: TXschools.gov
TAPR

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly PLCs to speak about best practices in the classroom and disaggregate data from Common Assessments, District Benchmarks, Amplify and Eureka Math, MAP, and mClass to drive instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to target specific weaknesses and strengths of TEKS by utilizing the data from assessments. Feedback to teachers from learning walks will help with implementing best practices in the classroom. **Staff Responsible for Monitoring:** Administration, IC, Teachers, Interventionist **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4	40%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will tutor students during the day or after school face to face	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Tutoring will improve academic achievement to help close the gaps on all students **Staff Responsible for Monitoring:** Administration, IC, teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** tutoring money - 211 Title I, Part A - 211-11-2118 - $22,000	40%	50%		

Strategy 3 Details		Reviews			
Strategy 3: Continue Implementing Eureka Math for K-5th grade to differentiate instruction for all students to help build problem solving skills and conceptual understanding		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase STAAR Math Scores and closing the gaps across all grade levels **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2		45%	30%		

Strategy 4 Details		Reviews			
Strategy 4: Implement M-Class screener and MAP to provide targeted interventions for reading, math, & science to close the gap for grades K-5th.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The screener data will break down the objectives by TEK to ensure the lowest objective is retaught or put into an intervention **Staff Responsible for Monitoring:** Administrators, teachers, IC, Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3		40%	50%		

Strategy 5 Details		Reviews			
Strategy 5: Upgrade library books as well as purchase Spanish books in the library and classrooms for 2023-2024		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase reading fluency and build the love of reading in English and Spanish with books that students are interested in **Staff Responsible for Monitoring:** Campus Administration, teachers, and librarian **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Bookalicious, Follett - 211 Title I, Part A		35%	40%		

Strategy 6 Details		Reviews			
Strategy 6: Teachers will engage in purposeful planning to insure that rigorous lessons are implemented from the Madla instructional initiatives and the districts Crimsi curriculum (Amplify, Eureka, and PhD Science, Two Chics and a Workshop, Lead4ward)		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will use lessons that include opportunities learned from campus instructional initiatives **Staff Responsible for Monitoring:** Campus Administration and Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2, 3, 4 **Funding Sources:** Two Chics and a workshop - 211 Title I, Part A, Lead4ward training for teachers - 211 Title I, Part A		35%	50%		

Strategy 7 Details		Reviews			
Strategy 7: United Way Family Services housed at Madla-Students for Life will tutor 1st-3rd Tier 2 students on LLI kits		**Formative**			**Summative**
Strategy's Expected Result/Impact: Volunteers will help close the gaps for students 1st-3rd		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Students for Life, Administration, IC, and reading teacher **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2		25%	25%		

Strategy 8 Details		Reviews			
Strategy 8: G/T students will be identified and serviced by district TAG teacher, Lesley Moreno		**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrichment for students and growth for those at Masters level on STAAR		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration and G/T facilitator **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1		50%	15%		

Strategy 9 Details	Reviews			
Strategy 9: Increase reading enrichment for all students by celebrating Read Across America in March where every child will receive a new book.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reading enrichment/love for reading **Staff Responsible for Monitoring:** Admin, librarian, and teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - 211 Title I, Part A	15%	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

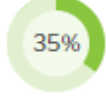| Student Learning |
|---|
| **Problem Statement 1**: A high percentage of students in grades 3rd-5th did not reach the Meets and Masters in reading.   **Root Cause**: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehension |
| **Problem Statement 2**: Student achievement is significantly below state standards.   **Root Cause**: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement. |
| **Problem Statement 3**: Writing was not a strong component of students' full literacy development in all grades, but especially in the STAAR grades.   **Root Cause**: Current data is showing students missed out on foundation writing skills during the pandemic |
| **Problem Statement 4**: Not enough accountable talk was embedded into Madla teacher lesson plans   **Root Cause**: Not all Madla teachers have gone to professional development or been fully trained on accountable talk |

Goal 2: Madla Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: The campus will provide professional development opportunities for staff that will provide high levels of student engagement during the 2023-2024 school year (LEAD4WARD, Region 20, SSAISD Professional Learning)

HB3 Goal

Evaluation Data Sources: PD Evaluation, Agendas, sign-in sheets, number of participants that attend PD

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided effective training with the use of instructional technology	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will become more effective in the area of instructional technology, especially in the area of Apple Classroom	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Administration, Campus administration, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 - School Processes & Programs 2	35%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Provide job-embedded professional development by modeling research-based strategies during PLCs and faculty meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the implementation of high-yield, rigorous instructional strategies that require a variety of thinking. (book studies, Emotional Poverty, LEAD4Ward, Two Chics & a workshop, CAST conference)	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration and Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4	35%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Ensure campus administration attends professional development to model and learn research based strategies for PLC and faculty meetings. (Bilingual Conference, TEPSA)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve implementation of current academic research, high-yield, rigorous instructional strategies for PLC's **Staff Responsible for Monitoring:** Campus Admin. and Central Office Admin. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 1	35%	45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A high percentage of students in grades 3rd-5th did not reach the Meets and Masters in reading.   **Root Cause**: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehention
Problem Statement 2: Student achievement is significantly below state standards.   **Root Cause**: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.
Problem Statement 3: Writing was not a strong component of students' full literacy development in all grades, but especially in the STAAR grades.   **Root Cause**: Current data is showing students missed out on foundation writing skills during the pandemic
Problem Statement 4: Not enough accountable talk was embedded into Madla teacher lesson plans   **Root Cause**: Not all Madla teachers have gone to professional development or been fully trained on accountable talk
School Processes & Programs
Problem Statement 2: Increase the integration of technology in the classroom for all teachers.   **Root Cause**: The district does not have a Director of Instructional Technology and Media Services to train teachers.

Goal 2: Madla Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Teachers and Principal will provided instructional resources (Really Good Stuff/Amazon/Lakeshore/Lead4ward) that promote high levels of student engagement to be utilized for access, rigor, and transfer.

High Priority

Evaluation Data Sources: The campus administration will do a budget review and do walkthroughs, grade level meetings to ensure all teachers have all materials they need to teach effectively

Strategy 1 Details	Reviews			
Strategy 1: Librarian will utilize updated library books and resources for all grades Pre-K - 5th and Dual language Spanish books for Pre-k to 1st.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide students a variety of books to have the love of reading and continue to build their fluency and comprehension. **Staff Responsible for Monitoring:** Administrators, teachers, librarian **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	25%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers and Principal will provided instructional resources (Really Good Stuff/Amazon/Lakeshore/Lead4ward/Ford Ferrier) that promote high levels of student engagement to be utilized for access and rigor	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have the correct resources and materials to help close the gaps as well as bring up students formative and summative assessments **Staff Responsible for Monitoring:** Teachers and campus admin. **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** teaching materials - 211 Title I, Part A, supplies - 199 PIC 30 State Comp	30%	30%		

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: A high percentage of students in grades 3rd-5th did not reach the Meets and Masters in reading.   **Root Cause**: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehention
Problem Statement 2: Student achievement is significantly below state standards.   **Root Cause**: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.
Problem Statement 3: Writing was not a strong component of students' full literacy development in all grades, but especially in the STAAR grades.   **Root Cause**: Current data is showing students missed out on foundation writing skills during the pandemic

Goal 2: Madla Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: The campus will help provide mental health strategies to help support and retain faculty and staff. (Zen room, Yoga, etc..)

Evaluation Data Sources: The campus administration will create and organize a mental health room and organize yoga days. Faculty and Staff will fill out a MOY & EOY survey to get a pulse on teacher mental health.

Strategy 1 Details	Reviews			
Strategy 1: Administration and Community in the Schools will provide and create a Zen Room for Madla Faculty Mental Health with massage chairs, white noise, soft light lamp, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Faculty and staff will be able to have a place to go relax and take a minute to reorganize their thoughts and feelings. This will help them feel supported and retain all employees. **Staff Responsible for Monitoring:** CIS and administration **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Massage chairs, soft white lamps, carpet, tea, etc - 199 PIC 30 State Comp - 199	70%	75%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The number of students needing assistant with social/emotional needs has increased by 70% based on counseling and discipline referrals. **Root Cause**: The campus does not have a consistent SEL program or activities to support emotional needs

Goal 3: Madla Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: Provide afterschool activities and clubs to students in order to promote academic improvement and enrichment.

    Evaluation Data Sources: Provide a number for clubs and activities for students

Strategy 1 Details	Reviews			
Strategy 1: Create academic enrichment clubs for teachers and students establish hands-on learning by building projects, Esports, and using technology to help record and research (Madla's Believe It or Not, New Broadcasting Club, EGames (EGL), gaming chairs, keyboards, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Provide experiences for students through weekly, bi-monthly clubs
    Staff Responsible for Monitoring: Teachers and administration
 	
    Title I:
2.4, 2.5, 2.6, 4.1, 4.2
   - **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1
    Funding Sources: esports contract EGL $2000 per semester - 211 Title I, Part A - $4,000, Gaming Chairs - 211 Title I, Part A - $1,000
	45%	60%	75%	

    0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Madla Elementary has declined over the last 4 years. **Root Cause**: Parents have limited awareness of negative impact of truancy on student outcomes.
Student Learning
Problem Statement 1: A high percentage of students in grades 3rd-5th did not reach the Meets and Masters in reading. **Root Cause**: Third grade students lack of phonological awareness and decoding which contributed to their reading comprehention

School Processes & Programs
Problem Statement 1: The number of students needing assistant with social/emotional needs has increased by 70% based on counseling and discipline referrals. **Root Cause**: The campus does not have a consistent SEL program or activities to support emotional needs

Goal 4: Madla Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Provide a safe and learning environment by training and properly communicate on campus with all stakeholders on campus.

High Priority

Evaluation Data Sources: CIS Data, PEIMS campus referrals on student behavior, School Counselor log, and PEIMS Attendance report.

Strategy 1 Details	Reviews			
Strategy 1: Madla Faculty & Staff will get trained on book study "Emotional Poverty" by Dr. Ruby Payne and incorporate strategies in everyday activities. Also in the Spring they will continue with the book study "Conscious Discipline" by Dr. Becky Baily	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The whole campus will do a book study on Emotional Poverty and implement awareness and strategies to help students cope with social emotional problems bringing down discipline referrals and suspensions **Staff Responsible for Monitoring:** Administration, faculty & staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 - Perceptions 1	85%	90%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Train all faculty and staff on the Texas Safety-Student Response Protocol and Navigate360 system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Everyone that works at Madla to know the protocol in case of an emergency	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and safety team, SSAISD PD **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	35%	50%		

Strategy 3 Details		Reviews		

Strategy 3: Create a partnership with CARE Zone to provide services (mental health, family services, CIS, food pantry, clothing closet, etc.) for our at-risk students to succeed in school	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will use the Counselor submittal forms, counselor will document and form counseling groups to help improve student SEL. **Staff Responsible for Monitoring:** Teachers, counselor, and administration **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools	35%	10%		

Strategy 4 Details		Reviews		

Strategy 4: Pay for a part time parent liaison to continue to help community with resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will only need to come to one place to get help with any resources needed **Staff Responsible for Monitoring:** Administration **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** pay for parent liaison - 211 Title I, Part A	65%	40%		

Strategy 5 Details		Reviews		

Strategy 5: Send the parent liaison to the 2023 Statewide Title 1 Parent and Family Engagement Conference	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Campus parent liaison will learn and bring back ideas and resources to campus **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools	100%		100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The number of students needing assistant with social/emotional needs has increased by 70% based on counseling and discipline referrals. **Root Cause**: The campus does not have a consistent SEL program or activities to support emotional needs

Perceptions
Problem Statement 1: Communication efforts between teachers and parents on student behavior is weak **Root Cause**: Teachers are only texting and not calling parents on students behavior and not building a strong rapport with parents

Goal 4: Madla Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: Student Attendance will increase by 5% with the help of mental and social emotional support through the Care Zone, CIS, or other initiatives.

    High Priority

    Evaluation Data Sources: CIS Data, PEIMS Attendance Report, Counselor logs

Strategy 1 Details	Reviews			
Strategy 1: School counselor will provide lessons discussing resources available to curb mental health, bullying and other topics.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 100% of all students, PK-5th, will have received guidance from school counselor.
     Staff Responsible for Monitoring: Counselor, Admin, Teachers
 	
     Title I:
 2.6
  - **TEA Priorities:**
 Improve low-performing schools
 Problem Statements: Demographics 1 - School Processes & Programs 1
	30%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Offer Title 1 services for McKinney-Vento students (transportation, school supplies, resources for food and clothing.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will be able to receive resources to come to school and be successful
     Staff Responsible for Monitoring: CIS, Counselor, Head Start
 	
     Title I:
 2.4, 2.6
 Problem Statements: Demographics 1 - Student Learning 2
	15%	40%		

Strategy 3 Details	Reviews			

Strategy 3: Secure volunteers from Students for Life to tutor struggling students 1st-3rd and provide them other resources to help them succeed like, counseling, help with electric, transportation, rent, etc.
 	
    Strategy's Expected Result/Impact: close the gaps on ELAR for the 1st-3rd reading, students will be on level
    Staff Responsible for Monitoring: Amanda Briseno, and Administration
 	
    Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
	Formative			Summative

	Nov	Jan	Mar	June
	30%	35%		

Strategy 4 Details	Reviews			

Strategy 4: Madla provides a site for SA Youth a Free afterschool tutoring and child care for Madla parents
    Strategy's Expected Result/Impact: To help parents that work and cannot afford daycare
    Staff Responsible for Monitoring: District and SA Youth
 	
    Title I:
2.5, 4.1
 - **TEA Priorities:**
Improve low-performing schools
	Formative			Summative

	Nov	Jan	Mar	June
	50%	50%		

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Madla Elementary has declined over the last 4 years.   **Root Cause**: Parents have limited awareness of negative impact of truancy on student outcomes.

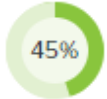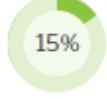| Student Learning |
|---|
| **Problem Statement 2**: Student achievement is significantly below state standards.   **Root Cause**: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement. |

School Processes & Programs
Problem Statement 1: The number of students needing assistant with social/emotional needs has increased by 70% based on counseling and discipline referrals.   **Root Cause**: The campus does not have a consistent SEL program or activities to support emotional needs
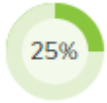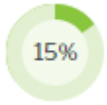
Goal 5: Madla Elementary will collaborate with parents and community to ensure all students receive a gold standard education.
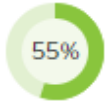
Add a Goal

Performance Objective 1: Create programs that inform and support parental involvement at school and in district initiatives.

High Priority

Evaluation Data Sources: Agendas, sign-in sheets

Strategy 1 Details		Reviews			
Strategy 1: Invite parents and community to awards ceremonies and completion ceremonies twice a year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be more involved in their student successes		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: administration, counselor, teachers **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools		N/A	25%		

Strategy 2 Details		Reviews			
Strategy 2: Invite parents to attend STEM Family Night		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be exposed to STEM activities to help ignite future occupations.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CIS, all faculty, committees, and adminstration **Title I:** 2.4, 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 2 - Perceptions 1			15%		

Strategy 3 Details	Reviews			
Strategy 3: Monitor and update school website with current school activities and events to keep parents and members of the community aware.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensure there is communication with parents at all time by updated website, Twitter, Facebook, School Messenger, school calendar and flyers in English and Spanish **Staff Responsible for Monitoring:** Administrator, Melissa Villarreal-webmaster **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools	50%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Inform parents and community through monthly calendars, notes, flyers, parent meetings, website, school messenger, and marquee	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers and school will ensure parents have updated communication by school calendar, flyers, phone calls **Staff Responsible for Monitoring:** Administration, custodians, secretary, counselor, and teachers. **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** colored paper for calendars and flyers - 199 PIC 30 State Comp	50%	55%		

Strategy 5 Details	Reviews			
Strategy 5: Provide refreshments or dinner to help bring in the parents to Cafecitos, Family Nights, STEM Nights, FAST Program that encourage them to do activities with their child.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will attend more school functions with their child(ren) to help promote learning. **Staff Responsible for Monitoring:** Administration, librarian, FAST program, counselor, teachers, parent liaison **Title I:** 2.5, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	20%	40%		

Strategy 6 Details		Reviews			
Strategy 6: Open House on September 22, 2023 to celebrate and implement the campus and district vision and Title one power point.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: School Administration present campus scores from the 2022-2023 school year and also discuss Title 1 with a PowerPoint to Madla parents and community. **Staff Responsible for Monitoring:** school administration and all staff **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools		100%	100%	100%	

Strategy 7 Details		Reviews			
Strategy 7: Conduct monthly family events (Book Fair, Booster Club, school performances, Cafecitos)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will attend family events to get information to how to help their child and all updated information. **Staff Responsible for Monitoring:** All staff, administration, Booster Club officers, Counselor, and Librarian **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools		40%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Madla Elementary has declined over the last 4 years.   **Root Cause**: Parents have limited awareness of negative impact of truancy on student outcomes.

Student Learning
Problem Statement 2: Student achievement is significantly below state standards.   **Root Cause**: Inconsistent implementation of best practices for teaching, learning, assessing, and student engagement.

Perceptions
Problem Statement 1: Communication efforts between teachers and parents on student behavior is weak   **Root Cause**: Teachers are only texting and not calling parents on students behavior and not building a strong rapport with parents

State Compensatory

Budget for Frank Madla Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Frank Madla Elementary School

Name	Position	FTE
Jessica Gonzales	Parent Liaison	1

Title I

1.1: Comprehensive Needs Assessment

Many of Madla students have some sort of trauma they are dealing with that they bring into the school and has made teaching extremely hard and has been hard for the students to learn. We have seven apartment complexes surrounding the south part of our school and a subdivision with many retired citizens surrounding the rest of the school. We have many single parents and grandparents are raising their grandchildren.   Most of our students have experienced or are experiencing some sort of trauma in their lives from domestic violence, losing a parent, incarcerated parents, parents on drugs, and low social economic status. The campus will complete a book study, "Emotional Poverty" by Dr. Ruby Payne to help get strategies and better understand what the students are going through and the counselor will be focusing on small groups this year.

Last year we had many students who had missed two or more years of schooling due to Covid pandemic and came back to school not knowing how to read. Our data shows that most of our 3rd graders struggled the most academically due to missing out on Kinder, 1st, and maybe attended 2nd grade. Many students enrolled in 1st grade as their first time in school and did struggle in reading. We have hired a reading interventionist to help close the gaps for the students in 2nd, 4th and 5th grade and will continue to have beneficial PLC's and PD in order to teach our teachers high quality instruction.

