SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 20, 2019

Purpose: ☐ Presentation/Report   Recognition   **X** Discussion/ Possible Action

☐ Closed/Executive Session   ☐ Work Session   ☐ Discussion Only   Consent

From: Lorraine De Leon, Executive Director of Instructional Services
David Abundis, Director of Federal and State Programs

Item Title: Approve the 2019-2020 District Improvement Plan and Campus Improvement Plans

Description:

District and campus administration teams conducted comprehensive reviews of accountability summaries, federal & state compliance reports, budget and program allotments, technology inventories and security reviews. Findings of the comprehensive needs analysis led to district and campus identification of key actions to address priorities in the District Improvement Plan and Campus Improvement Plan.

Historical Data:

District reviews and revises the district and campus improvement plans on an annual basis. The plans are presented to the Board of Trustees for approval at a regular meeting each year.

Recommendation:

Approve the 2019-2020 District Improvement Plan and Campus Improvement Plans

District Goal/Strategy:

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

Funding Budget Code and Amount: N/A

N/A

CFO Approval

APPROVED BY: SIGNATURE   DATE

Chief Officer:

Interim Superintendent: 11·12·19

South San Antonio Independent School District

Neil Armstrong Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: D

Mission Statement

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

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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Neil Armstrong Elementary School was built in 1970 and is one of 10 elementary campuses in the South San Antonio Independent School District. We are located at 7111 Apple Valley in San Antonio, Texas. Our enrollment at Armstrong has fluctuated between 310-380 students from Pre-Kindergarten through 5th Grade including Life Skills and PPCD. The Hispanic population mostly mirrors the overall student population. The majority of the students are economically disadvantaged and at-risk. Last year's Attendance Rate was 94.88%. Our campus also has a mobility rate of 18.7%.

Student Populations:

Hispanic-95.5%

African American-1.3%

White-3.3%

Economically Disadvantaged-93.7%

LEP-2%

At-risk 85.6%

Our 504 programs include students with ADHD, Dyslexia, and other medical conditions that may delay academic success in the classrooms. 100% of the teachers at Armstrong Elementary are highly qualified.

Demographics Strengths

Our campus currently has an average of 64% Hispanic and class size is below 22-1 ratio.

According to the TEA Student Accountability data, Neil Armstrong Elementary Met Standards for Student Achievement, scoring 64 out of 100. Overall, 64% of students met the Approaches standard, which is the same as district performance. Thirty percent of students met the Meets Grade Level standard, as compared to 29% of district students. Across the campus, 11% of students met the Masters Grade Level standard, as compared to 9% of district students. In

the area of Student Achievement, Special Education students and English Learners both met standards.

In the area of Relative Performance, students at Neil Armstrong scored a 70 out of 100. Compared to similar student groups, 93.7% of our Economically Disadvantaged students made the expected progress as compared to 86.5% of district students.

In the area of Closing the Gaps, 100% of students met goals. In the area of Academic Achievement, Hispanic students, Economically Disadvantaged and Special Education students all met standards in Reading. In Math, Special Education students met standards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus has historically had a low attendance rate. **Root Cause**: High mobility rate and the lack of parent availability in bringing children to school.

Student Achievement

Student Achievement Summary

Our campus's overall rating for 2018-2019 was a D (63%). In the area of student achievement we scored 64 %, Student progress was at 67 %, and our weakest area was Closing the Gap at 55%.

Last year our 4th Grade scores were 40% approaches, 22.5 % Meets, 10% for Math, Reading was 47.5% approaches, 15% meets, 7.5 % masters.

4th Grade writing scores were 29% approaches, 15% meets, and 4% masters.

5th Grade Science scores were at 72% approaches, 28% meets, and 7% masters.

Student Achievement Strengths

Science scores were at 72% approaches.

3rd grade reading scores were at 70.59% approaches.

3rd Grade Reading scores were at 69.63%, meets were at 35.29, masters were at 15.69 %.

Overall student strength was an increase in Master's Reading levels from 15% to 29%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the area of Student Achievement, 1 out of 7 Targets were Met. **Root Cause**: The lack of high-quality, differentiated and rigorous instruction indicates students are not adequately prepared to meet grade level standards.

Problem Statement 2: In the area of Academic Growth, 2 out of 12 Targets were Met. **Root Cause**: The lack of high-quality, differentiated and rigorous instruction indicates students are not making necessary growth.

Problem Statement 3: The percentage of students scoring Masters Grade Level in Math is 11%. **Root Cause**: The lack of Depth of knowledge of content specific Math TEKS.

Problem Statement 4: The percentage of students scoring Masters Grade Level in Reading is 15%. **Root Cause**: Students are currently not reading at grade level.

School Culture and Climate

School Culture and Climate Summary

Armstrong Elementary has implemented several initiatives to address culture and climate concerns on campus including the creation of Parent Center to enhance community outreach, training on Restorative Circles, and utilization of PBIS rewards systems and discipline management tools. Teachers expressed a concern with campus culture. This year, we rewrote our campus belief statements and developed a campus mission statement.

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."*

Core Beliefs

- We believe in mutual collaboration between all stake holders.
- We believe, in creating a safe environment.
- We believe in providing high quality instruction.

Add-Discipline Data 2018-2019

School Culture and Climate Strengths

Teachers have successfully implemented classroom Social Contracts and behavior incentive programs. Students are motivated to show kindness and empathy towards each other through our PBIS/Capturing Kids Hearts and 7 Habits lessons and activities.

Teachers and Staff worked collaboratively to reestablish an aligned Mission Statement for the campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of student input. **Root Cause**: Lack of opportunities for students to voice their concerns through surveys.

Problem Statement 2: Staff identified campus culture problem. **Root Cause**: Lack of teacher voice in decision making process.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Armstrong Elementary, all of our teachers are highly qualified. We strive to recruit and retain quality teachers. Teachers will receive ongoing professional development to support high quality instruction.

There are currently 4 new teachers on campus. 2 at 3rd grade, one at PPCD, and one new Fine Arts Teacher.

Continuous teacher coaching, training on balanced literacy, and classroom management.

Staff Quality, Recruitment, and Retention Strengths

At Armstrong Elementary, we have a full time Instructional Coach and Reading Teacher that support classroom teachers in improving classroom instruction and supporting struggling and at-risk students. We also have a part-time Instructional Coach to support Math instruction. Our Fine Arts teacher will provide intervention for RTi, in addition to Fine Arts instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New hires require supports and professional learning. **Root Cause**: High turnover rate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Armstrong, we have implemented Balanced Literacy with a focus on Guided Reading in grades K-4.

The district had provided systematic professional learning to teachers regarding the implementation of reader's & writers workshop and small group instruction.

Additional instructional support and professional learning has been provided by the district in the areas of mathematics, reading, and writing.

The Math coach is shared with another campus and therefore, provides part-time instructional support.

Curriculum, Instruction, and Assessment Strengths

Our teachers have many of the resources necessary to provide high quality instruction in their classrooms. Through Balanced Literacy, teachers have access to a variety of texts at each instructional reading level. All classrooms have access to technology to supplement classroom instruction; in 4th and 5th grades, most classes are at 1:1 with devices for students.

Teachers are provided with a fine arts class added to the curriculum, teachers are given an individual 45 minutes of planning time during weekly PLC meetings utilizing the Meeting Wise Agenda Protocol and TEKS Resource System.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Classroom instruction does not meet the level of rigor required to ensure mastery of the TEKS. **Root Cause**: Inconsistencies in expectations & feedback by campus administration.

Problem Statement 2: Classroom instruction is not being differentiated to ensure all students show mastery and/or growth. **Root Cause**: Teachers need additional training to develop knowledge of how to structure lessons to scaffold and differentiate instruction.

Problem Statement 3: PLC time has traditionally not be focused to ensure decisions are data driven. **Root Cause**: PLCs were not effectively organized.

Parent and Community Engagement

Parent and Community Engagement Summary

We have identified multiple areas for improving and fostering relationships with our parents:

Use social media platforms and other forms of communication to contact parents and keep them informed of school events and functions. Use

parent surveys to identify and address parent concerns.

Use parent center to host community events and classes.

Build parent volunteer base.

Parent and Community Engagement Strengths

During the 2017-2018 school year we created a Parent Engagement Committee to plan campus events and increase parent involvement on campus. This year, we expanded that committee and changed the name to the Community Engagement Committee as we strive to also increase the business and community member presence on our campus through partnerships and mentor programs.

Throughout the school year, we offer multiple opportunities for families to collaborate and engage with the campus staff including:

- Meet the Teacher (August 15th)
- Grandparents Day Breakfast (September 7th)
- Open House and Title I Information (September 18th)
- Family Literacy and Book Fair Night (October 11th)
- Haunted House (October 26th)
- STEAM Night (January 2th)
- STAAR Information Night (March 28th)
- Fiesta Parade and Festival (April 25th)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent participation and attendance at academic campus events is low. **Root Cause**: The lack of communication between the campus and community.