Finally, in order to help students they must come to school. The majority of students are economically disadvantaged and at-risk at 95%. Our mobility rate is 23.6% which is higher than our district at 16.8% and the state. Our attendance has been dropping the last 4 years. Last year we averaged 88.3%, but we did bring it up by one point this year to 89.16%. The goal for this year will be 93% or better. The district provides bus transportation to all students living in the area, but when we have cold or rainy days our attendance is in the 80%. This year we will have to work harder on bringing up the attendance to help with our academics. Communities in Schools helps with attendance incentives and the CILT met with ideas that don't cost money where parents can come eat with their child if they have perfect attendance for 3 weeks straight.

Student Populations:

92.7% Hispanic

3.4% White

0.4% African American

0.3% Asian

0.4% American Indian

0.3% Pacific Islander

1.6% Mixed Races

95% Economically Disadvantaged

2.0% ELL

12.7% Special Ed.

23.6% Mobility Rate

Our population also includes special education student programs for autism, resource and inclusion. Our at-risk population is at 95% and our 504 programs include students with ADHD, Dyslexia and other medical conditions that may delay academic success in the classroom.

100% of the teachers at Frank Madla Elementary are highly qualified. Their average years of experience is 11-20 years. The majority of our teachers are Hispanic 76.7% and 23.3% White.

Instructional Coach

This is the 7th year we have had an Instructional Coach to our campus to help assist teachers with internalization lesson planning, Literacy Stations, Eureka, Amplify, Data, framing the lessons, and unit assessments. We share a math coach with Madla and our ELAR coach is housed at Madla, but will go once a week to Madla. The CILT committee is organized to work alongside Principal and Assistant Principal to promote and increase the relationships of the staff and to make sound decisions for the betterment of the campus.

ELL

Madla Elementary is a bilingual campus this year that will serve students Pre-k through 1st grade.   We have an LPAC representative who monitors the progress of all of our ELL learners, along with the assistant principal. Our ELL students participate in TELPAS and Pre-Las each year.

GT

Madla Elementary Gifted and Talented Program serves students who qualify in grades K-5. These students perform academically all levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades K-5 are served in designated cluster classes by teachers with thirty-hours of training in gifted and talented education. In addition, gifted elementary students are pulled once a week to work with other gifted students on enrichment activities in the four core curriculum areas.

504

Section 504 is a part of the Federal Civil Rights Anti-Discrimination legislation of 1973. Discrimination is defined as "No qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance." Section 504 covers any person who has a physical or mental impairment which substantially limits one or more major life activities, or has had a record of such impairment, or is regarded as having such impairment. Major life activities include hearing, speaking, learning, working, performing manual tasks, caring for ones self, walking, seeing or breathing. Once students qualify for section 504 they will receive accommodations in the least restrictive environment (general education classroom) that the committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. The committee meets with each 504 student's parents once a year to discuss progress and monitor student's growth. The student continues to qualify as a student under 504 until he no longer needs the services or until it is decided further assistance is necessary.

Special Education Services

The Special Education program at Madla Elementary provides services for students identified as a special needs student. Students with high needs are mainstreamed students with needs pertaining to fine and gross motor as well as restroom and health services. Additionally, Madla Elementary has one Life Skills classroom that serves 1st-5th students with various disabilities. Our campus also has students who have been diagnosed with LD (Learning Disabilities), Speech Impairment, and OHI (other health impairments).

Site-Based Decision Making Process/Campus Instructional Leadership Team (CILT)

Madla Elementary School will follow federal, state, and district policies in developing and implementing the Campus Improvement Plan. Community and parent input, plus the input of staff will be included in the decision-making process related to the use of federal, state, and local funds. These listed key committees have focused on strategies to provide on-going assessment of programs being used to asses the needs of all students, with particular focus on students who are low-achieving and/or those students at-risk of not meeting state

standards.

2.1: Campus Improvement Plan developed with appropriate stakeholders

When developing the Campus Improvement Plan we included parents, CILT team which includes highly qualified teachers, business owners in the area and a community member school representative. The CILT committee meet on May 23, 2023 to discuss the CIP for the the upcoming 2023-2024 year.

2.2: Regular monitoring and revision

The CIP will be monitored in November 2022, January 2023, March 2023, and in May 2023.

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

All communication will be sent out to parents in English and Spanish.

2.4: Opportunities for all children to meet State standards

At Madla we follow the RTI process where all Tier 1 students get good first instruction and for those still struggling to meet mastery the first time we put them in Tier 2 and Tier 3 where they go to Lexia, extra time on Amplify, and small group instruction called Gator Time. We have implemented RTI/Intervention time in our master schedule. In January we begin tutoring for K-5th grade. We also a volunteer tutors from Students for Life that tutor students 3 times a week from grades 1st-3rd. This year we will have a bilingual interventionist to help close the gaps in reading.

We must not forget that experiences can help students meet state standards and we offer our clubs and enrichment. We want to ensure our G/T students are being serviced weekly as well.

2.5: Increased learning time and well-rounded education

We believe in the whole child and have many clubs of choice for students to build confidence. During club times this is an extra part of the day where students learn chess, golf , journalism, math club, Legos, Madla's Believe It or Not Club, etc. Our students are so excited when they are in the clubs and are getting experiences to help in connections with their learning. The students will get intervention time during the day planned into the Master Schedule and tutoring afterschool will begin in January 2024 up until May.

2.6: Address needs of all students, particularly at-risk

At Madla we have a counselor, Community in Schools (CIS), Students for Life Tutoring, Head Start Facilitator, FAST Program, highly qualified teachers, and work with SSAISD Care Zone to help those in need of SEL. We also have a parent liaison who works with the community has a rapport and contact with

parents to provide them assistance to help with family crises through counseling, food drive, utility resources. Through these different resources we are able to zone in and help students with academic needs as well as social emotional needs. The campus will be doing a book study on "Emotional Poverty" to help give strategies to teacher for those students that exhibit certain issues along with our counselor

3.1: Annually evaluate the schoolwide plan

The CILT and Safety Team met at the beginning of the year (BOY) and will meet in January (MOY) and then in May(EIY) to evaluate the schoolwide plan for academics and safety.

4.2: Offer flexible number of parent involvement meetings

Our district's communication department works with administration to provide communication, information, and strategies to enhance parental, community, and business involvement. As a campus we provide the following to help increase parental involvement:

*Cafecitos

*Parent Volunteers

*Booster/Club performances

*Communication-Monthly calendars, School Messenger, Facebook, website, Twitter

Title I Personnel

Name	Position	Program	FTE
Marcella Peralta	Madla Parent Liaison		1

Campus Funding Summary

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PD from Two Chics and a workshop		$96,000.00
1	1	1	Texas Read-as per Director of C & I		$6,000.00
1	1	1	Lead4ward PD		$0.00
1	1	3	Part-time tutors 3x a week Herlinda Moreno & Tina Palma		$0.00
1	1	5	Lexia		$0.00
1	1	7	Amazon & Lakeshore		$0.00
1	2	2	tutoring money	211-11-2118	$22,000.00
1	2	5	Bookalicious, Follett		$0.00
1	2	6	Two Chics and a workshop		$0.00
1	2	6	Lead4ward training for teachers		$0.00
1	2	9			$0.00
2	2	2	teaching materials		$0.00
3	1	1	Gaming Chairs		$1,000.00
3	1	1	esports contract EGL $2000 per semester		$4,000.00
4	1	4	pay for parent liaison		$0.00
				Sub-Total	**$129,000.00**

199 PIC 30 State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	supplies		$0.00
2	3	1	Massage chairs, soft white lamps, carpet, tea, etc	199	$0.00
5	1	4	colored paper for calendars and flyers		$0.00
				Sub-Total	**$0.00**

South San Antonio Independent School District

Palo Alto Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

Mission Statement

SSAISD

Think big, think positive, think forward.

Palo Alto Elementary School

Palo Alto Elementary School will provide a well-balanced curriculum and a positive learning environment to ensure mastery of basic skills and to foster each child's attainment of his or her highest potential in academics as well as in extra-curricular interest. We believe that the mastery of these skills combined with the positive reinforcement of each child's inherent skills and talents will result in a productive involved citizen for tomorrow. We at Palo Alto will accomplish this mission through the implementation of best practices and the PLC process, which includes instructional focus and leadership, high expectations, a positive school climate, systematic measurement and evaluation and parental involvement. The success of this mission will be measured by student achievement data, attendance data and formal and informal surveys of faculty, students, and parents.

I can motivate and inspire myself to be the hero of my own story...

Vision

SSAISD

Together, igniting action, inspiring growth.

Palo Alto Elementary School

All students enjoy successful education experiences, empowering them to make decisions while enriching their lives in the future they create.

I can motivate and inspire myself to be the hero of my own story...

Value Statement

SSAISD

WE believe that:

1. All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.

2. Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.

3. All of us deserve to be cherished, challenged, and stretched to reach our highest level of contribution.

4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.

5. Authentic transformation requires being comfortable with being uncomfortable.

Palo Alto Elementary School

WE BELIEVE:

- <u>A SAFE AND STRUCTURED STUDENT ENVIROMENT</u> will provide a positive learning atmosphere that will enable students to achieve academic success.

- <u>TEAMWORK, COLLABORATION, and STRATEGIC PLANNING</u> creates effective curriculum to cultivate successful learners.

- <u>CONSISTENT INFORMATIVE AND POSITIVE COMMUNICATION</u> among all stakeholders will instill good rapport and promote academic achievement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Palo Alto's serves an urban community of the southernmost area in San Antonio. Our demographics have remained relatively consistent in the past three years with a slight decline in enrollment. However, even with declining enrollment we have experienced the least amount of student loss in comparative to area elementary schools. The accountability rating for the 2018 - 2019 school year was a C and earned two distinctions for Math and Comparative Academic Growth. There was no data for 2019 - 2020 due to the COVID-19 pandemic which resulted in TEA waiving the STAAR test. The results for 2021-2022 are as follows with a B rating and a distinction for academic growth

Currently, we educate and support 425 students and of those 425, 94% of those students are economically disadvantaged. The population is 96% Hispanic with a 16% mobility rate. 11% are receiving special education services (41% of those with Intellectual Disabilities) with a 0% retention rate. In 2021, 94% was the attendance rate with (23% considered chronically absent). During the COVID-19 pandemic virtual attendance fluctuated. 100% are leaders, willing and ready to make a difference on the world.

Demographics Strengths

Although, we have experienced a decline in enrollment from 478 to 425 we have been able to set structures in place to identify students most in need and provide supports. These supports and wrap around services have fostered relationships with our families so much so they continue to stay with us even though they have moved out of our attendance zone.

Our strengths include a solid admin team and RTI structures: that identify new students for invention with in the 1st month of school as well as teachers that understand and demonstrate empathy with the diverse needs of students struggling with social- emotional learning. Support services that provide wrap around services beyond academics are offered and embracing tenants and paradigms that develop the whole-child.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily tardies have increased as well as attendance has somewhat decreased and/or is not steady during the school year **Root Cause:** Parents do not understand the importance of attendance and being on time

Student Learning

Student Learning Summary

Palo Alto Elementary data reflects patterns and trends according to the current Texas Academic Performance Report:

In 2021 - 2022 we improved our accountability rating from Not Rated to B. We see opportunities of growth in Domain 1 - Student Achievement and Domain 3 - Closing the Gap.

We continue to work on instructional practices to improve reading and writing proficiency in all students at all grade levels. We continue to analyze data to a granular level to establish structures and process to improve the academic performance in our special education population. We did receive two distinctions for Math and Comparative Academic Growth.

Due to the pandemic we experienced a number of students who had technology needs and have been able to get them 1 to 1 Chromebooks at Palo Alto.

Student Learning Strengths

We continue to make growth in math at grade levels 3,4 and 5 and have demonstrated the ability to grow students beyond the "expected" criteria.

In 2021-2022 our 3rd, 4th and 5th graders showed growth and success in their Math and Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A low number of students are achieving meets and/or master in Reading and/or Math assessments.   **Root Cause:** Weak foundational skills due to previous years virtual learning and lack of consistent small group instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment decisions are driven by data. We are using past STAAR results to determine program effectiveness. Our data demonstrates the Palo Alto is making consistent and continual growth in the area of math. We continue to struggle with Reading and writing. Our campus is utilizing and becoming proficient with T-TESS appraisal system which rates and demonstrates teachers proficiency with Planning, Instruction, Positive Learning environment, and Professional Practices. In addition, we are establishing systems in place for a Common Instructional Framework to encourage student's opportunities to speak and listen as well as write throughout the day across all content areas and grade levels. We utilize weekly PLC's with grade levels, IC, and admin to drive our instruction as well. We also utilize the Fundamental 5 to give our teachers proven startegies for student academic success.

Palo Alto ES has two full functioning computer labs that service students K-5. We have high-speed wireless Internet throughout the entire campus.

Students now have personal chromebooks in a 1-1 Tech Initiative. Additonal devices will be provided so more families will have access to 21st Century technology.

School Processes & Programs Strengths

Palo Alto ES staff have embraced the Fundamental 5, PLC structure, Effective Schools Framework and Empowering Instruction (The Leader in Me). Teachers continue to refine and clarify clear learning objectives and develop daily demonstrations of learning for their lessons. We are working on alignment to support student progress and achievement in curriculum (TEKS), instruction (high yield practices), and assessments (daily demonstrations of learning).

Palo Alto ES has two full functioning computer labs that service students K-5. We have high-speed wireless Internet throughout the entire campus.

Students now have personal chromebooks in a 1-1 Tech Initiative. Additonal devices will be provided so more families will have access to 21st Century technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of successful phonics program in Kinder through 2nd grade. **Root Cause:** Adopted curriculum does not focus on phonics to assist with students who have the deficiencies because of the pandemic.

Problem Statement 2 (Prioritized): There is a need for higher focus on literacy, especially in writing and reading comprehension, in all subject areas. **Root Cause:** Teachers tend

to focus on delivering the TEKS and content of their specific course and overlook opportunities for literacy within their content.

Perceptions

Perceptions Summary

At Palo Alto ES, we have two direct community programs that work in conjunction to enlist support and encourage parent involvement. We have the Ram Booster Buddies and SA Youth. We also certified 4 staff members on 7-Habits of Successful Families that provide parenting classes monthly on the 7-Habits for our families. Cafecitos will be held with parents to keep them in the loop of what is going on at school as well as what we can offer students. A virtual cafecito will take place for the Leader In Me program to introduce new parents to the program as well as provide a refresher for other parents.

Perceptions Strengths

Our Family Leadership team is continually refining our approach in engaging parents in a proactive manner so they feel comfortable with establishing long-lasting relationships with Palo Alto ES. We empower our parents to have autonomy with a dedicated Parent Room, provide a platform where they can express their needs concerns, and ideas on how to improve our school. We strive to empower parents and build on their strengths and needs to improve their lives which means improve the lives of our students. They provide growth and development classes, cooking, and content builder sessions. SA Youth is our after-school program they hold parent meetings, work as our liaison between home and school and provides educational support year -round.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Economic, Language and cultural barriers often prevent parents from participating in school events and activities. **Root Cause:** Traditional avenues of parent out reach such as PTAs, Booster Clubs and other parent organizations do not have the ability to or the know how to overcome the economic, language or cultural barriers that prevent parent participation.

Priority Problem Statements

Problem Statement 1: Average daily tardies have increased as well as attendance has somewhat decreased and/or is not steady during the school year
Root Cause 1: Parents do not understand the importance of attendance and being on time
Problem Statement 1 Areas: Demographics

Problem Statement 2: A low number of students are achieving meets and/or master in Reading and/or Math assessments.
Root Cause 2: Weak foundational skills due to previous years virtual learning and lack of consistent small group instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for higher focus on literacy, especially in writing and reading comprehension, in all subject areas.
Root Cause 3: Teachers tend to focus on delivering the TEKS and content of their specific course and overlook opportunities for literacy within their content.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of successful phonics program in Kinder through 2nd grade.
Root Cause 4: Adopted curriculum does not focus on phonics to assist with students who have the deficiencies because of the pandemic.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Economic, Language and cultural barriers often prevent parents from participating in school events and activities.
Root Cause 5: Traditional avenues of parent out reach such as PTAs, Booster Clubs and other parent organizations do not have the ability to or the know how to overcome the economic, language or cultural barriers that prevent parent participation.
Problem Statement 5 Areas: Perceptions

Goals

Goal 1: Palo Alto ES will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By June 2024, 10% of 5th graders will score at the meets level on STAAR Math, 15% of 5th graders will score at the meets level on STAAR Reading and 5% of 5th graders will score at the meets level on STAAR Science.

High Priority

Evaluation Data Sources: 2023-2024 STAAR scores as well as benchmarks and common assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide part time retired certified teacher to conduct tutoring / interventions for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in scores for students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and instructional coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Part time retired teacher - 211 Title I, Part A - $20,000	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Purchase STAAR materials for students like STAAR master and mentoring minds	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in scores for students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and instructional coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 211 Title I, Part A - $10,000	30%			

Strategy 3 Details		Reviews			
Strategy 3: Purchase custom data boards for students to track their progress from previous year STARR through district assessments so they can keep track of their growth.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased understanding of score needed to get personal growth per student. **Staff Responsible for Monitoring:** Admin, Ics, teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Custom data boards - 211 Title I, Part A - $800		**Nov**	**Jan**	**Mar**	**June**
		100%	100%	100%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Palo Alto ES will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: By June 2024, 15% of Kinder will score at the meets level on MAP EOY, 19% of 1st graders will score at the meets level on the MAP EOY assessment and 22% of 2nd graders will score at the meets level on the MAP EOY assessment.

    High Priority
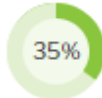
    Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
Strategy 1: Provide part time retired certified teacher to conduct tutoring / interventions for students. Also, provide students with reading materials (book buddy bag) that can be used at home and in school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in scores for students
    Staff Responsible for Monitoring: Admin and instructional coach
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Funding Sources: - 211 Title I, Part A - $20,000
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Palo Alto ES will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: By June 2024, 13% of 3rd graders will score at the meets level on STAAR Math and 10% of 3rd graders will score at the meets level on STAAR Reading.

    High Priority

    Evaluation Data Sources: 2023-2024 STAAR scores as well as benchmarks and common assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide part time retired certified teacher to conduct tutoring / interventions for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in scores for students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $20,000	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Purchase STAAR materials for students like STAAR master and mentoring minds	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in scores for students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and instructional coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - 211 Title I, Part A - $10,000	35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Palo Alto ES will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 4: By June 2024, 15% of 4th graders will score at the meets level on STAAR Math and 12% of 4th graders will score at the meets level on STAAR Reading.