School Context and Organization

School Context and Organization Summary

Armstrong ES required a master schedule that allows for bell to bell instruction to provide consistent in-depth instruction. The master schedule reflects interventions and provides daily block for PE, Fine Arts, and Basic Computer Skills. We have implemented Focus 45 which allows for an extended PLC to plan and create intentional instruction based on student needs.

School Context and Organization Strengths

Our Focus 45 schedule allows for students to participate in an additional 45-minute block of fine arts for instructions in drama/mix arts, as well as intervention, CIS, including computer skills, STEM Lab, and Guidance/Character lessons.

PLC meetings with Special Education staff have been established by providing access to Google drive for Spec. Ed and Lesson drive monthly to provide professional learning, support and resources to ensure all special education students are showing mastery and/or growth in all areas.

Technology

Technology Summary

This year, Armstrong ES, continues to be a blended learning campus. Each of our K-2 classrooms has at least 7 ipads for student use. In 3rd grade, each classroom has a minimum of 7 ipads and 5 chromebooks for student use. In 4th and 5th grade, each classroom has been provided enough devices to implement a 1:1 classroom. Teachers are utilizing technology to supplement instruction with projects, Google classroom/Apps, Nearpod and other interactive programs and activities.

Technology Strengths

Technology is being implemented in all classrooms on a daily basis through online interventions (istation), centers, collaborative activities and projects. Students in 4th and 5th grades are able to participate in lesson activities in real time using ipads and chromebooks. The campus has a designated technology aide to assist with student technology use. Each teacher has a laptop, projector, document camera and smartboard to use in daily instruction. In addition, the campus/district has provided access to online instructional resources such as STEMScopes, Brainpop, istation, and Nearpod, Seesaw, Readquiz, and chatteroix, Kahoot.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Inform parents and community through monthly newsletter and calendar, social media, parent meetings, website, school messenger and marquee	3.1	Administration Campus Secretary	Increased parent attendance at campus events				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Expand parent engagement programs that utilize staff, students, and community members.

       Evaluation Data Source(s) 2:

       Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold monthly family involvement (Title I Night, Book Fair Night, Academic Nights, etc.)	3.2	Administration Instructional Coach	Increase parent involvement in campus events Increase at home instructional support for students				
2) Provide snacks and/or materials for parent engagement events/academic nights. (Sam's -Hot Dogs) (HEB)	3.1, 3.2	Campus Administrator	Increased Parent Attendance in Campus Events (Sign-In Sheets)				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will utilize multiple communication methods to engage in partnership with families including phone calls, email, conferences, Class Dojo, and Remind.		Teachers Administration	Open communication between teachers and families				

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Climate Survey to determine areas of need/improvement		Administration	Improved customer service and overall satisfaction of parents				

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Train all school office personnel on customer service		Administration Human Resources Office Staff	Improved customer service and overall satisfaction of parents				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide teacher and students resources to increase student engagement and learning through technology integration/blended learning. (ReadnQuiz)	2.6	Administration Instructional Coach	Increase student achievement through engagement				
2) Provide teachers and coaches professional development to improve technology integration in the classroom.	2.4	Campus administration					
3) Incorporate problem solving and critical thinking in and outside the classroom through projects such as Sustainability Goals, gardening, and solar car races.	2.5	Administration	Increase student achievement and attendance through engagement				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Classroom Observations (walk-throughs, speed walks, learning walks) with feedback and follow-up		Administration	Increase teacher proficiency as evidenced by TTESS scores				

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide snacks and/or materials for parent engagement events/academic nights. (Gateway) (HEB)	3.1, 3.2	Campus administrator	Increased Parent Involvement in Campus Events				
2) Provide instructional materials for parents to use with their children during the summer.	2.6, 3.1	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide professional learning opportunities for staff to improve instruction. (Region 20) (Empowering Writers) (TCEA)		Campus administration	Improved classroom instruction.				
Targeted Support Key Action **Additional Targeted Support Key Action** **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Math Consultant-Shelby Bordelon	2.4	Campus Administration	Improved Math Scores 3rd-5th Grade				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Provide accelerated instruction for struggling and at-risk students.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide reading intervention to struggling and at-risk students. (Reading Camp) (Empowering Writers) (Lead4Ward) (Learning A-Z) (Saturday School) (Gateway)	2.4, 2.5, 2.6	Administration	Increase in Reading and Writing STAAR scores (Meets/Masters)				
	Fun						
2) Provide Science intervention to struggling and at-risk students. (Saturday School/Tutoring) (STEM Enrichment Camp)	2.4, 2.5, 2.6	Administration	Increase in campus Science STAAR scores (Meets/Masters)				
3) Provide supplemental resources for teachers to improve instruction.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Implement teaching strategies that promote high levels of student engagement.

     Evaluation Data Source(s) 6:

     Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide instructional materials for teachers to support struggling readers. (Heinneman) (Scholastic) (Balanced Lit Materials- Lakeshore, Dollar General, Kaplan) (Gateway)	2.6	Campus administration	Increase in the % of students reading on grade level.				
2) Provide instructional materials and curriculum resources to support Science instruction. (STEMScopes) (HEB/Walmart)	2.4, 2.5, 2.6	Administration Teachers	Increase in campus Science STAAR scores (Meets/Masters)				
3) Provide teachers instructional materials and curriculum resources for innovative instruction. (Gateway Printing)		Administration Instructional Coach	Increase student achievement in all areas through engaging experiences				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Integrate technology into daily instruction through the use of real world experiences such as virtual field trips, and project-based learning. (School Specialty) (Amazon)	2.4, 2.5	Administration Instructional Coach	Increase in the % of students reaching Meets and Masters grade level in Math, Reading and Science.				

Specific Result 8: Provide after-school enrichment activities that are engaging and promote critical thinking and problem solving skills.

    Evaluation Data Source(s) 8:

    Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide teachers resources and materials for after-school enrichment activities including, but not limited to, Cooking Club, Coding Club, Arts & Crafts Club and Sign Language.	2.5	Administration	Increase Attendance Increase Student Achievement				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

> **Evaluation Data Source(s) 1:**

> **Summative Evaluation 1:**

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internship that offer student leadership.

> **Evaluation Data Source(s) 2:**

> **Summative Evaluation 2:**

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Implement mentor programs and internship that offer student leadership.

> **Evaluation Data Source(s) 3:**

> **Summative Evaluation 3:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a Distinguished Gentlemen's Group to provide at-risk boys mentors and support services.	2.6	Campus Administration (Assistant Principal)	Decrease in Office Referrals Increase in Student Performance				
2) Establish Student Council to provide leadership opportunities for 3rd-5th grade students		Administration	Increase in student leadership opportunities and evidence of service projects throughout campus and community				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Quarterly awards recognition through certificates and/or awards assemblies		Administration Counselor	Increased student achievement				
2) Attendance Incentives such as: monthly student events, classroom contests		Attendance Committee	Increase in campus attendance Decrease in truancy warning notices				

Specific Result 5: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish campus wellness groups to encourage students and families to pursue physical activities (Moonwalker Walking Club, Yoga Club)	3.2	Campus Administration	Increase in School Climate and Parent Involvement				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Assign each new teacher a mentor and provide intensive instructional support through PLCs and planning sessions.		Administration Instructional Coach	Retention of New Teachers				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase supplies to promote positive citizenship and attendance for implementation of Positive Behavioral Interventions & Supports (PBIS). (Oriental Trading)	2.5	PBIS Committee Administration	Decrease in behavior incidents (SWIS)				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

South San Antonio Independent School District

Athens Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: Not Rated

Mission 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 relationship 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.

Vision

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

Lone Star Governance Student Outcome Goals

GOAL 1: The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

GOAL 2: The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

GOAL 3: The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

After being closed for two years, Athens Elementary School has reopened for School Year 2019-2020. Athens Elementary School serves an urban community in the southern most area of San Antonio with a predominant mixture of working and lower socioeconomic class of Hispanic families, with a majority of Spanish speakers. With no current data available, we anticipate our population to be around 98% Hispanic, 1% White and 1% African-American. Diabetes, heart diseases and mental health issues are common in the community. Projected enrollment should be 150 - 250 students with the following grade levels:

Head Start/Pre-K - 1 Bilingual & 1 Regular Ed

Kindergarten - 1 Bilingual & 1 Regular Ed

1st Grade - 1 Bilingual & 1 Regular Ed

2nd Grade - 1 Bilingual & 1 Regular Ed

3rd Grade - 1 Bilingual & 1 Regular Ed

4th Grade - 1 Bilingual & 1 Regular Ed

5th Grade - 1 Bilingual & 1 Regular Ed

Our student population is as followed:

At-Risk Students (projected to be 96%) include: Bilingual, RTI, Homeless, Eco. Disadvantage, Special Education, 504, Dyslexia, and Migrants.