> **High Priority**

> **Evaluation Data Sources:** 2023-2024 STAAR scores as well as benchmarks and common assessments.

Strategy 1 Details		Reviews			
Strategy 1: Provide part time retired certified teacher to conduct tutoring / interventions for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in scores for students		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $20,000		100%	100%	100%	

Strategy 2 Details		Reviews			
Strategy 2: Purchase STAAR materials for students like STAAR master and mentoring minds		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in scores for students		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and instructional coach **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $10,000		35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Palo Alto ES will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By end of June 2023, 100% of openings at Palo Alto ES will be filled.

    Evaluation Data Sources: Staff roster

Strategy 1 Details				Reviews			
Strategy 1: Utilize district staffing formula and attend job fairs as needed.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Highly qualified individual will be hired immediately				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and HR **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing				100%	100%	100%	
	0% No Progress	100% Accomplished		→ Continue/Modify		✖ Discontinue	

Goal 2: Palo Alto ES will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

> **Evaluation Data Sources:** Attending Leader in Me conference to Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Strategy 1 Details		Reviews			
Strategy 1: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes. Leader in Me PD's and sending 3 representatives to the LIM symposium in Feb of 2024.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes. **Staff Responsible for Monitoring:** Admin Lighthouse team **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 30 State Comp - $8,000		80%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Palo Alto ES will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: Students in 4th and 5th will participate in campus esports program to assist with technology skills

    Evaluation Data Sources: esports competition events

Strategy 1 Details		Reviews			
Strategy 1: Hire a esports coach for the students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Better acquaintance with technology		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Esports coach **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 Title I, Part A - $5,500		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Palo Alto ES will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Palo Alto ES students will receive counseling and or being given assistance accessing mental health services for students and their families.

Evaluation Data Sources: Counseling list of students served

Strategy 1 Details	Reviews			
Strategy 1: 2nd - 5th grade students will receive services from a SACADA counselor. Counselor also assists with mental health services.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student assistance with mental health needs **Staff Responsible for Monitoring:** Counselor Admin **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Students will receive referrals to the district Care Zone as needed to assist with various services for at school as well as at home.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Mental health needs as well as other counseling or personal needs can be attended to through the CareZone. **Staff Responsible for Monitoring:** Counselor Admin **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Palo Alto ES will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: Palo Alto will have a minimum of six virtual/in-building Parent coffee meeting during the 2023-2024 school year to inform parents of services provided in and out of school.

    Evaluation Data Sources: Flyers, sign-in sheets, agenda

Strategy 1 Details	Reviews			
Strategy 1: Supply food and beverages for meetings and buy appliances to assist in making food for meetings	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental participation in the school. **Staff Responsible for Monitoring:** Administration, teachers, office staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 211 Title I, Part A - $1,000	Nov	Jan	Mar	June
	50%			
Strategy 2 Details	Reviews			
Strategy 2: Garner more participation from parents to join in Cafecito's and to assists with events the school is participating in such as fiesta. Assist with gaining participation for Leader in Me parent meetings. To achieve this we will have a variety of means to feed parents and make them food / snacks upon their participation in events. Our cafeteria is closed in the afternoons so these items are crucial to get our parents to attend events that happen monthly before the end of the school day.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parent participation **Staff Responsible for Monitoring:** Parents and admin **Funding Sources:** - 211 Title I, Part A - $2,000	50%			
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 5: Palo Alto ES will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 2: Hire parent liaisonand utilize her to increase parent participation in school.

    Evaluation Data Sources: Attendance at cafecitos, activities for parents

Strategy 1 Details			Reviews			
Strategy 1: Make sure the parent liaison has opportunities to attend trainings to better skills to work with parents.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent participation			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and PL **Funding Sources:** - 211 Title I, Part A - $700			100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Part time retired teacher		$20,000.00
1	1	2			$10,000.00
1	1	3	Custom data boards		$800.00
1	2	1			$20,000.00
1	3	1			$20,000.00
1	3	2			$10,000.00
1	4	1			$20,000.00
1	4	2			$10,000.00
3	1	1			$5,500.00
5	1	1			$1,000.00
5	1	2			$2,000.00
5	2	1			$700.00
				Sub-Total	$120,000.00
199 PIC 30 State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$8,000.00
				Sub-Total	$8,000.00

South San Antonio Independent School District

Price Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is to prepare students for the 21st Century through quality instruction and learning experiences virtually or face to face in a safe and enjoyable environment.

Vision

Our students will be guided by a dedicated school community to become critical thinkers and life-long learners.

Core Beliefs

We believe...

- **Innovative leaders engage, enrich and empower students' learning experiences.**
- **An individualized organizational system establishes procedures that create a positive, flexible environment that meets the needs of student.**
- **Educators are reflective, life-long learners who set goals for themselves and students.**
- **Positive connections through collaboration with families, and communities are essential to student success.**
- **In a safe, nurturing environment promoting respect, commitment, and compassion.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Price Elementary was built in 1952 and is one of the 8 elementary campuses in the South San Antonio Independent School District. We are located at 245 Price Avenue in San Antonio, Texas. Our boundaries for Price Elementary are landlocked which there is no land to build apartment complexes or new sub-divisions. A majority of people in the neighborhood are retired or elderly people.

Our enrollment at Price Elementary enrollment has changed from last year.   Currently, we have 390 students from Pre-Kindergarten through 5th Grade including a Life Skills which is a _____ student increase from 2022-2023.

Price is one of the bilingual cluster schools for our area. The following breakdown is a look at all student group broken down by campus and district for representation purposes as well as our faculty and staff experience and teacher-student ratio as per the Texas Academic Performance Report.

Demographics Strengths

Price Elementary has been in the top three for the highest attendance rate for all elementary schools in the district for the last four years. Our Bilingual G/T students do well academically. Also, we have been practicing the Late Exit Bilingual Program for over 13 years and continue to do so for this year for grades rd to 5th. South San implemented a Dual Language Program that started 3 years ago. This year we have Dual Language classes for PreK - 3rd grade. We are the Bilingual Cluster for Carrillo, Athens and Price.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance at Price Elementary has declined over the last 4 years.   **Root Cause:** Parents have limited awareness of negative impact of truancy on student outcomes. Conditions in the home may not allow for a student to attend school.

Student Learning

Student Learning Summary

According to the most recent TEA Accountability reports, Price Elementary received an overall score of "B".   Our overall performance was 85 out of 100. In the area of Student Achievement, we did not meet standard (57 out of 100). Our strongest area was in school progress, where we achieved an 89 out of 100. In the area of closing the gaps, we finished with a score of 75 out of 100.   We have yet to receive our school for approaches, meets, and masters for the 2022-2023 school year.

Price	# Approaches	Total Tests		# Meets	Total Tests		# Masters	Total Tests	
2022 Test			Approaches			Meets			Masters
Reading Grade 3	21	53	39.62%	11	53	20.75%	7	53	13.21%
Reading Grade 4	16	42	38.10%	4	42	9.52%	2	42	4.76%
Reading Grade 5	20	50	40.00%	7	50	14.00%	3	50	6.00%
Math Grade 3	13	53	24.53%	3	53	5.66%	2	53	3.77%
Math Grade 4	10	42	23.81%	4	42	9.52%	2	42	4.76%
Math Grade 5	13	50	26.00%	1	50	2.00%	1	50	2.00%
Science Grade 5	7	50	14.00%	2	50	4.00%	0	50	0.00%
Total	100	340	29.41%	32	340	9.41%	17	340	5.00%

Student Learning Strengths

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not enough students are scoring in the approaches range in math therefore we are not excelling in student achievement on our school report card. **Root Cause:** Additional training is required to align TEKS and rigor of STAAR, increase engagement strategies and increase knowledge in Math standards. Follow up on last years learning related to Eureka Math.

Problem Statement 2: Not enough students are scoring in the approaches range in reading therefore we are not excelling in student achievement on our school report card. **Root Cause:** Lesson plans lack rigor and engagement. Vocabulary instruction lacks emphasis on context clues and multiple meanings. Limited knowledge in dissecting ELAR standards to understand the student expectation (Cognitive/Comprehension Strategies). Needed improvement in lesson differentiation, coordination of leveled resources to match student ability. Follow up on last years learning related to Amplify.

Problem Statement 3: Not enough students are scoring in the approaches range in science therefore we are not excelling in student achievement on our school report card. **Root Cause:** There is a need to increase teacher capacity in science -vocabulary, STEMscopes, and science laboratory safety. Follow up on last years learning related to PhD Science.

School Processes & Programs

School Processes & Programs Summary

The district office determines what the school will use in regards to curriculum. This year we have adopted Eureka Math, Amplify Reading, and PHd Science. For instructional practices, we use the Fundamental 5. The Fundamental 5 focuses on Framing the Lesson, Working in the Power Zone, Small Group - Frequent Talk, Recognize and Reinforce, and Critical Writing. Professional Development is given at the beginning of the year and throughout the year in relation to our curriculum and instructional practices. Teachers have PLC weekly to internalize lessons, break down data, and plan for future instruction. Scheduling is kept with minimal distractions to allow for maximum instructional time in the classroom. We have support services of special education, RTI, and dyslexia to target struggling students in their greatest needs. Students are also tutored to help them grow in areas of weaknesses. We offer numerous clubs and activities after school such as cheerleading, culinary club, running club, patrols, Lego clubs, recycling club, crafting club, art club, and Esports. We have one to one technology for all students.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher having to learn new curriculum yearly and not being able to grow into what they have learned the year before. **Root Cause:** Inconsistent curriculum to incorporate with learning.

Problem Statement 2: Teachers having limited opportunities to learn about the entirety of how to use each curriculum we have adopted. **Root Cause:** Beginning of year professional development did not have enough sessions. Professional development during the year only allows for a select amount of teachers to attend. Sometimes one teacher has to attend the training and then go back to train their colleagues.

Problem Statement 3: Students do not have all personnel (4th grade teacher, special education, assistant principal) to help in their growth. **Root Cause:** Lack of high quality

applicants to fill positions.

Perceptions

Perceptions Summary

Surveys are conducted to receive feedback on school climate, customer service, and classroom instruction. We have report card night each nine weeks to inform parents of their child's progress. Each nine weeks we also have award ceremonies to recognize students for their achievements and hard work. We have parent coffees to inform parents of surrounding community resources. We have student showcases to allow students to share their talents with their parents and families. Our Pre-K families are able to participate in events that encourage family involvement, such as a father-daughter dance, mommy and me nights, and daddy and me nights. We partnered with the Doseum to build working relationships between staff and families. We also celebrate Grandparents' Day by inviting them to enjoy breakfast with their grandchild(ren). Our campus also had many different clubs where students can demonstrate and apply leadership skills in and out of the instructional setting.

Perceptions Strengths

We have a wide variety of events and activities that allow for parental and community involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all parents/guardians attend school events.   **Root Cause:** Parents/guardians are working, lack of transportation, lack of child care, and lack of interest in their child's education.

Problem Statement 2: Lack of academic support at home.   **Root Cause:** There is an increase in Grandparents raising the students, and they have a lack of resources and educational background.

Priority Problem Statements

Goals

Goal 1: Price will increase academic achievement for all students and thus close the gap among student populations.

Performance Objective 1: By June 2024, Price STAAR results will improve by 5% in the area of meets in 4th and 5th grade math and reading assessments by analyzing district assessment/benchmark data and developing intervention plans to increase each students raw score.

Strategy 1 Details	Reviews			
Strategy 1: Provide support, personnel, resources and supplies for teachers to be able to successfully teach to at-risk students to improve literacy and math skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student growth and percentages in reading and math of students on grade level. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Funding Sources:** - 199 PIC 30 State Comp - $25,000	**Nov**	**Jan**	**Mar**	**June**
	70%			

Strategy 2 Details	Reviews			
Strategy 2: Provide after school tutoring for K-5 and part-time support for during the day intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement in reading and math by targeting most at risk students. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Funding Sources:** - 211 Title I, Part A - $85,000	**Nov**	**Jan**	**Mar**	**June**
	70%			

Strategy 3 Details	Reviews			
Strategy 3: Provide supplies for teachers to use in the classroom, bulletin boards to display student work as well as Reading resources /books, Leveled Literacy Intervention kits, scholastic magazines, and dictionaries, charts for testing results, and computer programs (Renaissance AR, ESGI, Flocabulary, IXL, RAZ-Kids, Lone Star Learning, Generation genius, Lowman Education) for teachers to implement into their classroom for student success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement while targeting most at risk students. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Funding Sources:** - 211 Title I, Part A - $30,000, - 199 PIC 30 State Comp - $8,000	**Nov**	**Jan**	**Mar**	**June**
	70%			

Strategy 4 Details		Reviews			
Strategy 4: Technology (laptops, laptop computer cart, infocus, and document cameras) will be used to enhance classroom instruction, student engagement and provide instruction through on-line platforms by utilizing Imagine Math, and Amplify. Students will have access to chromebooks. IPADS will be used for students to access for mClass testing and interventions. Headphones, speakers, mice and chromebook carts will be utilized for chromebooks. IPADS will allow for individualized and group interventions. Administration will use technology (laptops, infocus, document cameras) to maintain communication with teachers, staff, and parents, as well as be able to view and break apart data from assessments to help teachers with data action plans to find out students strengths and weaknesses to build student success. **Strategy's Expected Result/Impact:** Student engagement in computer programs that enhance their reading and math skills. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Funding Sources:** - 199 PIC 30 State Comp - $2,000		**Formative**			**Summative**
		Nov	Jan	Mar	June
		50%			

Strategy 5 Details		Reviews			
Strategy 5: Provide updated library books that engage and motivate students to love to read that promote literacy throughout the campus. **Strategy's Expected Result/Impact:** Increase literacy **Staff Responsible for Monitoring:** Administration, librarian, teachers **Funding Sources:** - 199 PIC 30 State Comp - $1,500		**Formative**			**Summative**
		Nov	Jan	Mar	June
		70%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Price will increase academic achievement for all students and thus close the gap among student populations.

Performance Objective 2: Establish a system that provides consistent and ongoing feedback in support of all instructional and behavioral initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly PLCs to speak about best practices in the classroom using Conscious Discipline in regard to behavior in the classroom and The Fundamental 5 for best instructional practices in the classroom as well as disaggregating data from district assessments, district benchmarks, BOY, MOY, and EOY amplify and MAP testing to drive instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to target specific weaknesses and strengths of TEKS by utilizing the data from assessments. Feedback to teachers from learning walks will help with implementing best practices in the classroom. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers	70%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Price will increase academic achievement for all students and thus close the gap among student populations.

Performance Objective 3: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Strategy 1 Details				Reviews			
Strategy 1: Follow-up Professional Development on The Fundamental 5, amplify, eureka math, and PhD science.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase reading and math development. Increase student engagement through technology Increase best practices set forth in the classroom. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers				**Nov**	**Jan**	**Mar**	**June**
				70%			
Strategy 2 Details				Reviews			
Strategy 2: Provide tools to support accelerated instructional strategies in the classroom.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase GT referrals **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers				**Nov**	**Jan**	**Mar**	**June**
				70%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Price will increase academic achievement for all students and thus close the gap among student populations.

Performance Objective 4: Create and foster Instructional Leadership Teams at all levels of the district and school community.

Strategy 1 Details	Reviews			
Strategy 1: Create a Campus Instructional Leadership Team that discusses best practices and innovative ways to address educational gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement of content TEKS **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers	**Nov**	**Jan**	**Mar**	**June**
	70%			
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for campus administration to attend conferences (Fundamental 5, Lead4ward) and teachers to attend conferences and trainings to improve instruction and leadership strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Information will be passed on to teachers to support best daily instructional practices. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Funding Sources:** - 211 Title I, Part A - $5,000, - 199 PIC 30 State Comp - $3,000	**Nov**	**Jan**	**Mar**	**June**
	50%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Price will recruit, develop, support, and retain effective teachers, principals, and other instructional staff

Performance Objective 1: Price will ensure that all classrooms are staff with a certified teacher as well as paraprofessionals to assist in high need areas of the school.

Evaluation Data Sources: Interview documentation (confidentiality statements, interview questions and answers, rubric and recommendation forms)

Strategy 1 Details		Reviews			
Strategy 1: An interview panel is set up to interview and determine the best qualified staff member to fill any open position.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide each classroom with a certified staff member in their area of expertise. **Staff Responsible for Monitoring:** Administration, instructional coach, teachers		**Nov**	**Jan**	**Mar**	**June**
		80%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 2: Price will recruit, develop, support, and retain effective teachers, principals, and other instructional staff

Performance Objective 2: Price will provide professional development opportunities for staff that promote high levels of student engagement.

    Evaluation Data Sources: Sign in sheets, PD documents

Strategy 1 Details		Reviews			
Strategy 1: Hold professional development opportunities that develop a teachers skill set that focus on best practices and understanding of how to interpret the data that comes from programs and curriculum used.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Best practices used in the classroom that leads to a students understanding of instruction while focusing on high results on state testing. **Staff Responsible for Monitoring:** Administration, instructional coach, teachers		**Nov**	**Jan**	**Mar**	**June**
		70%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Price will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: Price students will participate in a post-secondary educational or career paths to expand their awareness of future opportunities, such as Career on Wheels, Endorsement Showcase, Career Exploration, Guest Speakers, Field Trips

Evaluation Data Sources: Campus scheduled events

Strategy 1 Details		Reviews			
Strategy 1: Create opportunities for students to participate in Career on Wheels, Endorsement Showcase, Career Exploration, and Field Trips.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to explore careers that will enhance their future endeavors. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers	**Nov**	**Jan**	**Mar**	**June**
	60%				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: Price will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 2: Price will provide clubs, extra curricular activities, Esports, and leadership opportunity to help instill a sense of what students may what to pursue in their future.

    Evaluation Data Sources: Scheduled clubs and activities

Strategy 1 Details	Reviews			
Strategy 1: Establish clubs and extra curricular activities such as cheer leading, running club, culinary club, Lego, ukulele, student council, Esports, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will be able to participate in clubs and extra curricular activities that will help instill a sense of what students may what to pursue in their future.
     Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers
 	
     Funding Sources: - 211 Title I, Part A - $5,000
	80%			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Price will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Price will increase student attendance by 1 to 2% by having creating a fun environment and having incentives for coming to school.

    Evaluation Data Sources: PEIMS report

Strategy 1 Details			Reviews			
Strategy 1: Price will have numerous spirit days/weeks, holiday activities and attendance incentives.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will increase and students will have pride in coming to Price. **Staff Responsible for Monitoring:** Administration Team, office staff, faculty and staff			**Nov**	**Jan**	**Mar**	**June**
			85%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 4: Price will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: Price will provide clubs, extra curricular activities, field trips experiences, and leadership opportunities to help instill learning experiences, school pride and decrease discipline referrals.