Our Staff Demographics reflect the following:

2 Pre-K/HS Teachers

2 Kinder Teachers

2 First Grade Teachers

2 Second Grade Teachers

2 Third Grade Teachers

2 Fourth Grade Teachers

2 Fifth Grade Teachers

1 Special Ed Teacher

1 P.E. Coach

1 Fine Arts Teacher

1 Counselor

1 Assistant Principal

1 Principal

Demographics Strengths

Many students and parents are excited to return to their home campus after being closed for the last two years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Identify the identity of the various Student Groups the campus serves. **Root Cause**: Now that Athens has reopened, we need to identify the various Student Groups we serve, track them and provide necessary interventions.

Problem Statement 2: How do we re-establish community pride and increase enrollment? **Root Cause**: The school has re-opened after being closed for two years, and the community is excited to have their neighborhood school open once again.

Student Achievement

Student Achievement Summary

Athens received the majority of students from Price and Carrillo Elementary School. Price received an overall grade of C, with a D in Student Achievement. Carrillo's overall grade was a D, with an F in Student Achievement. Teachers and staff analyzed patterns and trends according to current Texas Academic Performance Report looking at our currently assigned 4th and 5th grade students:

Reading	Meets	Masters
5th Grade STAAR	23%	4%
4th Grade STAAR	23%	4%
Math	Meets	Masters
5th Grade STAAR	19%	8%
4th Grade STAAR	35%	10%

Student Achievement Strengths

4th Grade Math STAAR has the highest Meets level at 35%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Identify the academic needs of each student group. **Root Cause**: Teachers require time to get to know their students.

School Culture and Climate

School Culture and Climate Summary

All teachers and staff volunteered to reopen Athens, with a majority of teachers returning to their "home" campus. A new set of Core Beliefs will be created by teachers and staff to articulate our vision for Athens. Surveys will be sent out to staff, parents and students to gather feedback on how to improve school culture and climate.

School Culture and Climate Strengths

Our strength will be tied into the staff and families volunteering to accept their new position and reestablish the Athen's community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Athens has been closed for 2 years and needs to redevelop a positive campus culture. **Root Cause**: Athens played an integral part of the community since 1940s to 2017. When the school closed it created issues with trust and communication within the community and district. It will take an all-out effort to win back the trust and create open dialogue between all stake holders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Athen's administration priority will always be to support teachers, ensure they are hired based on ESSA definition of "highly qualified", and seek to recruit and retain educators that embrace our core values and beliefs. Professional learning opportunities will be granted to staff to improve their craft.

Many veteran teachers transferred to Athens.

Staff Quality, Recruitment, and Retention Strengths

All, if not all, staff volunteered to transfer and reopen Athens Elementary.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Who are our staff members? **Root Cause**: All teachers and staff members volunteered to help reopen Athens, with a few new teachers added to help complete the staff. We need to know all the skills and qualifications of our staff members, to include number of years' experience, race/ethnicity, and certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment decisions will be based on knowing our student population and how to get them to succeed in all aspects of their educational endeavors. Our district has created several middle schools with academies in Fine Arts, Health Science, and STEM. This gives our elementary students plenty of incentive to find their educational niche and strive to improve their academics to include reaching Master Level in all STAAR tests. Also, we will use instructional coaches to support teacher development and improve academic performance with students.

Curriculum, Instruction, and Assessment Strengths

Teachers have clear learning objectives and develop daily demonstrations of learning for their lessons. We will work to align curriculum (TEKS), with student progress and achievement by using high yield practices and daily demonstrations of learning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Do we have a plan to implement and improve instruction in STEAM? **Root Cause**: Many instructional programs have been offered by other schools that our students attended, now that they are back at Athens we need to continue and improve our STEAM instructional program through curriculum, attending field trips, and creating after-school clubs.

Problem Statement 2: Identify the academic needs of each student group. **Root Cause**: Teachers require time to get to know their students.

Parent and Community Engagement

Parent and Community Engagement Summary

Athen's will work hard to develop a "community" school, where our community feels welcomed and supported. Parents will be invited to sit campus and district committees to provide input to ensure students are meeting their academic goals. We will help to create "wrap-around" services to our community to by offering services with social and emotional support, food bank services, medical assistance, and open CIS.

Parent and Community Engagement Strengths

The reopening of Athens gives us plenty of opportunities to establish strong ties within the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: What support do we seek from our community? **Root Cause**: The reopening of Athens has created several opportunities to reach out and engage with parents and the community. We need to invite and reach out to our parents and community to help grow our school.

School Context and Organization

School Context and Organization Summary

Our biggest obstacle will be the reopening of a closed campus that was in poor condition prior to closing. The district will put some resources into making the campus serviceable, but it is an old school that will need to be remodeled at some point. Our biggest asset will be teachers and staff who want to come back, and they will put their heart and soul to ensure the school is open, clean, and ready for students to learn. It will take a community effort to reopen Athens and some patience to ensure our students have everything to succeed.