    Evaluation Data Sources: Sign up sheets for teachers for clubs and extra curricular activities.

Strategy 1 Details				Reviews			
Strategy 1: Establish clubs and extra curricular activities such as cheer leading, running club, culinary club, student council, etc.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student confidence and school climate. **Staff Responsible for Monitoring:** Administration Team, office staff, faculty and staff				**Nov**	**Jan**	**Mar**	**June**
				70%			
Strategy 2 Details				**Reviews**			
Strategy 2: Price will provide field trip opportunities to students to create learning experiences outside of school.				**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase students awareness of outside experiences.
    Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff
 	
    Funding Sources: - 199 PIC 30 State Comp - $5,000
				Nov	**Jan**	**Mar**	**June**

				70%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 4: Price will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 3: Price will increase student achievement progress by having award ceremonies to commend students for having honor roll, perfect attendance, and citizenship.

Evaluation Data Sources: Report Cards, PEIMS Reports, Discipline Reports

Strategy 1 Details		Reviews			
Strategy 1: Price will increase student achievement progress by having award ceremonies to commend students for having honor roll, perfect attendance, and citizenship.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased honor roll, attendance, citizenship. **Staff Responsible for Monitoring:** Administrators, teachers		**Nov**	**Jan**	**Mar**	**June**
		60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: Price will collaborate with parents and community to ensure all students receive a high quality standard education.

Performance Objective 1: Price will keep clear and constant communication with all parents/guardians through administration and faculty and staff in school as well as through the parent liaison.

    Evaluation Data Sources: Marquee, flyers, twitter, class dojo, blackboard

Strategy 1 Details		Reviews			
Strategy 1: Utilize the marquee, blackboard call outs/email blast, class dojo, twitter, and mail outs to send out clear and constant communication that will inform parents/guardians concerning important information and events at Price. Have events such as Meet the Teacher, Student Showcases, Open House, Parent Coffees, Report Card Nights.		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increase communication with parents and community while informing parents/guardians of important information and events at Price.
    Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff
 	
    Funding Sources: Technology, paper, ink - 199 PIC 30 State Comp - $20,000
		80%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: Price will collaborate with parents and community to ensure all students receive a high quality standard education.

Performance Objective 2: Price will have parent volunteer training for parents to be able to come in a volunteer at the school and parent coffee meetings to inform parents of services provided in and out of school.

    Evaluation Data Sources: Flyers, sign-in sheets, agenda

Strategy 1 Details		Reviews			
Strategy 1: Develop a relationship with parents by having parent coffee meetings that informs parents of services available in the school as well as the community they live in.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental support in the school.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff		80%			
Funding Sources: Paper, snacks, materials for make and takes - 211 Title I, Part A - $1,500					
Strategy 2 Details		**Reviews**			
Strategy 2: Inform parents of the importance of building a strong reading and math foundation for their children by having award ceremonies, report card nights, and book nights and giving them supplies to work with their children at home such as sight word and math flash cards.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase family engagement in activities such as reading books and practicing sight words thus building a strong early on reading foundation.		70%			
Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff					
Funding Sources: Sight word and math flash cards, awards, paper, books, supplies for home - 211 Title I, Part A - $2,000					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$85,000.00
1	1	3			$30,000.00
1	4	2			$5,000.00
3	2	1			$5,000.00
5	2	1	Paper, snacks, materials for make and takes		$1,500.00
5	2	2	Sight word and math flash cards, awards, paper, books, supplies for home		$2,000.00
				Sub-Total	$128,500.00
199 PIC 30 State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$25,000.00
1	1	3			$8,000.00
1	1	4			$2,000.00
1	1	5			$1,500.00
1	4	2			$3,000.00
4	2	2			$5,000.00
5	1	1	Technology, paper, ink		$20,000.00
				Sub-Total	$64,500.00

South San Antonio Independent School District

Dwight Middle School

2023-2024 Campus Improvement Plan

Mission Statement

South San Antonio ISD:

Together, Igniting Action, Inspiring Growth

Dwight Middle School Mission:

Empower every student to ignite their greatness by equipping them with the tools for critical thinking, resiliency and problem-solving.

Vision

Dwight Middle School Vision:

Dwight Middle School will be the model of excellence in developing all students academically, socially, physically and emotionally, thus empowering studets to compete in a global interconnected society.

Core Beliefs

1. We believe in transcending our classroom by fostering a relationship with the community built upon integrity and honor to create successful student leaders.
2. We believe through innovation and technology coupled with high expectations and student engagement will produce higher cognitive thinking.
3. We believe building a positive trusting relationship between students and teachers will result in individual success and high academic achievement.
4. We believe that the appearance of our campus should be physical representation of our school pride found throughout our community.
5. We believe that effective leadership is essential to meeting high academic expectations and sustaining a positive school culture.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dwight Middle School is a Title 1 campus with 98% of its population being Hispanic and over 91% Economically Disadvantaged. Dwight Middle school offers STEM classes for grades 6th - 8th. Our campus is located centrally in the district and further north than any other campus in South San Antonio ISD. Our community is made up of mostly families who have lived in our zone for several generations. We have a small population that rent. A fire station is located about half a mile from campus. An adult daycare facility is a block from Dwight which allows for student groups to visit residents during the holidays.

The total enrollment at Dwight has decreased over the last 3 years from approximately 575 students to 437 for the 2022-2023 school year. We have 152 6th graders, 133 7th graders and 152 8th graders. 14:1 Student/Teacher Ratio.

Special populations include 28% LEP, 1% immigrant, 1% foster care, 4% dyslexia, 11% Gifted and Talented and 16.5% special education. The daily schedule will change from an 8 period day to a 7 period day. Personnel include 31 classroom teachers, 5 special education teachers, 3 instructional paraprofessionals, 2 content instructional coaches, 1 counselor and 2 campus administrators. Our staff is 84% minority, 81% of our staff identifies as Hispanic, 17% White and 2% African American. 44% of our teachers have been teaching for more than 5 years and 20% are new teachers. 79% of our teachers hold a Bachelors degree and 21% hold at least a Master's degree with one educator holding a doctorate degree. 56% of our staff are women and the other 44% identify as male.

Many of our students live with grandparents or come from single parent households. Our students on campus are supported by Communities in Schools (CIS) which help support our student's social emotional needs through counseling as well as provide them with health and human services. This year we combined all of our students into one campus building, our A-building. We host many campus events including our monthly Cafecito, which invites parents in to meet with our parent liaison and campus counselor. Student events include dances, Fall Festival and attendance incentives. Dwight also celebrates our staff by hosting Easter Egg Hunts, our monthly Birthday Breakfast and Kudos at every staff meeting. Dwight Middle School hosted a Report Card Night for parents; snacks were provided as well as a Title I meeting and parent/teacher open-house.

The majority of office referrals are written due to student insubordination in and outside of the classroom. This year many of our referrals and suspensions have been for vaping and student altercations. If students that are not zoned to Dwight Middle School but attend DMS and receive a disciplinary referral or suspension, they will return to their main campus as their home school. Dwight Middle School has an 8.8% student mobility due to families moving to different zones of the district. Dwight Middle School provides academic interventions in Reading and Math, and Communities in Schools (CIS) for SEL intervention.

Dwight is also home to the only B.A.C unit at the middle school level for South San Antonio ISD, housing 8 full time students and

several others who monitored during the day. Talented and Gifted students participate in weekly pullouts to work on project based learning. Dwight has 15- 6th graders, 9- 7th graders, and 11- 8th graders who are identified as talented and gifted students.

The overall average attendance rate is at approximately 90%. Excessive absences are addressed using the Rawee System. After 10 absences the assistant principal meets with parents to discuss the reason for absences and to get them to sign an attendance contract. If parents do not respond to our attempts to meet with them, a home visit is done by truancy and/or the assistant principal. In order to minimize tardies during the school day, we have random tardy round ups throughout the week. Students who are tardy are required to do lunch detention.

Demographics Strengths

1. STEM classes are offered in all 3 grade levels and 2/3 of the campus students are enrolled in the STEM program.

2. Approximately 50 8th grade students gained entry into Early College High School.

2. All classroom teachers are certified in the subjects they teach and strategically placed in content strengths.

3. SEL support is provided for students through the CIS partnership, morning check-in with Catalyst, and throughout the year in advisory.

4. The PBIS and Hospitality committees provide activities and incentives for students and staff to keep engagement high.

5. Intervention classes during the school day are provided for students and pull-outs throughout the day.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dwight Middle School average attendance fell under 90% throughout the 2022-23 school year.   **Root Cause:** There are no punitive consequences for non-attendance.

Problem Statement 2: Dwight Middle School faced an increase in student vaping in the 2022-23 school year.   **Root Cause:** Students do not realize the negative consequences of vaping.

Problem Statement 3: Dwight Middle School faced an increase of discipline referrals due to fighting.   **Root Cause:** Students do not understand the negative consequences of fighting.

Problem Statement 4: Dwight Middle School has over an 80% lack of parental engagement.   **Root Cause:** Parents are not aware of the accessibility to teachers, staff, and campus.

Student Learning

Student Learning Summary

Summative Assessment: NWEA MAP, TELPAS, STAAR, Benchmarks

How are the students performing compared to other similar schools (Zamora Middle School and Kazen Middle School):

ELAR: In comparison to the 3 other middle schools in our district, based on the NWEA MAP spring data, Dwight Middle School students were at the same or higher percentile or higher than the the other schools except in 7th grade, in which one campus surpassed us. The preliminary STAAR reading scores show that Dwight's 6th graders outscored the other 3 campuses and the district and came in 2nd in 7th and 8th grades to one other campus by 1 point, but outscored the district.

Math: According to the Spring 2023 NWEA EOY MAP data 7th and 8th grade Dwight students outperformed all other middle school campuses and Dwight's 6th graders tied with the highest score with another campus. Dwight 6th and 7th grade students outscored the 3 other middle school campuses, while the 7th graders were outscored by 1 of the campuses by 1 point. All three grade levels scored higher than the district average according to the preliminary STAAR scores. Dwight Algebra students continue to score the highest in the district among all middle and high schools. STAAR preliminary data shows that Dwight students performed above state average.

Social Studies: - Dwight students are behind Zamora MS, but are not last when it comes to data. 6th Grade data (unit exams) appear to demonstrate that Dwight is at the top of the district. 7th Grade data (unit exams) demonstrates that Dwight is behind other South San ISD middle schools, but making steady gains throughout the year. 8th Grade data demonstrates that Dwight is in the median, but we do have evidence and reasonable belief to expect growth this year based on the spring benchmark and NWEA MAP Data. Social studies continues to be the subject Dwight students struggle in the most. The preliminary STAAR scores show Dwight in 3rd of the 4 middle schools.

Science: Dwight's 6th and 7th grade students scored significantly higher than the other 3 middle schools in the district on the NWEA EOY MAP. The 8th grade students came in second behind Kazen Middle School. The 8th grade students outscored all of the district middle schools on the STAAR.

How are the subgroups performing?

ELAR: Dwight 6th graders had 22.22% of spec ed population score approaches along with Zamora, the other campuses had 0% approaches. Dwight 7th graders had 12.50% of spec ed population score approaches right behind Zamora. Dwight 8th graders had 23.81% of spec ed population score approaches, right behind Kazen.

Math: Dwight middle school had all grade levels Special Education and Current EB outperform all other campuses for the MAP MOY Math Screener. All subgroups performed, on average, in the 30th percentile across all grade levels.

Social Studies: Sub Pops are displaying growth in special education and bilingual-emergent groups. Overall Data has shown growth but Dwight and South San ISD still has room for improvement among sub pops.

Science:

What indicators show student growth? What does the data tell us about student learning?

ELAR: We are using Beginning of the Year NWEA MAP scores to serve as a baseline (pulling from previous year STAAR) and we use that data to determine lexile reading levels and small group pull-outs. MOY MAP data was used to create targeted interventions.

Math: We are using Staar 2021-2022 scores as well as BOY Map testing to start as a baseline to group students in categories. We are tracking all students utilizing MAP Screener, District Benchmarks and the 2022 STAAR released test to make informed decisions. This data is being tracked using a math data tracker online with all students subgroups identified and monitored.

Social Studies: For the 2023-24 school year, we decided to give a STAAR benchmark released screener to assess where students are so we can more accurately track their SS progress. This year we leaned heavily on ELAR scores to fund the information. Although students took regular unit assessments (Lowman tests) and benchmark assessments, we do not have a screener like NWEA MAP for SS. There is an inconsistency between district provided resources and instructional expectations. In 6th and 7th grade, students have shown progress on district wide unit tests. Additionally, 7th grade students have progressed from primary source analysis to extended responses.

Science:

Formative Assessments: local testing such as unit assessments

How do the formative assessments compare to the summative assessments?

ELAR: The district uses the Amplify curriculum and Springboard curriculum unit test every nine weeks. We also use exit tickets daily to assess student learning. The formative assessments are as rigorous as the summative assessments because the curriculum is on grade level or above.

Math: The district curriculum for math is Carnegie for regular classes and Springboard for all Accelerated classes. The assessments have not been aligned between the two curricula because Carnegie tests at the end of every module, more frequently than Springboard, which is at the end of every unit. Testing has been so frequent from the district level that not many teacher assessments have been conducted outside of the regularly scheduled checks for understanding.

Social Studies: We use portions of Lowman's curriculum but we did get Exploros online curriculum late in the year. We also use Project DBQ online as a supplementary resource as well. Teachers also create their own formative assessments using online resources or primary sources. Although we started the year with few to little sources, we are happy to have seen urgency towards supporting social studies.but we have optimism that it will allow us to fill the gaps.

Science: Teachers use Stemscopes and Kessler as their main resources for instruction and formative assessments.

*All core teachers also use Kahootz, Quizziz and other online assessments.

How do we use our formative assessments to improve student outcomes and learning?

ELAR: We use the individual TEKS per unit assessment or exit ticket to determine proficiency and mastery. During PLC, we determine the TEKS we are weak in and we internalize the lesson and role play so we make sure we deliver an explicit and clear lesson for TEK proficiency and mastery.

Math: Student data is frequently used to track retention of high priority TEKS frequently and to assist in planning for interventions, reteaches, and opportunities for growth. This data is also used to create small groups for homeroom and intervention periods to increase student success.

Social Studies: During PLC, we as a team, will data dive and look at the Cluster TEKS per era to locate weaknesses. We have been doing after school tutorials and in-school small group pull-outs to address students struggling in certain areas specified.

Science:

Electives: How are the electives and STEM helping students in their core academics:

Theatre Arts - students have been participating in analysis exercises in preparation for the ELAR and Social Studies STAAR tests. They have been reading and analyzing dramas for various literary and dramatic elements, such as author's point of view, author's purpose, tone, mood, plot structure, similes, metaphors, etc. The students also applied dictionary skills to define unfamiliar words in the readings. In addition, they have been composing full paragraphs using the "What, How, Why" structure to answer higher-order analysis questions about the dramas. Several dramas that they have analyzed have been about historical events such as the sit-ins during the Civil Rights movement which has supported Social Studies.

 Math - Studying art, particularly the creation of sculptures, can help students develop a deeper understanding of measurement, problem-solving, and geometry. When making sculptures, students must consider various measurements and proportions in order to create a cohesive and aesthetically pleasing piece. This involves problem-solving skills, as they must determine how to manipulate the materials to achieve the desired shape and size. Geometry also comes into play as students must understand spatial relationships, angles, and shapes to bring their sculpture to life. Through these activities, students are challenged to think critically and apply mathematical concepts in a creative and engaging way. Through their study of art, students are able to develop an understanding of geometric concepts and make connections to their real-world applications. This can help prepare them to apply mathematical concepts more effectively, to better prepare them for their STAAR tests and to help them gain a better understanding of how mathematical principles are relevant to their mathematical courses.

ELAR - Students improve their dictionary skills and expand their vocabulary by utilizing the dictionary to define art terminology, vocabulary, and other concepts. By introducing art-related terminology in their warm-up exercises, students can develop a stronger understanding of the language used in art, and learn how to effectively look up new terms in a dictionary. This process can not only help them gain new knowledge of definitions, but also increase their diction, making them better prepared to express themselves in writing. By combining art and ELAR principles in this way, students can gain a deeper appreciation for the power of language and develop the skills necessary to communicate their ideas effectively in a variety of contexts. This practice increases their diction and encourages them to become better writers, preparing them for writing during their STAAR tests.

General Employability skills - students are applying real world skills to academic tasks. As such I collaborate with every core subject on reinforcing skills that they cover with real world elements such as communication, financial literacy, and planning.

We use math literacy skills for budgeting, value analysis and calculating square footage. Students collaborate across multiple disciplines to create business models, design houses and finance important decisions.

To support The student's ELAR success students in class discuss, analyze and propose projects in writing. They update resumes and mock college applications using professional writing standards.

To support the social studies department, students argue and draft laws and legislation which they then analyze to determine whether or not their proper legislation would be considered ethical and legal.

To support the science department we study first aid, CDC responses to disasters, and environmental impact of the students' projects, our car buying unit includes analysis of emissions cost of renewable energy and discussion of environmental impact of the different motors.

Spanish class supports History and ELAR tremendously. Spanish is a beautiful language with rich history and cultural exposure.   History is supported by learning about the 21 speaking countries' cultural and historical facts. ELAR is also supported in the Spanish classroom by learning the origin of words ,

key language concepts, sentence structures and punctuation marks . All these practices help our students become better writers and provide meaningful experiences to help them remember cultural and historical facts

Salcido Robotics & Coding - Robotics and coding have provided our students with a unique way to learn core curriculum subjects. By utilizing robotics and coding, students have developed a range of skills that can enhance their academic and personal growth. One of the most significant benefits of robotics and coding is the development of problem-solving skills. Students are challenged to use logical thinking and critical analysis to solve problems related to coding and programming robots. This skillset can be applied to other subjects, such as mathematics, science, and even language arts, where students can approach problems with a more organized and systematic approach. Moreover, computational thinking is an essential aspect of robotics and coding. Students are required to develop a structured and organized thought process, which can help them break down complex problems into smaller, more manageable parts. As a result, students can better understand abstract concepts, making it easier for them to apply mathematical and scientific principles in real-world situations.

Another significant advantage of robotics and coding is the development of creativity and innovation skills. Students have the opportunity to experiment with different designs and programming methods, which encourages them to think outside the box and develop their creativity. This can be applied to other areas of their lives and even their future careers. Finally, robotics and coding require teamwork and communication skills. By working together in groups, students can learn how to collaborate and communicate effectively, which can prepare them for future academic and professional environments. Overall, robotics and coding provide students with engaging, hands-on learning experiences that integrate multiple subjects and skill sets. These tools have helped improve students' problem-solving, computational, mathematical, scientific, creativity, innovation, collaboration, and communication skills, making them more well-rounded individuals who are better prepared for their academic and professional futures.

Design & Modeling and Energy & The Environment

We encourage critical thinking, problem-solving, and creative skills, as well as providing the systematic tools our students need to analyze data and apply scientific methods.By working together in groups, students learn how to collaborate and communicate effectively, which can prepare them for future academic and professional environments.

STEM contributes to a well-rounded education. Science gives learners an in-depth understanding of the world around us. It helps them to become better at research and critical thinking. Technology prepares young people to work in an environment full of high-tech innovations. Engineering allows students to enhance problem-solving skills and apply knowledge in new projects. Mathematics enables people to analyze information, eliminate errors, and make conscious decisions when designing solutions. In our classes, we link these disciplines into a cohesive system. Our STEM classes go beyond middle school subjects. It gives a skill set that governs the way students think and behave. In our classes, we merge science, technology, engineering, mathematics, and art education to help us to solve the challenges the world faces today.

Additional Academic Success Indicators:

How do we address our at-risk students?

We tier the students Tier 1, which is whole group instruction. We also have our Tier 2 students who are selected for small group instruction and tier 3 students that need one-on-one support.

Do the programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions and/or chronically absent students?

Social Studies - Through our homeroom and PLC tutoring initiatives, we have had some growth with our students with disabilities. However, after school tutoring has had mixed results since parents and caretakers have been hesitant to involve their students.

What additional help do we offer to students failing? How are we meeting these needs per individual student struggling?

Social Studies - We have homeroom, PLC tutoring, and after school tutoring to offer additional support to students who are failing or struggling. In addition, we contact parents and caretakers to inform them of their students' progress and options available to help.

**We noticed the deficiency in keyboarding for all of our students across the board so we will be introducing beginning keyboarding in our daily homeroom classes for the first quarter of 2023-24 school year. We will assess the progress of the students but when they have to type for their state testing (all testing going forward), they are struggling in typing skills.

How do we measure academic success compared to the local programs?

We assess data markers constantly.

What percentage of students are on track to graduate?

How is Response to Intervention (RtI) being implemented? Is there data to suggest the implementation is successful?

**We are implementing a 7th grade and 8th grade Reading class for 2023-2024 in addition to their regular ELAR class to intervene students that are struggling. We are also implementing Fountas and Pinnell Guided Reading and Fountas and Pinnell Intervention for accelerated Reading.
*We will be implementing a double block for 8th grade Algebra for students that need the extra support in Math.

What do classroom observations reveal about the correlation between student success and teacher effectiveness?

Teachers struggle teaching grade level or above content to students who are not on grade level, coupled with the effects of COVID-19 pandemic. Students are not on grade level so the acceleration can be challenging for new and inexperienced teachers. Also, add the writing component. The state of Texas and the curriculums assume students know the writing process and they do not. We have had to teach it from scratch. We are using 4 different curriculums in ELAR: Amplify, Springboard, Anderson's Writing Process, and Fountas and Pinnell Guided Reading.

Student Learning Strengths

1. Dwight Middle School 6th and 8th grade ELAR was at the same or higher percentage of student growth in NWEA MAP screener over the other district middle school.

2. Dwight Middle School 6th graders outscored the other 3 middle school campuses in ELAR NWEA MAP screener EOY.

3. Dwight Middle School 7th and 8th grade Math students outperformed the other middle schools in NWEA MAP screener EOY.

4. Dwight Middle School 6th and 7th grade Science scored significantly higher than the other middle schools in the district on the NWEA MAP EOY.

5. Dwight Middle School trains all ELAR teachers in Fountas and Pinnell Guided Reading for small group Tier 2 pull-out during student independent/partner work.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Dwight Middle School is significantly lower performing in Social Studies. **Root Cause:** The district did not provide a research-based curriculum for teachers to utilize.

Problem Statement 2: Dwight Middle School Emergent Bilingual students scored average to below average on 2022-2023 TELPAS. **Root Cause:** The district did not provide strong English as a Second Language curriculum.

Problem Statement 3: Dwight Middle School SPED students scored below average on 2022-2023 STAAR. **Root Cause:** Dwight Middle School did not provide a strong co-teach model and Tier 3 one-on-one pull outs.

School Processes & Programs

School Processes & Programs Summary

We have a campus flyer to showcase our campus, student organizations and our STEM classes. The district provides an online application system that allows for viewing of applications and resumes to choose from to fill vacancies. In addition to that, requests are made at the campus level to alternative teacher programs for lists of teacher candidates. Teachers are then placed in the grade level that best aligns with their strengths and their area of certification.

At the beginning of the school year, campus expectations, roles and responsibilities are shared with the staff. A campus employee handbook is also available to the staff online along with a flow chart that lists campus personnel and their responsibilities.

Teachers are provided with opportunities throughout the school year and the summer to attend professional development to help them grow as instructional leaders. Some of the trainings they've attended have been Carnegie, Amplify, PLC, CAST, Lead4ward, PLTW, STEM, and specific content professional development sessions. 1st year teachers are provided with a mentor. Content teachers are also provided with daily PLC sessions for planning, analyzing data and to receive professional development. There are two instructional coaches on campus that also support classroom instruction and coach teachers.

Teachers participate in the contributing to the CNA. Based on their input, the leadership team drafts the CIP, it is presented to the staff at the beginning of the school year and participate in finalizing it. The CLT tracks progress of each cycle and shares their findings with the staff.

Interventions were held twice a week the 22-23 school year. This school year 2023-2024 the intervention/Enrichment time (PRIME Time) will be embedded within the school day. Student EOY MAP data and STAAR data will be used to place students in intervention or enrichment classes.

The 8th grade students on campus are required to take a general employability class which focuses on exposing students to college, career and military opportunities in high school and post secondary.

Core teachers are provided with a PLC period embedded within the school day every day. They meet as a team daily with the instructional coach and administrators to either plan for instruction, analyze student data and use the data to drive instruction, or participate in a professional development.

Teachers follow pacing guides that specify the allotted days for each lesson. Daily objectives and agendas are posted in the classrooms and teachers are expected to provide bell to bell instruction. Our special populations students are included in general education classes and are supported in coteach classes by both a general education teacher and a special education teacher. We provide a double blocked ESL class for our students who are recent immigrants and provide ESL lab classes to support our students who require addition language supports.

Insubordination is the main discipline issue that occurs in classrooms. When a student is being disruptive, an administrator is called to talk to the student and attempt to get him to comply and go back into the classroom so that they do not miss out on instruction. Behavioral issues outside the classroom this year was vaping. Students were caught in the bathroom vaping. This lead to bathrooms in the main building being closed and having a staff member monitor bathrooms where students had to sign in and out.

The safety committee meets monthly to assess campus safety. Exterior doors are checked several times throughout the day to ensure they are properly closed and locked. The safety committee has established protocols for front office personnel to follow in case of an emergency.

School Processes & Programs Strengths

1. School Culture is improving through the various programs offered such as PBIS, STEM, Vision Coders, Esports, and Valued Youth Program.

2. Daily PLC's are integrated into the master schedule where teachers had a conference period and a PLC period each day to meet and debrief with content team members and leadership.

3. All 8th grade students participate in a General Employability Class exposing students to college and career choices.

4. Dwight Middle School offered afternoon and Saturday intervention and enrichment classes to support underperforming students.

5. First year teachers are provided mentors and tenured teachers have access to continued professional development as instructional leaders.

6. CLT Leadership met regularly during leadership time built within the day for teachers and admin to meet and debrief.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While South San ISD and Dwight Middle School offer various resources that are under utilized.   **Root Cause:** Teachers are overwhelmed with resources without adequate training.

Problem Statement 2: Resources were rolled out throughout the 2022-23 school year, after the school year started.   **Root Cause:** Teachers could not become proficient with added resources introduced throughout the year.

Problem Statement 3: Dwight Middle School implemented the NaviGate Prepared Emergency System and teachers were not as compliant in safety drills.   **Root Cause:** Teachers were not trained on the online platform of NaviGate Prepared.

Perceptions

Perceptions Summary

The majority of the staff feel safe on campus, supported in student discipline and enjoy teaching at Dwight Middle School. Most teachers who choose to leave Dwight leave to work closer to home. Core content teachers are supported through daily PLCs and elective teachers meet once a month for PLCs. Administrators and the instructional coaches consistently monitor classroom instruction and provide teachers with glows and grows. Teachers are placed on Tiers and the amount of support provided to them is based on the Tier they are on. We use the "Get Better Faster" principles of coaching to support teachers. First year teachers and new to the district teachers are provided with a mentor.

Students are supported academically through intervention classes and provided with small group instruction. The campus counselor along with the CIS social worker provide emotional support to our students.

Parent meetings are held monthly and are organized by the parent liaison. A variety of academic, social emotional and family resources are shared with parents at the meetings. Parents are kept informed of campus events via robocalls, emails, and through social media. Open house is held at the beginning of the year and other parent teacher nights are held throughout the school year. Information sent our to students

Perceptions Strengths

1. According to the EOY teacher survey, teachers feel safe at Dwight Middle School and they also stated they feel supported with discipline and assistance with parents.

2. Over 80% of Dwight Middle School teachers feel the school culture is positive.

3. Dwight Middle School retained 84% of their teachers who will be returning for the 2023-2024 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Dwight Middle School does not have a marque located in the front of the campus to notify parents of immediate events or cancellations.   **Root Cause:** Monies have not been budgeted to replace the inoperable marque located on Dwight Middle School front building.

Problem Statement 2: Dwight Middle School has a lack of parental support and engagement.   **Root Cause:** Dwight Middle School's parent liaison was reassigned to a full-time position mid-year at DMS.

Priority Problem Statements

Goals

Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By June 2024, we will increase reading and writing achievement by 10%, with a concentrated effort on special education and emergent bilingual students, on the reading and writing state assessments.

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, Teacher made tests and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Purchase reading and writing online interactive learning programs to improve Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, IC **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Provide balanced literacy training, materials and support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student reading levels.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, IC, Principal **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%	100%	100%	

Strategy 3 Details	**Reviews**			
Strategy 3: The administrators and reading instructional coach will lead data dives on student data to drive instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide targeted instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, IC, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%	90%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: By June 2024, we will increase social studies achievement on district benchmarks and the STAAR by 10%, with a concentrated effort on special populations, by providing supplemental resources for social studies classrooms.

Evaluation Data Sources: Formative Assessments, Benchmarks, Teacher made tests and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Purchase a social studies interactive learning resources to enhance Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student content knowledge	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, IC, Principal **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%	100%	100%	

|	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: By June 2024, Dwight students will increase their math performance by 10% with a concentrated effort on all special populations on the 8th grade state assessments and district benchmarks.

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, Teacher made tests and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted planning during PLCs to focus on unpacking of the TEKS and gathering resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student math skills and knowledge. **Staff Responsible for Monitoring:** IC, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov** 50%	**Jan** 75%	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: The administrators and math instructional coach will lead data dives on student data to drive instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide targeted instruction to students who are in need of additional academic support in math. **Staff Responsible for Monitoring:** Administrators, IC **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov** 75%	**Jan** 90%	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 4: By June 2024, Dwight students will increase their science performance by 10% with a concentrated effort on all special populations on the 8th grade state assessments and district benchmarks.

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, Teacher made tests and STAAR

Strategy 1 Details		Reviews			
Strategy 1: Purchase Kessler interactive program and other science resources and materials to increase Tier 1 instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved content knowledge of students.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, IC, Teachers					
		70%	90%		
Title I:					
2.4, 2.6					
- **TEA Priorities:**					
Improve low-performing schools					
- **ESF Levers:**					
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					
Strategy 2 Details		Reviews			
Strategy 2: Implement targeted planning during PLCs to focus on unpacking the TEKS and discuss and share resources for instruction in science.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve Tier 1 instruction and student increase student content knowledge.					
Staff Responsible for Monitoring: IC, Principal		75%	90%		
Title I:					
2.4, 2.6					
- **TEA Priorities:**					
Improve low-performing schools					
- **ESF Levers:**					
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 5: By the end of 2023-24 school year, we will increase access to technology to support classroom learning and increase solid Tier 1 instruction.

    Evaluation Data Sources: Student academic performance data, universal screeners

Strategy 1 Details		Reviews			
Strategy 1: Purchase technology and online program licenses to enhance classroom instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide additional resources for students and teachers to target instruction.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		75%	90%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 6: By the end of the 2023-24 school year, classrooms will be equipped with needed resources and teachers will be provided with supplies and materials needed to provide their students with engaging, quality instruction.

Evaluation Data Sources: Lesson plans, student assessment data, engaging rigorous lessons as observed through walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental resources for teachers to enhance Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement, student academic growth	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%	90%		

Strategy 2 Details	Reviews			
Strategy 2: Provide supplies for teachers to use to create lessons and activities for classroom instruction and tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student academic growth.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	75%	90%		

Strategy 3 Details	Reviews			
Strategy 3: Provide supplies and materials such as a poster maker and color printer to run and print out and analyze student data to adjust classroom instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student academic growth	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, ICs	50%	90%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 7: By the end of the 2023-24 school year, the campus library will be updated and upgraded with new books and other resources for students to access and use to enhance their interest in reading and research.

Evaluation Data Sources: Increased number of book checkouts

Strategy 1 Details		Reviews			
Strategy 1: Purchase a variety of library books including series books. Selection of books was based on student interest survey.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student interest in reading. Improve reading skills. **Staff Responsible for Monitoring:** Librarian, Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools		25%	70%		

Strategy 2 Details		Reviews			
Strategy 2: Purchase supplies and materials for the library including technology.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Update library to make it more inviting in order to increase student interest in reading and spending time in the library. **Staff Responsible for Monitoring:** Principal, Librarian **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools		50%	90%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Dwight Middle School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: Quality professional development during the 2023-2024 school year will be provided to 100% of instructional staff thus ensuring student success.

High Priority

HB3 Goal

Evaluation Data Sources: PD evaluations, PD Agenda

Strategy 1 Details	Reviews			
Strategy 1: Provide team building activities with staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Continue to positively grow the campus culture and climate.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, ICs **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	25%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers and instructional coaches will attend professional development sessions that focus on instruction and instructional strategies they will implement in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher knowledge in their specific content, teaching strategies and engaging lessons. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	75%	90%		

Strategy 3 Details	Reviews			
Strategy 3: Admin will provide and attend professional development sessions to support and improve teacher quality and student academic achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build instructional and leadership capacity and improve teacher efficacy. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	75%	90%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue
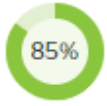
Goal 2: Dwight Middle School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Staff will be provided with incentives throughout the 2023-2024 school year in order to retain and support 100% of Dwight staff.

High Priority

HB3 Goal

Evaluation Data Sources: Attendance reports, staff voting results

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with instructional incentives to improve campus culture.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain quality teachers and improve campus culture.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	75%	90%		

Strategy 2 Details	Reviews			
Strategy 2: Showcase and recognize teachers who provide quality, engaging lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain quality teachers and improve campus culture.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, IC **TEA Priorities:** Recruit, support, retain teachers and principals	60%	85%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Dwight Middle School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: Dwight Middle School will focus on a marketing initiative to showcase the student programs, extracurricular activities, and student talents to recruit and retain master teachers.

Evaluation Data Sources: Teacher and staff retention data

Strategy 1 Details					Reviews			
Strategy 1: An online platform will be purchased to showcase students, staff, extracurricular activities and campus events.					**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase campus culture and climate and improve community and parent engagement. **Staff Responsible for Monitoring:** Admin, Admin intern **ESF Levers:** Lever 3: Positive School Culture					**Nov**	**Jan**	**Mar**	**June**
					75%	85%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Goal 3: Dwight Middle School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: By the end of the 2023-24 school year, 100% of the STEM student population will have been exposed to a STEM career pathway to focus on when they begin high school.

Evaluation Data Sources: Guest speaker list, field trip requests

Strategy 1 Details				Reviews			
Strategy 1: Provide student field trips to colleges and universities.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Expose students to college experience and to STEM and other career paths.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselor **TEA Priorities:** Connect high school to career and college				50%	75%		

0% No Progress		100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Dwight Middle School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 2: By the end of the 2023-24 school year, 100% of students will have the opportunity to participate in STEM related and other competitions to challenge them.

> **Evaluation Data Sources:** Competition results

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in a variety of competitions including Robotics, Chess, eSports, and others.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote good sportsmanship, provide opportunities outside the classroom for students to work collaboratively and expose them to STEM related career paths.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: STEM teachers, club sponsors, campus administrators **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture		50%	75%		

Strategy 2 Details		Reviews			
Strategy 2: Technology supplies and resources will be purchased to expose students to the fields of Game Artistry, Animation, Engineering, Game Design, Coding and Programming.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Knowledge and exposure to several areas in technology.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: STEM Teachers, sponsors, campus administrators **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college		75%	90%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Dwight Middle School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 3: By the end of the 2023-2024 school year, students will be provided with the tools and resources needed for them to be organized and academically successful.

    Evaluation Data Sources: Decrease percentage of students who fail each quarter.

Strategy 1 Details		Reviews			
Strategy 1: Student planners will be purchased and provided for all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn how to be organized. The percentage of students failing will decrease from last year.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, teachers		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Dwight Middle School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By the end of 2023-24 school year, 100% of students have the opportunity to check-in daily with Class Catalyst for SEL.

    Evaluation Data Sources: Class Catalyst log in reports

Strategy 1 Details			Reviews		
Strategy 1: Students will log in to Class Catalyst for SEL supports every morning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student awareness of SEL supports available. **Staff Responsible for Monitoring:** Teachers, and students **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture		**Nov**	**Jan**	**Mar**	**June**
		50%	75%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: Dwight Middle School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: By the end of 2023-24, 100% attend a daily advisory period that includes SEL check-ins.

    Evaluation Data Sources: PRIME Time attendance and lesson plans

Strategy 1 Details			Reviews		
Strategy 1: Provide students with SEL lessons and activities and guest speakers during PRIME Time.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of resources and supports to all students with social emotional needs.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators, counselor, teachers **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture		50%	75%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 5: Dwight Middle School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By the end of the 2023-2024 school year, Dwight staff will have attempted to make contact with 100% of parents.