School Context and Organization Strengths

Strong teachers and staff, along with a strong community to ensure a successful reopening of campus.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: How do we maximize instructional time? **Root Cause**: Athens will look at school conditions to improve the learning environment such as facilities, schedules, planning periods, PLCs, tutorials, beginning/ending times, and enrichment activities.

Technology

Technology Summary

District has ordered new chromebooks for campus and is in the process of installing high-speed wireless Internet throughout the campus. The campus will use district personnel to provide professional learning opportunities for campus staff to assist and create technology based lessons.

Technology Strengths

New technology resources.

Problem Statements Identifying Technology Needs

Problem Statement 1: Do we have a plan for the integration of technology? **Root Cause**: Establishing campus technology will be the first step to ensure we minimize technical difficulties. Once established there is a strong need to develop lesson plans with technology to help foster a 21st Century learning environment.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Specific Result

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a school messaging service to keep parents, teachers, students and community updated on campus information.	3.1, 3.2	Teachers, staff, administration	Improve school brand				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Expand parent engagement programs that utilize staff, students and community members.

> **Evaluation Data Source(s) 2:**

> **Summative Evaluation 2:** Significant progress made toward meeting Specific Result

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Teachers and Staff will block walk talking to parents and community reference the reopening of the campus, along with a picnic style reception to welcome parent input.

> **Evaluation Data Source(s) 3:** Create calendar to show block walk dates, flyers, agenda, and reception area for picnic.

> **Summative Evaluation 3:** Met Specific Result

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 4: Teachers and staff will have Meet the Teacher, Open House, Cafecitos, Academic Nights, Reopening Ceremony, to create a friendly and welcoming school environment.

> **Evaluation Data Source(s) 4:** Flyers, Calendar of Events, Sign-In sheets, Agenda

> **Summative Evaluation 4:** Significant progress made toward meeting Specific Result

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

    Evaluation Data Source(s) 1: Blackboard School Messenger, Marquee, Website, Remind Me App, Twitter, Facebook, Newsletter, Flyers

    Summative Evaluation 1: Some progress made toward meeting Specific Result

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** **TEA Priorities** Recruit, support, retain teachers and principals 1) Create surveys to receive feedback from parents, teachers and students.	2.5, 2.6, 3.1, 3.2	Teachers, staff, administration	Improve school performance by receiving feedback from stake holders.				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Train teachers and staff to stress the importance of creating a friendly, welcoming and accepting school.

    Evaluation Data Source(s) 2: Professional Development, Staff Meetings, Observations, and parent feedback.

    Summative Evaluation 2: Some progress made toward meeting Specific Result

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1: Professional Development for Interactive Boards, Google Classroom, Lesson Plans

Summative Evaluation 1: Some progress made toward meeting Specific Result

Targeted or ESF High Priority

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Establish technology - Wi-Fi, Chromebooks, PD.	2.4, 2.5, 2.6	Teachers, staff, administration	Once established, will create learning opportunities for students.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

Evaluation Data Source(s) 2: STAAR data, Common Assessments, District Benchmarks, Teacher Observations, RTI

Summative Evaluation 2: Some progress made toward meeting Specific Result

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Recruit and hire an Instructional Coach to work with teachers and staff to assist with classroom lessons, planning, data analysis, professional development, assessments, and procure resources to ensure student success.

    Evaluation Data Source(s) 3: Principal
Director Teaching and Learning

    Summative Evaluation 3: Significant progress made toward meeting Specific Result

    Targeted or ESF High Priority

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create programs that inform and support parental involvement in district initiatives.

    Evaluation Data Source(s) 4: Calendar of Events, Academic Nights, Parent Meetings

    Summative Evaluation 4: Some progress made toward meeting Specific Result

    Targeted or ESF High Priority

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

    Evaluation Data Source(s) 5: STAAR data, Common Assessments, District Benchmarks, Lesson Plans
    Summative Evaluation 5: Some progress made toward meeting Specific Result

    Targeted or ESF High Priority

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Create a Reading Teacher positions to assist students in their phonemic awareness and the 5 Pillars of Reading

    Evaluation Data Source(s) 6: Create Position, Recruit Teacher, Define Expectations, Create Schedule

    Summative Evaluation 6: No progress made toward meeting Specific Result

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

   Evaluation Data Source(s) 1: Recruit Volunteers, Provide Volunteer Training, Create Volunteering Opportunities

   Summative Evaluation 1: Some progress made toward meeting Specific Result

   Targeted or ESF High Priority

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Key Action TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Create opportunities for parent and community volunteerism.	3.1, 3.2	Teachers, staff, administration	Increase in parent and community volunteering to assist campus.				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Create recognition programs that celebrate student and district success.