    Evaluation Data Sources: Parent contact logs, sign in sheets for parent and family events, teacher created flyers

Strategy 1 Details	Reviews			

Strategy 1: Teachers will create a flyer with their classroom expectations and will include contact information and conference time. The flyer will be provided to parents at Meet the Teacher Night and be sent to parents via email.
    Strategy's Expected Result/Impact: Provide contact information to parents to establish ongoing communication.
    Staff Responsible for Monitoring: Campus administrators, department chairs, ICs
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 2 Details	Reviews			

Strategy 2: The campus will increase parent and community involvement by hosting events for parents and the community on campus to showcase students.
    Strategy's Expected Result/Impact: Establish positive relationships with parents.
    Staff Responsible for Monitoring: Principal, AP, and Academic Dean
 	
    Title I:
4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	75%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Dwight Middle School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 2: By the end of the 2023-2024 school year, 98% of parents and 100% of students will have accessed Family Access on Skyward to view attendance and grades.

    Evaluation Data Sources: Parent Meeting agendas, Parent sign in sheets, student planners where students will record their grades every 3 weeks

Strategy 1 Details	Reviews			
Strategy 1: Host monthly parent/family cafecitos to inform parents how to log in to Skyward's Family Access to monitor their students attendance and grades.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase parental involvement.
     Staff Responsible for Monitoring: Campus administrator, counselor, CIS campus coordinator
 	
     Title I:
 4.1
  - ESF Levers:
 Lever 3: Positive School Culture
	Nov	Jan	Mar	June

	55%	75%		

       0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Dwight Middle School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 3: By the end of the 2023-2024 school year, supplies and materials will be purchased improve campus safety.

   Evaluation Data Sources: Campus safety reports

Strategy 1 Details			Reviews			
Strategy 1: Purchase a Tardy tracking program to closely monitor student tardies.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease student tardies			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators, attendance clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				100%	100%	

0% No Progress		100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: Dwight Middle School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 4: By the end of the 2023-2024 school year, the campus parent liaison will increase parent engagement and increase community support.

Strategy 1 Details		Reviews			
Strategy 1: The campus parent liaison will attend trainings and professional development sessions on strategies to increase parent and community engagement with our campus.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		80%	90%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

South San Antonio Independent School District

Alan B. Shepard Middle School

2023-2024 Campus Improvement Plan

Mission Statement

"At Shepard Middle School we cultivate an engaging environment in which all students are valued."

Vision

"The Alan B. Shepard Community will collaborate with students, families, and each other to provide a safe learning environment and utilize high expectations in pursuit of student success."

Core Beliefs

P-Passion

R- Respect

I- Inclusive

D- Dedicated

E-Engage

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Alan B. Shepard has three buildings serving to achieve academic success. Building A was built in 2002 and is used mainly for 7th and 8th grade students for Math, Science, ELAR and Social Studies. Building B is the oldest building, built in 1971, and contains the cafeteria, gym and electives, along with the new Fine Arts Academy. Building C was built in 1995 and houses the 6th grade students for Math, Science, ELAR, Social Studies, and electives. Shepard MS is one of 4 middle school campuses in the South San Antonio Independent School District. We are located at 5558 Ray Ellison in San Antonio, Texas.

Our enrollment at Shepard ranges between 500-520 students from 6th, 7th, and 8th grade. At this current time, we have an enrollment of 519 students. The Hispanic population mostly mirrors the overall student population. The majority of students are economically disadvantaged (92.5) and at-risk (76.3%). The mobility rate is 21.9% and Attendance Rate was 93.3% pre-Pandemic.

Student Populations:

Hispanic-94.3%

African American-2.8%

White-1.6%

Asian-0.3%

American Indian-0.5%

Pacific Islander-0.3%

Economically Disadvantaged-92.5%

At-Risk-63.7%

EB/EL-21.4%

Our population also includes special education student programs for Life Skills, Learning Disabilities, Emotional Disabilities, or Other Health Impairments, along with a RDPSD (Deaf Ed) unit. The campus 504 program includes students with ADHD, Dyslexia, and other medical conditions that may delay academic success in the classrooms.

100% of the teachers at Alan B. Shepard Middle School are highly qualified. Their average years of experience are 8.6 years. Teachers at the campus are Hispanic (76.6%), White (21.1%), or two or more races (2.3%).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the gap with special populations.   **Root Cause:** Lack of guided group instruction training and specific interventions.

Student Learning

Student Learning Summary

While we have not received the 21-22 STAAR Data, Shepard MS appears to be preforming slightly behind 2 other district middle schools in Reading and Math. Student results throughout the year, showed small signs of improvement, however much improvement is still needed to ensure campus meets State Accountability.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of students achieving Meets and/or Masters in state assessment is below 30%. **Root Cause:** Lack of effective differentiation strategies consistently implemented during classroom instruction.

School Processes & Programs

School Processes & Programs Summary

In the previous learning walks and staff meetings, CLT identified areas of improvement to target instructional strategies and use of Instructional Coaches. CLT believed our focus for instructional improvement should center on communicating support to new teachers. Therefore department heads and veteran teachers were assigned to be mentor teachers to new teachers.

This school year, instructional improvement will focus on providing all teachers with specific, face-to-face feedback following each classroom walk-through. Teachers will have a minimum of three walkthroughs and feedback sessions prior to their formal observation. Feedback will focus on instructional strategies that were observed during the walkthrough and coaching teachers on higher level questioning, classroom conversations, and writing. The feedback sessions will also determine if the teacher needs additional, targeted coaching and/or professional development. PLC sessions will ensure teachers have support in lesson plan development and data disaggregation.

School Processes & Programs Strengths

Professional Learning Communities have been a strength at Shepard Middle School. The Instructional Coaches have led the PLCs through targeted and focused coaching that allows the teachers to develop their lesson plan and data disaggregation. The department heads have been another strength at the campus. They are experienced and knowledgeable teachers that share their knowledge with their departments and help develop teacher competency.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Improve the quality of instruction through specific face to face feedback focused on instructional practices.   **Root Cause:** Teachers and administrators lack knowledge in research based best practices, differentiation, delivery, and lesson planning.

Priority Problem Statements

Goals

Goal 1: Alan B. Shepard MS will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By May 2024, Shepard Middle School will improve all STAAR scores between 5-10% points in each content area, focusing on all special education and economically disadvantage students and will meet established standards on the state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Benchmarks, MAP assessments, Campus Formative Assessments, STAAR exams

Strategy 1 Details	Reviews			
Strategy 1: Reading screener will be administered to all students in grades 6-8 in order to target reading skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR Scores, Reduce Achievement Gap	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Instructional Coaches, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Material - 199 PIC 30 State Comp, Instructional Material - 211 Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Instructional materials and supplies will be purchased to ensure all core area teachers have supplemental resources in order to enhance the implementation of TEKS-based lessons for on-campus and remote instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores, reduce failure rate and close achievement gap **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Instructional Coaches, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Material and Supplies - 211 Title I, Part A, Instructional Material and Supplies - 199 PIC 30 State Comp				

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental resources for core content area teachers to use during classroom instruction, tutoring, and intervention opportunities to support classroom instruction and STAAR test preparation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased STAAR Scores, reduced failure rate, reduce achievement gap.. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Instructional Coaches, Teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Materials and Supplies - 211 Title I, Part A, Instructional Materials and Supplies - 199 PIC 30 State Comp				

Strategy 4 Details		Reviews			
Strategy 4: Increase effective instruction through the use of online intervention applications for core areas, such as Eureka Math, Imagine Math, Raz Plus Reading, iStation Reading, and Science Starters, for 30-minutes during Intervention.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved STAAR Scores, reduced failure rate, increase campus formative assessment scores, reduce achievement gap **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Instructional Coaches, **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Instructional Materials and Resources - 211 Title I, Part A, Instructional Materials and Resources - 199 PIC 30 State Comp					

Strategy 5 Details		Reviews			
Strategy 5: Upgrade, maintain, and purchase technology, including chrome books, desktop computers, Swivels, printers, interactive projectors, and document cameras to support and enhance instruction through the use of technology.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement, improve STAAR scores, reduce failure rate **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Instructional Materials and Resources - 211 Title I, Part A, Instructional Materials and Resources - 199 PIC 30 State Comp					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Alan B. Shepard MS will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: Shepard Middle School will have 100% of all teachers will be highly qualified in the area that they are assigned to teach by September 2023 per Texas Education Agency (TEA) guidelines.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Plans, Assessment Data, State Certifications

Strategy 1 Details	Reviews			
Strategy 1: Shepard Middle School staff will participate in campus, district, regional, and state offered professional development workshops based on staff needs, including, PLCs, grade level planning, data analysis meetings, content area PD, classroom management, campus book study sessions, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase Staff Retention and STAAR scores **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principal, instructional Coaches **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Teacher Professional Development/Book Studies - 211 Title I, Part A, Teacher Professional Development/Book Studies - 199 PIC 30 State Comp				

Strategy 2 Details	Reviews			
Strategy 2: ELAR teachers pending their ESL certification will participate in test prep training and SIOP professional development to prepare for certification exam.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Staff Retention, Improved STAAR Scores **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principal, Instructional Coaches **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Teacher PD/Travel - 211 Title I, Part A, Teacher PD/Travel - 199 PIC 30 State Comp				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Alan B. Shepard MS will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Quality professional development during the 2022-2023 school year will be provided to 100% of instructional staff thus ensuring student success, and will be measured through walkthrough and observation data.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Plans, Assessment Data, State Certifications

Strategy 1 Details	Reviews			
Strategy 1: Upgrade, maintain, and purchase technology, including laptops, computers, SWIVLs, printers, interactive projectors, and document cameras for teachers, instructional coaches, and administrators to support and implement instructional strategies through the use of technology.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increased student performance in district & state assessments through the implementation of PD strategies in classrooms as documented in lesson plans **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principal, Instructional Coaches **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Instructional Materials and Resources - 211 Title I, Part A, Instructional Materials and Resources - 199 PIC 30 State Comp				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Shepard Middle School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: 100% of 8th grade students at Shepard Middle School will participate in a rigorous academic program that connects to their college and career aspirations and goals by May 2024 by ensuring that they are enrolled in the College Career Exploration classes.

HB3 Goal

Evaluation Data Sources: Lesson Plans, Students and Teachers schedules

Strategy 1 Details	Reviews			
Strategy 1: All 8th grade students will be enrolled in College Career Exploration course to investigate higher education and career options in their areas of interest.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 8th grade schedules will include Employability Skills to increase College Career Awareness				
Staff Responsible for Monitoring: Principal, Counselor, Dean of Instruction				
Title I: 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				
Funding Sources: Instructional Materials and Supplies - 211 Title I, Part A, Instructional Materials and Supplies - 199 PIC 30 State Comp				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Shepard Middle School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 2: All Shepard Middle School students will have the opportunity to participate in programs that will expose them to 21st century opportunities allowing them to gain knowledge in gaming and other technological advances to meet STEM curriculum across the district by May 2024, and will be measured by an increase in number of participants from the previous school year.

HB3 Goal

Evaluation Data Sources: Lesson Plans, Gaming Club, afterschool extracurricular activities

Strategy 1 Details	Reviews			
Strategy 1: Students in grades 6-8 will have an opportunity to participate in gaming extracurricular activities and compete with other students throughout the district and region.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be exposed to STEM curriculum and gain knowledge of activities in the gaming industry.				
Staff Responsible for Monitoring: Principal, Dean of Instruction, Counselor, Club Sponsor				
Title I: 2.5 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: Instructional Materials and Supplies - 211 Title I, Part A, Instructional Materials and Supplies - 199 PIC 30 State Comp				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Alan B. Shepard MS will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: During the 2023-24 school year Shepard MS will partner with community partners to provide services (mental health, leadership opportunities, etc.) for our at-risk students to succeed in school which will be measure by the number of students enrolled in VYP and Vision coders classes.

> **HB3 Goal**

> **Evaluation Data Sources:** Attendance Rates, Student Grades, Promotion Rates

Strategy 1 Details	Reviews			
Strategy 1: Shepard Middle School will partner with Care Zone to provide mental health support to our students and families throughout the 2022-2023 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase student attendance; decreased discipline incidents **Staff Responsible for Monitoring:** Principal, Counselors **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies/Incentives - 211 Title I, Part A, Supplies/Incentives - 199 PIC 30 State Comp				

Strategy 2 Details	Reviews			
Strategy 2: Shepard Middle School will partner with GEAR-UP and SA Youth Program to provide tutoring and other student support to all students grades 6-8.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increased student grades, increased assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean, Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Supplies/Incentives - 211 Title I, Part A, Supplies/Incentives - 199 PIC 30 State Comp				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Alan B. Shepard MS will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: By May 2024, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20% will be monitored through skyward.

High Priority

Evaluation Data Sources: Discipline Reports, DAEP Placements

Strategy 1 Details	Reviews			
Strategy 1: Shepard Middle School will purchase and implement PBIS program to improve campus culture by decreasing the number of discipline incidents on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: decreased discipline referrals **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean, Teachers **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies/Incentives - 211 Title I, Part A, Supplies/Incentives - 199 PIC 30 State Comp				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Alan B. Shepard MS will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 3: Attendance will increase to 92% for the 2022-2023 school year due to having safety and health protocols in our school.

    High Priority

    Evaluation Data Sources: Attendance Rates, Promotion Rates

Strategy 1 Details	Reviews			
Strategy 1: Shepard Middle School will purchase technology equipment needed for in-building and remote instruction to ensure students participate in daily instruction during COVID-19.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: increased attendance rates, increased promotion rates
     Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Representative
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction
 Funding Sources: Technology - 211 Title I, Part A, Technology - 199 PIC 30 State Comp				

Strategy 2 Details	Reviews			
Strategy 2: Shepard MS will provide incentives and rewards for students who attend school daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance Reports, Improved Grades	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean, Attendance Clerk
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
 Funding Sources: Supplies/Incentives - 211 Title I, Part A, Supplies/Incentives - 199 PIC 30 State Comp				

Strategy 3 Details		Reviews			
Strategy 3: Shepard MS will ensure that the safety of our students is a top priority.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will wear IDs to be able to safely identify students assigned to our campus.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Front Office staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 Title I, Part A, - 199 PIC 30 State Comp		N/A	N/A		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Alan B. Shepard MS will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: 90% of all students' parents/guardians/families will participate in at least one school or district sponsored academic activity or event and will be measured by parent sign in logs by May 2024.

High Priority

Evaluation Data Sources: Sign in sheets, Improved Attendance Rates

Strategy 1 Details			Reviews	
Strategy 1: Shepard Middle School will schedule school events for parents to learn about instructional programs and meet teachers and staff, including Meet the Teacher in the fall and Open House in the spring.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased Parental Participation
    Staff Responsible for Monitoring: Principal, Assistant Principal, Dean, Counselor, Parent Liasion
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Supplies/Incentives - 211 Title I, Part A, Supplies/Incentives - 199 PIC 30 State Comp				

Strategy 2 Details			**Reviews**	
Strategy 2: Shepard MS Fine Arts Department will hold events throughout the school year to improve Parental Participation.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased Parental Participation
    Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principal, Fine Arts Teachers
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Supplies/Incentives - 211 Title I, Part A, Supplies/Incentives - 199 PIC 30 State Comp				

Strategy 3 Details	Reviews			
Strategy 3: The Parent Liaison will attend various professional development opportunities throughout the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strengthen family and community involvement. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Professional Development - 211 Title I, Part A - $1,200	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Juan Garza	Principal
Administrator	Jaime Escobar	Assistant Principal
Administrator	Lori Reyes	Dean of Instruction
Non-classroom Professional	Linda Suttner	Counselor
Non-classroom Professional	Alicia Lopez-Wait	Instructional Coach

Campus Funding Summary

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Material		$0.00
1	1	2	Instructional Material and Supplies		$0.00
1	1	3	Instructional Materials and Supplies		$0.00
1	1	4	Instructional Materials and Resources		$0.00
1	1	5	Instructional Materials and Resources		$0.00
2	1	1	Teacher Professional Development/Book Studies		$0.00
2	1	2	Teacher PD/Travel		$0.00
2	2	1	Instructional Materials and Resources		$0.00
3	1	1	Instructional Materials and Supplies		$0.00
3	2	1	Instructional Materials and Supplies		$0.00
4	1	1	Supplies/Incentives		$0.00
4	1	2	Supplies/Incentives		$0.00
4	2	1	Supplies/Incentives		$0.00
4	3	1	Technology		$0.00
4	3	2	Supplies/Incentives		$0.00
4	3	3			$0.00
5	1	1	Supplies/Incentives		$0.00
5	1	2	Supplies/Incentives		$0.00
5	1	3	Professional Development		$1,200.00
				Sub-Total	$1,200.00

199 PIC 30 State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Material		$0.00
1	1	2	Instructional Material and Supplies		$0.00
1	1	3	Instructional Materials and Supplies		$0.00
1	1	4	Instructional Materials and Resources		$0.00

199 PIC 30 State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Instructional Materials and Resources		$0.00
2	1	1	Teacher Professional Development/Book Studies		$0.00
2	1	2	Teacher PD/Travel		$0.00
2	2	1	Instructional Materials and Resources		$0.00
3	1	1	Instructional Materials and Supplies		$0.00
3	2	1	Instructional Materials and Supplies		$0.00
4	1	1	Supplies/Incentives		$0.00
4	1	2	Supplies/Incentives		$0.00
4	2	1	Supplies/Incentives		$0.00
4	3	1	Technology		$0.00
4	3	2	Supplies/Incentives		$0.00
4	3	3			$0.00
5	1	1	Supplies/Incentives		$0.00
5	1	2	Supplies/Incentives		$0.00
				Sub-Total	$0.00

South San Antonio Independent School District

Robert C. Zamora Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Mathematics

Vision

All students will enjoy successful education experiences to empower them to make decisions and enrich their lives in the future they create.

Core Beliefs

District
We believe in engagement of the school community for the success of our district.
We believe in a strong support system for the school community to achieve excellence.
We believe that innovative and challenging experiences produce successful learners.
We believe that trusting relationships among the school community are essential to student success.
We believe that an inclusive school culture promotes positive student development.
We believe strong and effective leadership is essential to build a culture of high expectations.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Robert C. Zamora Middle School is located in the southwest quadrant of the city of San Antonio, Texas near the crossroads of Interstate 35 and Texas Highway 16. Many of our students come from single-parent households and/or live with extended family members contributing to a mobility rate of 8.9%. Zamora Middle School is a traditional middle school campus servicing 6th through 8th grade. Our current enrollment is 499 total students with a daily average attendance of 95.3%. The campus employs a total of 65 personnel with 77% as professional staff. The campus welcomes Kazen Middle School staff and students in the 23-24 school year. Kazen Middle School is closing due to low enrollment and we will be absorbing a majority of the staff and students bringing our enrollment to a little under 700 students. Below is data from the 21-22 TAPR report.

	Campus	District	State
Attendance Rate (2020-21)			
	95.3%	91.8%	95.0%
Enrollment by Race/Ethnicity			
African American	0.4%	1.2%	12.8%
Hispanic	98.6%	95.8%	52.8%
White	1.0%	2.4%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	0.2%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.0%	0.2%	2.9%

	Campus	District	State
Class Size Averages by Subject			

	Campus	District	State
English/Language Arts	19.3	16.3	16.3
Foreign Languages	20.2	20.3	18.4
Mathematics	22.6	18.6	17.5
Science	19.9	18.2	18.5
Social Studies	20.0	16.5	19.1

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.9	6.3
Average Years Experience of Principals with District	3.0	4.8	5.4
Average Years Experience of Assistant Principals	3.0	4.6	5.5
Average Years Experience of Assistant Principals with District	3.0	4.3	4.8
Average Years Experience of Teachers:	11.7	10.9	11.1
Average Years Experience of Teachers with District:	8.6	8.3	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$74,497	$57,000	$51,054
1-5 Years Experience	$55,187	$55,634	$54,577
6-10 Years Experience	$56,716	$56,796	$57,746
11-20 Years Experience	$59,345	$60,067	$61,377
21-30 Years Experience	$64,184	$62,354	$65,949
Over 30 Years Experience	$73,871	$70,498	$71,111

Staff Information	Campus	District	State
Average Actual Salaries (regular duties only):			
Teachers	$59,911	$58,565	$58,887
Professional Support	$62,166	$65,556	$69,505
Campus Administration (School Leadership)	$77,128	$80,929	$84,990

Zamora Middle School provides quality programs for students in special populations in compliance with all federal and state laws. The following chart summarizes the percentage of students identified as being served by the campus program as well as the campus mobility rate as compared to students statewide:

	Zamora Middle School	State of Texas
Emergent Bilingual	22.8%	21.9%
Gifted and Talented	9.6%	21.9%
Special Education	12.0%	11.6%
At-Risk	79.4%	53.5%
Homeless	.4%	1.1%
Title I Schools	100%	64.3%
Mobility	8.9%	13.6%

***Data from the 2021-2022 TAPR Report

Demographics Strengths

Our Campus Instructional Leadership Team (C.I.L.T.) has a variety of campus leaders.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 2 ELAR teachers are ESL certified. **Root Cause:** Lack of applicants with ESL certification.

Problem Statement 2 (Prioritized): More communication from the campus is needed in Spanish. **Root Cause:** Home language surveys indicate 1 in 5 families speak Spanish,

campus needs to be more responsive to the community. demographics

Student Learning

Student Learning Summary

Robert C. Zamora Middle School's accountability rating for 2022 maintains a state grade of "C" at 71%. School progress was rated 72% and closing the gaps was rated 70%. Robert C. Zamora Middle School received a distinction designation in mathematics. Significant bodies of research discuss the "COVID Slide" or regression of student learning due to students not attending in class instruction. Student intervention will be needed to close the learning gap created by COVID-19. The chart below is data from the STAAR tests comparing scores from 2021 to 2022. 2023 data will be included once we receive the data from the state.

2021-2022 STAAR Performance				
Grade 6 Reading	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	70%	43%	**43%**
	2021	62%	37%	**42%**
At Meets Grade Level or Above	2022	43%	19%	**20%**
	2021	32%	11%	**10%**
At Masters Grade Level	2022	23%	7%	**9%**
	2021	15%	3%	**3%**
Grade 6 Math	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	73%	45%	**55%**
	2021	68%	34%	**40%**
At Meets Grade Level or Above	2022	39%	16%	**20%**
	2021	36%	9%	**14%**
At Masters Grade Level	2022	16%	5%	**8%**
	2021	15%	3%	**6%**

2021-2022 STAAR Performance				
Grade 7 Reading	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	80%	60%	**60%**
	2021	69%	45%	**44%**
At Meets Grade Level or Above	2022	56%	32%	**30%**
	2021	45%	23%	**24%**
At Masters Grade Level	2022	37%	19%	**19%**
	2021	25%	9%	**10%**
Grade 7 Math	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	61%	29%	**43%**
	2021	55%	18%	**19%**
At Meets Grade Level or Above	2022	31%	6%	**11%**
	2021	27%	4%	**2%**
At Masters Grade Level	2022	13%	3%	**7%**
	2021	12%	2%	**0%**
Grade 8 Reading	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	83%	63%	**68%**
	2021	73%	46%	**48%**
At Meets Grade Level or Above	2022	58%	31%	**33%**
	2021	46%	21%	**28%**
At Masters Grade Level	2022	37%	15%	**13%**
	2021	21%	10%	**12%**

2021-2022 STAAR Performance				
Grade 8 Math	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	71%	42%	**50%**
	2021	62%	23%	**23%**
At Meets Grade Level or Above	2022	40%	15%	**18%**
	2021	36%	6%	**7%**
At Masters Grade Level	2022	14%	3%	**2%**
	2021	11%	2%	**5%**
Grade 8 Science	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	74%	52%	**48%**
	2021	68%	44%	**41%**
At Meets Grade Level or Above	2022	45%	19%	**18%**
	2021	43%	16%	**17%**
At Masters Grade Level	2022	24%	5%	**5%**
	2021	24%	6%	**8%**
Grade 8 Social Studies	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	61%	41%	**46%**
	2021	57%	32%	**35%**
At Meets Grade Level or Above	2022	31%	15%	**16%**
	2021	28%	10%	**11%**
At Masters Grade Level	2022	18%	6%	**8%**
	2021	14%	3%	**6%**

2021-2022 STAAR Performance				
End of Course Algebra I	**School Year**	**State**	**District**	**Campus**
At Approaches Grade Level or Above	2022	76%	64%	**86%**
	2021	73%	60%	**76%**
At Meets Grade Level or Above	2022	43%	24%	**44%**
	2021	41%	24%	**26%**
At Masters Grade Level	2022	27%	9%	**23%**
	2021	23%	8%	**15%**

***Data from the 2021-2022 TAPR Report

Student Learning Strengths

Students showed an overall increase in academic performance on the reading and math STAAR in approaches, meets and masters from 2021 to 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students scoring meets and masters in all subjects is below the state average on STAAR.   **Root Cause:** Weak foundational skills and lack of effective differentiation strategies. We are lacking opportunities for students to engage in enrichment activities.

Problem Statement 2 (Prioritized): Only 2 ELAR teachers are ESL certified.   **Root Cause:** Lack of applicants with ESL certification.

School Processes & Programs

School Processes & Programs Summary

For the 2023-2024 school year, Zamora Middle has a total of 83 school employees. This includes 3 administrators, 2 instructional coaches, 2 counselors, 50 teachers, 5 office personnel, 4 instructional aides, 8 child nutritional staff, and 5 custodians. We currently have 6 vacancies with the most in science. Employee salaries are competitive with surrounding school districts with additional stipends for extra duties and teaching hard to fill vacancies. The starting teacher salary is 58,380 with a 1,000 retention/recruitment stipend. SSAISD is a smaller district that establishes a more personal relationship with staff. For example, all district staff are able to meet on the same day and time for convocation. Staff are welcome at all School Board meetings. Teachers and staff are able to meet frequently at district-wide trainings. At the campus level, core content teachers have a common PLC period in addition to their conference period. We have 3 new teachers joining our team at the start of the 2023-2024 school year. We are currently seeking 3 science teachers, 1 ELAR, 1 Spanish, and 1 art teacher.

Ongoing professional learning is provided throughout the year. In addition to district professional learning, faculty meetings are held once a month to provide ongoing professional learning to all staff.

Due to a national teacher shortage there has been a lack of highly qualified candidates in some certification areas. Currently, we have three ELAR teachers certified in ESL out of 8 in the department. In an effort to offset the lack of qualified applicants there has been a concerted effort to positively move the campus culture and climate forward. Staff morale and retention improved due to monthly positive morale events, team building exercises and a diverse leadership team with an emphasis on representation and open, honest communication, and campus beautification. All staff voices are valued; administration routinely seeks staff input and feedback for campus improvement.

School Processes & Programs Strengths

There is a lot of support for teachers and staff at the campus and district level. We have a tight knit group of teachers and staff members with a welcoming and determined attitude. Staff moral has increased from the 2021-2022 school year to the 2022-2023.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 2 ELAR teachers are ESL certified.   **Root Cause:** Lack of applicants with ESL certification.

Problem Statement 2 (Prioritized): Novice teachers struggle with classroom management and effective instructional strategies.   **Root Cause:** Campus lacked sufficient professional development to support new teachers.

Perceptions

Perceptions Summary

Zamora Middle School is committed to the development and sustainability of family and community involvement at the campus and district levels. Through the use of internal and external electronic and printed communication tools, stakeholders receive information and provide critical feedback. With frequent interaction between schools, families, and communities, students are more likely to receive common messages regarding the importance of school, collaboration, and partnerships. Home language survey data shows 76% of families speak Spanish at home. Zamora MS holds Family Engagement Nights featuring each core content area and a Cafecito every month. Additionally, our band and Drama Club performed in the winter and spring for the community. Ceremonies to recognize students for Honor Roll, attendance and 8th grade completion were also held. Zamora has also hired a part time parent liaison to assist with promoting parent engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): More communication from the campus is needed in Spanish. **Root Cause:** Home language surveys indicate 1 in 5 families speak Spanish, campus needs to be more responsive to the community. demographics

Problem Statement 2 (Prioritized): Only 2 ELAR teachers are ESL certified. **Root Cause:** Lack of applicants with ESL certification.

Priority Problem Statements

Problem Statement 1: Only 2 ELAR teachers are ESL certified.

Root Cause 1: Lack of applicants with ESL certification.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: More communication from the campus is needed in Spanish.

Root Cause 2: Home language surveys indicate 1 in 5 families speak Spanish, campus needs to be more responsive to the community. demographics

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: The number of students scoring meets and masters in all subjects is below the state average on STAAR.

Root Cause 3: Weak foundational skills and lack of effective differentiation strategies. We are lacking opportunities for students to engage in enrichment activities.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Novice teachers struggle with classroom management and effective instructional strategies.

Root Cause 4: Campus lacked sufficient professional development to support new teachers.

Problem Statement 4 Areas: School Processes & Programs

Goals

Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By the end of the 23-24 school year, all students will show academic growth in reading and math STAAR by 5%.

High Priority

Evaluation Data Sources: lesson plans, observations, classroom walkthroughs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Create engaging and interactive lessons for students and provide high quality tier I instruction for all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student engagement and attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, instructional coaches, academic dean **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Materials & supplies - 211 Title I, Part A				
Strategy 2 Details	**Reviews**			
Strategy 2: Provide intervention and enrichment opportunities for all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in academic performance for all students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Academic dean **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** tutoring, Go Formative, materials & supplies - 211 Title I, Part A - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: By the end of the 23-24 school year, all 8th grade students will show academic growth in science and social studies by 5%.

Evaluation Data Sources: Unit assessments
District Benchmarks - STAAR Test
MAP Testing (science)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create engaging and interactive lessons for students and provide high quality tier I instruction for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student engagement and academic achievement **Staff Responsible for Monitoring:** Teachers, instructional coaches, academic dean				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: Faculty will receive targeted professional development focusing on the needs of each staff member.

High Priority

Evaluation Data Sources: PD certificates, PLCs, implantation in classroom

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: Teachers will attend professional development based on their needs.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic growth and implementation of best practices			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional coaches, campus administration						

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: We will provide a variety of Career and Technical Education, Project Lead the Way, and Fine Arts courses throughout the year

    Evaluation Data Sources: Master schedule
Student schedules
Lesson Plans

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Continue increasing opportunities for students

Strategy 1 Details		Reviews			
Strategy 1: We will provide the necessary materials and supplies needed to create engaging and interactive lessons for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student engagement and preparing students for post-secondary educational and/or career paths. **Staff Responsible for Monitoring:** Principal and academic dean		**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: We will provide opportunities outside of the classroom for enrichment and student engagement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student engagement inside and outside of the classroom. **Staff Responsible for Monitoring:** Principal and academic dean		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By the end of the 23-24 school year, we will increase overall student attendance by 2% by increasing student engagement in the classroom and having monthly attendance incentives.

High Priority

Evaluation Data Sources: PEIMS report

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: To increase another 2% and offer weekly / monthly attendance incentives

Strategy 1 Details	Reviews			
Strategy 1: We will have monthly attendance incentive for students that will include fun activities such as field trips and campus activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in student attendance and academic achievement **Staff Responsible for Monitoring:** Vice principal Carlos Garza, attendance- Lisa Agis, parent liaison- Ms. Thomas **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: During the 23-24 school year, we will provide opportunities for students to engage in activities outside of the classroom such as extra curricular activities, field trips, and leadership opportunities that will instill learning experiences, school pride and will assist with the decrease in discipline referrals.

Evaluation Data Sources: Sign in sheets for clubs, discipline referral data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: We will increase opportunities for students to join clubs and extra curricular activities and have learning experiences outside of the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student engagement and attendance, increase campus culture and school spirit **Staff Responsible for Monitoring:** Club sponsors				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: We will invite and encourage family and community members to actively participate in campus events and meetings.

    Evaluation Data Sources: Flyers, sign in sheets

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Continue with monthly family engagement events and gathering input/feedback from family and community partners.

Strategy 1 Details				Reviews			

Strategy 1: By the end of the 2023-2024 school year, all campus departments will host a family engagement night that highlights our students and campus.
     Strategy's Expected Result/Impact: Increase in family and community involvement.
     Staff Responsible for Monitoring: Campus administration, department chairs
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
Strategy 2 Details				**Reviews**			

Strategy 2: For the 23-24 school year, the campus will provide targeted professional development to increase parent/family engagement for our parent liaison.
     Strategy's Expected Result/Impact: Increase in family engagement, gathering feedback, educating parents/guardians on the educational system and available resources.
     Staff Responsible for Monitoring: Parent liaison
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
Strategy 3 Details				**Reviews**			

Strategy 3: We will communicate with parents and families in a language they understand.
     Strategy's Expected Result/Impact: Increase in family and community involvement.
     Staff Responsible for Monitoring: Administration and parent liaison.
 	
     Problem Statements: Demographics 2 - Perceptions 1
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: More communication from the campus is needed in Spanish.   **Root Cause**: Home language surveys indicate 1 in 5 families speak Spanish, campus needs to be more responsive to the community. demographics

Perceptions
Problem Statement 1: More communication from the campus is needed in Spanish.   **Root Cause**: Home language surveys indicate 1 in 5 families speak Spanish, campus needs to be more responsive to the community. demographics

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Materials & supplies		$0.00
1	1	2	tutoring, Go Formative, materials & supplies		$10,000.00
				Sub-Total	$10,000.00

South San Antonio Independent School District

South San Antonio High School

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is to inspire, empower and educate students through mutual respect to foster ingenuity and compassion within a rigorous, comfortable and safe learning environment.

Vision

Our vision is to ensure that all students graduate with the knowledge and skills necessary for college and career readiness to attain a successful future.

Core Beliefs

- We believe in the academic freedom to pursue issues close to the student's heart.
- We believe in a positive work ethic across all areas of academic life for the continued success of our students.
- We believe that treating students with respect will result in respectful students.
- We believe encouraging student through high expectations will result in students realizing their full potential.
- We believe in providing an environment that supports safety, security and a sense of belonging.
- We believe that all students genuinely want to learn, excel and succeed in life.
- We believe in professional development to improve teaching quality of the school.
- We believe communication of all stakeholders, parents, student and community is imperative to student achievement.
- We believe that innovative and challenging experiences produce successful learners.
- We believe in a strong support system and effective leadership is essential to build a culture of high expectations.

-

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Comprehensive Needs Assessment

Revised/Approved: July 20, 2023

Demographics

Demographics Summary

South San Antonio Independent School District is located in the southwest quadrant of the city of San Antonio, Texas. The demographics in our community have changed over the past 30 years. Whereas our population was once a socioeconomic mixture of white and blue collar middle class and lower middle class families, with a blend of White, Hispanic and Black families, the families we serve are now predominantly a mix of socioeconomically low and lower middle class Hispanic families. During the 2015-2016 school year, South High School opened an Early College Academy.

According to Texas Academic Performance Report 2021-2022, SSAHS ethnic distribution is as follows: 96.3% Hispanic, 1.8% White, 1.5% African American, 0.0% American Indian, 0.2% Pacific Islander, and 0.0% Asian. Our student population is 83.9% Economically Disadvantaged; in addition, 9.3% are ELL, and 69.4% are At Risk. The 2022 Annual Dropout Rate for our high school (grades 9-12) was 5.3% and the 4-year graduation rate for 2022 was 80%. Our campus' Attendance rate for 2019-2020 (COVID w/online instruction) was 92% and attendance for 2020-2021 (returned to in-person learning) was 80.24%, and full non-COVID year of 2021-22 attendance rate increased to 92.0%.

Demographics Strengths

Over the last four years, the student population has shown growth in academics. They have also shown a 200+% increase in scholarships and awards as well as an increase in the number of students taking dual credit courses. Enrollment continues to maintain in the Early College Academy. We also graduated our fourth Early College Academy cohort which saw more than 65% of its students graduate with an Associate's Degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The graduation and attendance rates at South San High School continue to be below 90%. **Root Cause:** The need for systemic processes to identify, track and support struggling students.

Student Learning

Student Learning Summary

For the 22-23 school,

EOC scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our campus has a consistently high failure rate and students are not engaged in their classes. **Root Cause:** Teachers do not have the prerequisite skills to scaffold and differentiate instruction for students who are not performing at grade level in all classes.

Problem Statement 2: Our campus has EOC passing rates that continue to be less than 90% for all areas (campus needs to focus on Special Education and ELL students). **Root Cause:** Students have learning gaps and the campus does not have intervention practices in place to support students in closing learning gaps.

School Processes & Programs

School Processes & Programs Summary

Early college HS

Athletics and extra curricular

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: South San High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By June 2024, the campus will improve our overall ADA attendance rate from 88.86% to 91% for the 23-24 school year.

High Priority
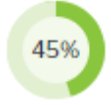
Strategy 1 Details	Reviews			
Strategy 1: South San High School will employ intervention staff such as a truancy officer, student success advisors, and tutors to support attendance and academic interventions throughout the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve campus attendance rate to above 90%, increase communication with parents, and work with students that are struggling to be successful in school. **Staff Responsible for Monitoring:** Associate Principal and Academic Dean **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: South San High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: By June 2024, the percentage of all students that meet established state standards on EOC exams will improve to the following percentages at the approaches level: English I - from 47.56% to 53%, Algebra I - from 44.12% to 53%, Biology - from 78.79% to 85%, English 2 - from 51.01% to 57%, and US History - 91.39% to 95%.