> **Evaluation Data Source(s) 2:** The number of events.

> **Summative Evaluation 2:** Met Specific Result

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Create Site Based Decision Making team to assist campus in making school-based decisions.

> **Evaluation Data Source(s) 3:** SBDM meetings

> **Summative Evaluation 3:** Some progress made toward meeting Specific Result

> **Targeted or ESF High Priority**

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Recruit Community Members, such as CIS, Bereavement Center, Jewish Family Services, Family Services, to help improve our mental health awareness programs.

> **Evaluation Data Source(s) 4:** Open Care Zone

> **Summative Evaluation 4:** Significant progress made toward meeting Specific Result

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

Evaluation Data Source(s) 1: Conduct safety drills, monitor cameras, daily inspections of facilities.

Summative Evaluation 1: Some progress made toward meeting Specific Result

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create and implement School Safety Plan.	2.5	Teacher, staff, administration	Allow students to focus on academics				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

Evaluation Data Source(s) 2: School Counselor, Principal, Staff, CIS, Parent Facilitator

Summative Evaluation 2: Some progress made toward meeting Specific Result

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Develop attendance incentive to motivate students and parents to attain a 95% attendance rate.

Evaluation Data Source(s) 1: Daily attendance, incentives, truancy officer, principal, teachers, staff

Summative Evaluation 1: Some progress made toward meeting Specific Result

Targeted or ESF High Priority

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Create attendance incentives	2.4, 2.5, 2.6						

Comprehensive Support Key Actions

Strategy	Specific Result	Key Action	Description
2	1	1	Create surveys to receive feedback from parents, teachers and students.
3	1	1	Establish technology - Wi-Fi, Chromebooks, PD.
6	1	1	Create attendance incentives

South San Antonio Independent School District

Roy P. Benavidez Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C

Mission Statement

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

Vision

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

Core Beliefs

- We believe strong teachers are open minded team players that are flexible, patient, and inspire positive attitudes every day!

- We believe strong teachers set the example by being dedicated facilitators who encourage and motivate their students to be lifelong learners.

- We believe strong teachers collaborate with parents to reach high expectations of student success.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduates who will qualify for community college/university, military, or industry certification will increase annually
4.5 percentage points from 67.5% to 90% by 2022. (Graduating class of 2022).

Goal 2

The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase 2.2 percentage points each year from 9% to 20% by 2022.

Goal 3

The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase 2.4 percentage points each year from 8% to 20% by 2022.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Benavidez Elementary is a PK-5th Elementary serving 563 students as of Sept. 4, 2019
- The following data is from September 2019:

- Ethnic Distribution: Hispanic 98% White .8% Black 1% Asian 2%
- Economically Disadvantaged 91.2%
- English Language Learners (ELL) 13.5%
- At-Risk 62.5%
- Special Education 25%
- Mobility 20%
- Attendance rate 96.3%

-

Demographics Strengths

- 1.4% Special Education Retention Rate compared to state data
- 0% Retention Rate
- Student to Teacher Ratio less than 22:1
- Percent of number of Teachers: 61.1%/45.1%/50%
- Percent of number of Educational Aides: 24.6%/10.3%/9.6%
- 28.4% of teachers have 11-20 Years Experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: Improve the quality of instruction by horizontally/vertically aligning content across grade levels. **Root Cause**: A lack of support systems to provide opportunities for teachers to share their ideas.

Problem Statement 2: Improve culture and climate by increasing parent and community involvement. **Root Cause**: Minimal opportunities for parents to learn and support instruction in the classroom.

Student Achievement

Student Achievement Summary

Based on the percentages that met Phase in 1 and Above, there has been a consistent student success at the campus in 3 content areas with Science showing the 4% growth. Writing will continue to be a focus.

- Reading - (2014) 69%, (2015) 70% (2016) 71%(2017) 63% (2018) 65% (2019) Approaching 60% Meets 28%
- Mathematics - (2014) 54%, no standard set (2016) 68% (2017)69% (2018)71)% (2019) Approaching 66% Meets 32%
- Writing - (2014) 77%, (2015) 65% (2016) 67%(2017)50% (2018)? (2019)Approaching 46% Meets 29%
- Science - (2014) 35%, (2015) 38%(2 016) 56% (2017)60% (2018) 62% (2019) Approaching 51% Meets 27%
- 2019 - Student Achievement - met standard 58%
- 2019 - School Progress - met standard 74%
- 2019 - Closing the Gap - met standard 72%
- 2019 - School Rating C - 73%

Student Achievement Strengths

Science scores have risen to 51% approaches and 27% meets standards.