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental technology resources such as Formative, NearPod, and other online support to improve academic instruction/rigor in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance on EOC exams and enhanced academic rigor/quality in the classroom. **Staff Responsible for Monitoring:** Academic Dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	40%			

Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental materials for teachers and supplemental reading supplies/materials for students..	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase EOC Scores, Increase CCMR %, Increased student engagement, additional resources, increase TSI, and SAT/ACT results	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Amazon - 211 Title I, Part A - $285, Amazon - 211 Title I, Part A - $850, Amazon - 211 Title I, Part A - $152.50, PASCO Scientific - 211 Comprehensive Support - $348, Amazon - 211 Comprehensive Support - $1,080.96, Arbor Scientific - 211 Comprehensive Support - $277.75, Carolina Biologicals Supply - 211 Title I, Part A - $400, Flinn Scientific - 211 Title I, Part A - $100, Vernier - 211 Title I, Part A - $600, Pasco Scientific - 211 Title I, Part A - $400, Office Depot - 211 Title I, Part A - $1,600, Office Depot - 211 Title I, Part A - $1,600, Quill - 211 Title I, Part A - $9,000, Vernier - 211 Title I, Part A - $3,000, AC Supply - 211 Title I, Part A - $160, AISINK - 211 Title I, Part A - $1,700, HEB - 211 Title I, Part A - $30, HEB - 211 Title I, Part A - $50, HEB - 211 Title I, Part A - $80, HEB - 211 Title I, Part A - $120, Spitz - 211 Title I, Part A - $5,000, Amazon - 211 Title I, Part A - $1,100 - 211 Title I, Part A	45%	70%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: South San High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 4: By the end of June 2024, the campus will increase its 4 year graduation rate from 81.4% (Class of 2021) to 87% (for the Class of 2024).

Strategy 1 Details			Reviews		
Strategy 1: Provide Credit Recovery and Attendance Recovery opportunities so that students are able to regain/earn their credits needed for graduation.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve graduation rate, reduce annual retention rates, and help students meet academic standards. **Staff Responsible for Monitoring:** Campus administration and credit recovery teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture						

Strategy 2 Details			Reviews		
Strategy 2: Provide student distinction to honor their academic successes such as honor roll ribbons, honor cords/medals and other distinctions/recognitions.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase academic achievement and campus culture. **Staff Responsible for Monitoring:** Academic Dean and Early College Administrator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: South San High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By the end of the 2023-2024 school year, South San HS will continue to maintain a 90% or higher retention rate of staff at the end of the academic year.

Goal 2: South San High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: By the end of the 2023-2024 school year, South San HS will improve faculty attendance by 10% by providing incentives for staff attendance for the academic year.

Goal 2: South San High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: By June 2024, South San High School will provide at least 3 professional development sessions on differentiated instruction, accommodations and other interventions in the classroom for 100% of the teachers/administrators during the academic school year.

Strategy 1 Details		Reviews			
Strategy 1: Provide professional development opportunities for campus administration to improve their ability to serve as instructional leaders on our campus.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide effective feedback/guidance to teachers **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.5 - **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		25%			

Strategy 2 Details		Reviews			
Strategy 2: Provide a variety of professional development opportunities for teachers teaching both on level and advanced level courses such as AP, OnRamps, Dual Credit, and TSI test preparation.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student engagement, additional resources, increased EOC, TSI, and SAT/ACT results. **Staff Responsible for Monitoring:** Campus administration, ECHS Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** CAST PD - 211 Title I, Part A		50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: South San High School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: By June 2024, our campus will increase our percentage of students that achieved "college readiness" as measured by our CCMR percentage from 66% to 78%.

Strategy 1 Details	Reviews			
Strategy 1: The campus will increase the awareness of CCMR and will offer opportunities for students to participate in advanced courses such as AP, Dual Credit, and OnRamps. Test prep will be available for TSI and the TSI exam will be offered multiple times throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: South San High School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 2: By June 2024, our campus will increase the number of students in our Early College High School that earn their Associates Degree from 46% to 52%.

Goal 4: South San High School will ensure all students are provided a safe learning environment centered on their well-being that impacts their learning and success.

Goal 5: South San High School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By May 2024, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Strategy 1 Details		Reviews			
Strategy 1: Provide information meetings (before and after school) for parents and staff to discuss activities on campus such as cafecitos, financial Fridays, and other informational opportunities. Provide interpreter services as needed to ensure families are able to understand the information being shared (ex: sign language interpreter, etc.).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Provide training and professional development opportunities to our Parent and Family liaison and other staff members to equip them with skills and strategies to develop meaningful connections/relationships with our parents/families.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation from parents at campus events. **Staff Responsible for Monitoring:** Head Counselor/Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Amazon - 211 Title I, Part A - $285, Amazon - 211 Title I, Part A - $850, Amazon - 211 Title I, Part A - $152.50, PASCO Scientific - 211 Comprehensive Support - $348, Amazon - 211 Comprehensive Support - $1,080.96, Arbor Scientific - 211 Comprehensive Support - $277.75, Carolina Biologicals Supply - 211 Title I, Part A - $400, Flinn Scientific - 211 Title I, Part A - $100, Vernier - 211 Title I, Part A - $600, Pasco Scientific - 211 Title I, Part A - $400, Office Depot - 211 Title I, Part A - $1,600, Office Depot - 211 Title I, Part A - $1,600, Quill - 211 Title I, Part A - $9,000, Vernier - 211 Title I, Part A - $3,000, AC Supply - 211 Title I, Part A - $160, AISINK - 211 Title I, Part A - $1,700, HEB - 211 Title I, Part A - $30, HEB - 211 Title I, Part A - $50, HEB - 211 Title I, Part A - $80, HEB - 211 Title I, Part A - $120, Spitz - 211 Title I, Part A - $5,000, Amazon - 211 Title I, Part A - $1,100		$0.00
2	3	2	CAST PD		$0.00
				Sub-Total	$0.00

South San Antonio Independent School District

West Campus High School

2023-2024 Campus Improvement Plan

Mission Statement

Think BIG, Think POSITIVE, Think FORWARD!

Vision

Learning and Growing Together! COUGAR Strong!

Value Statement

We believe in constructive engagement of the school community for the success of our district.
We believe in a strong support system for the school community to achieve excellence.
We believe that innovative and challenging experiences for all students produce successful learners.
We believe that trusting relationships among the school community are essential to student success.
We believe that an inclusive school culture promotes positive student development and voice.
We believe strong and effective student and adult leadership is essential to build a culture of high expectations.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Campus High School is an inner-city high school located on the Southside of San Antonio, TX It is projected to have 520 students for the 2023 - 2024 school year.

West Campus High School is a Title I school. All students enrolled in CTE courses have to go to South San Antonio High School for part of the school day.

Demographics Strengths

West Campus is an emerging campus that is rebuilding the connection to the community and alumni. We offer support systems such as Care Zone, Communities in Schools, and Gear Up

According to Student Skyward reporting 28.3% of the West Campus EL/EB population was born outside the US and is classified as within their first three years of student enrollment in US schools. This population comes with a strong Spanish language background and is a promising population that can help introduce and strengthen a Spanish Advanced Placement program, thus impacting West Campus' CCMR in a positive way.

According to the Skyward student information system, 71% of West Campus students (active/inactive) are native to San Antonio, increasing the likelihood of strong identity to this area. This identity can be tapped into to build a "SSAISD Youth Voices Summit" to both empower our young people and inform our district about the thoughts, ideas, interests, concerns, and solutions of the youth West Campus serves.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): West Campus High School is limited on course offerings and extra curricular activities.   **Root Cause:** Root Cause We are limited by building space, staffing, funding and approximately 250 students spend half the day at South San High School, making it difficult to establish a connection with West Campus High School

Problem Statement 2 (Prioritized): Daily attendance for the 2022-2023 school year was below 90%.   **Root Cause:** Socio-economic factors, historically poor attendance and lack of follow through by campus administration has negatively impacted daily attendance.

Student Learning

Student Learning Summary

Math STAAR Algebra I: APP: 36%, MEETS: 1%, MASTERS: 0%

Science STAAR Biology: APP: 73%, MEETS: 29%, MASTERS: 4%

English STAAR: APP 37%, MEETS 23%, MASTERS 2%

Social Studies STAAR: APP 83%, MEETS 28%, MASTERS 6%

ELLs - English STAAR: 50% passed

Special Education - English STAAR: 15% passed

Student Learning Strengths

Student learning strengths - students performed well in Biology and US History STAAR, yet are still below the State and District average.

There has been growth in English STAAR for English Language Learners and SPED students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): West Campus HS has had vacancies in teaching positions and high teacher turnover. **Root Cause:** There has been a lack of consistency with the campus leadership, student behavior and discipline was not strongly enforced and there has been low staff morale.

Problem Statement 2 (Prioritized): All tested areas fall below the state and district average. **Root Cause:** Poor student attendance, high teacher turnover and inability to plan with teammates have contributed to low student performances.

School Processes & Programs

School Processes & Programs Summary

Curriculum resources are Formative, Carnegie for Math and Odell for English. We used College Board for Pre AP and AP courses and OnRamps. For Professional Development we have Gear Up PD, Lead4ward. Leadership team meets weekly to discuss topics, including safety and instructional decisions. SBDM team meets monthly and department chairs meet weekly. Ongoing TSI professional development is presented to the staff to increase CCMR. The campus communicates often with families through Blackboard and social media. The campus' major focus this year is to rebuild the connection to the community by hosting events such at Meet the Cougars, Trunk or Treat, Cougar Madness, fine arts performances and Special Olympics.

School Processes & Programs Strengths

The West Campus community has great pride and supports the school's mission to be a "small powerhouse". Teachers are building positive relationships with their students and are effective with their instruction. The administration is consistently working with students to ensure proper behavior in order to ensure a safe and nurturing learning environment. Staff morale has seen a great improvement and is leading to a culture in which students needs are first and full commitment to be a strong performing campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Low participation in fine arts, athletics and extra curricular activities.   **Root Cause:** Due to limited staff and high teacher turnover, there are less opportunities for students to be involved.

Problem Statement 2 (Prioritized): Lack of opportunities for staff to plan with teammates.   **Root Cause:** Most staff are the only teacher for their content area, meaning they do not have "true" teammates to be able to plan with.

Perceptions

Perceptions Summary

Student and community feedback is constantly sought in order to build a program in which the students and families buy into. Multiple events are planned for the year in which parents and families can participate and develop a strong connection with the campus. Students and parents are communicated with often through Blackboard phone messages, texts, emails and social media. Most communications are in English and Spanish. Morale building activities are planned throughout the year.

Perceptions Strengths

The West Campus coaches and directors are making strides in recruiting and program building. Parent involvement is the highest it has been in years. Administration practices an open door policy with staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent participation is historically low for West Campus.   **Root Cause:** The campus did a poor job of hosting events, communicating with families and reaching out to the community.

Priority Problem Statements

Problem Statement 1: West Campus High School is limited on course offerings and extra curricular activities.

Root Cause 1: Root Cause We are limited by building space, staffing, funding and approximately 250 students spend half the day at South San High School, making it difficult to establish a connection with West Campus High School

Problem Statement 1 Areas: Demographics

Problem Statement 2: Daily attendance for the 2022-2023 school year was below 90%.

Root Cause 2: Socio-economic factors, historically poor attendance and lack of follow through by campus administration has negatively impacted daily attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: West Campus HS has had vacancies in teaching positions and high teacher turnover.

Root Cause 3: There has been a lack of consistency with the campus leadership, student behavior and discipline was not strongly enforced and there has been low staff morale.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All tested areas fall below the state and district average.

Root Cause 4: Poor student attendance, high teacher turnover and inability to plan with teammates have contributed to low student performances.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low participation in fine arts, athletics and extra curricular activities.

Root Cause 5: Due to limited staff and high teacher turnover, there are less opportunities for students to be involved.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of opportunities for staff to plan with teammates.

Root Cause 6: Most staff are the only teacher for their content area, meaning they do not have "true" teammates to be able to plan with.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parent participation is historically low for West Campus.

Root Cause 7: The campus did a poor job of hosting events, communicating with families and reaching out to the community.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
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- Student Progress Domain
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- PSAT

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: West Campus High School will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance.

Performance Objective 1: By the end of the 23-24 school year, all students will show academic growth in English and Math by 10%.

High Priority

Evaluation Data Sources: STAAR scores, Map scores, observations, walktrhoughs

Strategy 1 Details			Reviews		
Strategy 1: Create engaging and rigorous lessons and high quality Tier 1 instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The expected result will be an overall increase in state assessments with all students and special populations and increase in daily attendance.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, SBDM Committee, Department Chairs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Funding Sources:** Materials, Supplies, Software - 211 Title I, Part A					
Strategy 2 Details			Reviews		
Strategy 2: Provide extra curricular opportunities, targeted tutoring and intervention for students struggling with academics and attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in academic performance for all students.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, SBDM Committee, Department Chairs **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Materials, supplies, funding for after hours staffing - 211 Title I, Part A					

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Goal 1: West Campus High School will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance.

Performance Objective 2: By the end of the 23-24 school year, all students will show academic growth in Biology, US History and TSI by 10%.

High Priority

Evaluation Data Sources: STAAR scores, Map scores, observations, walktrhoughs

Strategy 1 Details			Reviews		
Strategy 1: Create engaging and rigorous lessons and high quality Tier 1 instruction.			**Formative**		**Summative**
Strategy's Expected Result/Impact: The expected result will be an overall increase in state assessments with all students and special populations and increase in daily attendance.	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Administration, SBDM Committee, Department Chairs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Funding Sources:** Materials, Supplies, Software - 211 Title I, Part A					

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Goal 2: West Campus School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: Faculty will receive targeted professional development focusing on the needs of each staff member.

    Evaluation Data Sources: PD agenda, lesson plans, observations, walkthroughs

Strategy 1 Details		Reviews			
Strategy 1: West Campus will continue to provide professional development through Gear Up, TIP, and other programs, pre planned professional development days during the school year, support from instructional coaches, and administration.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in instructional support will increase student achievement. **Staff Responsible for Monitoring:** Campus leadership team					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 2: West Campus School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Faculty will receive support and quick response to needs, leading to greater staff retention.

    Evaluation Data Sources: Master Schedule

Strategy 1 Details			Reviews		

Strategy 1: Administration will provide support to staff regarding all academic and discipline concerns. Staff will be asked periodically to share their needs through surveys and email.
    Strategy's Expected Result/Impact: Increased staff morale and greater retention.
    Staff Responsible for Monitoring: Administration
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture
 - **Targeted Support Strategy**
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**
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Goal 3: West Campus High School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post secondary educational or career paths.

Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals, completion of CTE pathways and obtaining credits from advanced courses.

High Priority

Evaluation Data Sources: Enrollment in AP, Dual Credit courses, SAT/ACT scores, CTE certifications, TSI data

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with professional development, sufficient planning time and support from academic coordinators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase engagement, attendance, academic performance and CCMR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, SBDM committee, department chairs **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** materials, resources, professional development, software - 211 Title I, Part A				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: West Campus High School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By end of the 23-24 school year, we will increase daily attendance by 4% by increasing student engagement, providing intervention to struggling students and creating more extra curricular opportunities for students.

    Evaluation Data Sources: attendance data, enrollment in extra curricular teams, organizations and clubs.

Strategy 1 Details	Reviews			
Strategy 1: Conducting attendance meetings, home visits and setting attendance goals with students with low daily attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in average daily attendance
     Staff Responsible for Monitoring: Campus leadership, teachers, and staff
 	
     ESF Levers:
 Lever 3: Positive School Culture
  - Targeted Support Strategy
 Funding Sources: - 211 Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Provide students Social Emotional Learning opportunities and connect struggling students with resources, such as Communities In Schools and the Care Center.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in average daily attendance, lower discipline issues
     Staff Responsible for Monitoring: Campus leadership, teachers, and staff
 	
     ESF Levers:
 Lever 3: Positive School Culture
  - Targeted Support Strategy
 Funding Sources: - 211 Title I, Part A				

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Goal 5: West Campus High School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: Multiple opportunities and events will take place throughout the year in which parents are encouraged to attend in order to actively participate in their child's education.

    Evaluation Data Sources: Campus calendar, CIS data, Gear Up data

Strategy 1 Details			Reviews			
Strategy 1: West Campus will host community events throughout the school year.			**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase parent engagement
    Staff Responsible for Monitoring: Leadership team
 	
    ESF Levers:
Lever 3: Positive School Culture
 - Targeted Support Strategy
Funding Sources: - 211 Title I, Part A
			Nov	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Parents and families will be communicated with often in English and Spanish.			**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase parent engagement
    Staff Responsible for Monitoring: Leadership team
 	
    ESF Levers:
Lever 3: Positive School Culture
Funding Sources: - 211 Title I, Part A
			Nov	**Jan**	**Mar**	**June**

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Goal 5: West Campus High School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: Multiple opportunities and events will take place throughout the year in which parents are encouraged to attend in order to actively participate in their child's education.

    Evaluation Data Sources: Campus calendar, CIS data, Gear Up data

Strategy 1 Details			Reviews			
Strategy 1: West Campus will host community events throughout the school year.			**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase parent engagement
    Staff Responsible for Monitoring: Leadership team
 	
    ESF Levers:
Lever 3: Positive School Culture
 - Targeted Support Strategy
Funding Sources: - 211 Title I, Part A
			Nov	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Parents and families will be communicated with often in English and Spanish.			**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase parent engagement
    Staff Responsible for Monitoring: Leadership team
 	
    ESF Levers:
Lever 3: Positive School Culture
Funding Sources: - 211 Title I, Part A
			Nov	**Jan**	**Mar**	**June**

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Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

Tentative stakeholders:

Principal, Assistant Principal, Counselor, Dept. Head, Parents, Community Member

2.2: Regular monitoring and revision

The committee will meet quarterly as evidenced by sign in sheet and agenda.

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

The document will be in English and Spanish.

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Materials, Supplies, Software		$0.00
1	1	2	Materials, supplies, funding for after hours staffing		$0.00
1	2	1	Materials, Supplies, Software		$0.00
3	1	1	materials, resources, professional development, software		$0.00
4	1	1			$0.00
4	1	2			$0.00
5	1	1			$0.00
5	1	2			$0.00
				Sub-Total	$0.00