- 2019 - School Progress - meet standards at 74%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students receiving a Masters score on their STAAR test is 15% in Math. **Root Cause**: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

Problem Statement 2: The percentage of students receiving a Masters score on their STAAR test is 9% in Reading. **Root Cause**: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

School Culture and Climate

School Culture and Climate Summary

At Benavidez Elementary, we continue to strive toward a positive school culture. We want every teacher to be supported, every students to feel valued and every parent to feel welcomed. We communicate frequently with parents in a variety of ways: in person, on the telephone, via e-mail, through the school newsletter, the marquee, the school website and Facebook.

All students are involved in school wide activities and treated in an equitable manner. Parents are invited to volunteer and attend school functions.

School Culture and Climate Strengths

Administration, faculty, and parents want student success.

- SA Youth Partnership
- Parent Teacher Organization 4 Years strong
- Safety Patrols have been successful in promoting safety and add to a positive culture.
- Cheer Club
- Student Council
- Parent Nutrition Class
- Art Club
- Embroidery Club
- Robotics Club
- (CIS) Communities In Schools
- Spanish Club

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Benavidez will need to build culture and collaboration among new faculty, staff, and parents towards a shared vision for all. **Root Cause**: Benavidez Elementary has had 6 principals in 7 years, new faculty and staff; no buy in from all, and a lack of consistent practices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teaching Experience based on Sept. 2017 data:

- **Beginning = 2**
- **1-5 Years = 16**
- **6-10 Years = 8**
- **11-20 Years = 9**
- **Over 20 Years = 2**

The Principal for 2019-20 has 14 years teaching experience, 2 years Bilingual/ESL Facilitator and 2 year of administrative experience.

Staff Quality, Recruitment, and Retention Strengths

Established routines at Benavidez ES:

- **Weekly grade level meetings/newsletters**
- **Faculty Meetings**
- **District Trainings**
- **Region 20 Trainings**
- **CILT Meetings**

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers are deficient in a deeper understanding of the TEKS which leads to inconsistent state assessment scores. . **Root Cause**: New teachers and those with less than 3 years experience will require instructional coaching in core content areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In May 2019 STAAR grade levels and CILT looked at final STAAR scores and discussed the pro and cons of each student and scores. We discussed a plan for this year:

*RTI with fidelity-Interventions

*Fountas and Pinnell, Istation, Core 5 Lexia, common assessments, and benchmarks-using these programs for interventions

*Committee meetings (Reading/ELA, Science, STEM Night, Math, Attendance, Hospitality, School Newsletter, Technology, Fundraising, Activities and Events, Robotics, CILT, PBIS, Student Council, Gardening, Safety Patrols, Coca Cola Valued Youth, Proud Store, WebMaster).

*Instructional materials-Wish list on what they would use for this year

*504/Special Ed.-meeting all IEP's

*Professional Development

*Common Assessments (Reading & Math)

*Utilizing Instructional Coach and Reading Specialist

*G/T students pull out with an overall project to display to parents

*Bilingual instruction (Bilingual Dyslexia Teacher and Special Ed. Bilingual Teacher)

*Reading Night = October 2, 2019 4:00pm to 5:30pm.

*STEM Night = November 13, 2019 4:00pm to 6:00pm.

Curriculum, Instruction, and Assessment Strengths

Benavidez ES protocol and procedures:

- Teachers met weekly with grade levels to plan
- RTI process was used to address needs
- Lexia/I-station labs/TTM Labs were used to support learning
- After school tutoring
- Grades K-5 administered common assessments
- PLC Grade Level Planning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Improve the quality of instruction by vertically aligning content across grade levels. **Root Cause**: A lack of support systems to provide opportunities for teachers to share their ideas.

Problem Statement 2: 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.

Parent and Community Engagement

Parent and Community Engagement Summary

Improve attendance at campus wide events:

- Reading and STEM night
- PTO Support
- Parent volunteer's hours earned to attend field
- trips Bilingual informational parent night
- Thanksgiving luncheon
- Principal's Coffee
- Fiesta parade
- Bike Rodeo
- Career on Wheels
- Sacada Positive Choices
- Grandparent's Day
- Veteran's Day Celebration
- Field Day
- Fall Fest

Parent and Community Engagement Strengths

Good support at the following campus wide events:

- 100% committed PTO officers have remained in office and PTO continues to grow
- Thanksgiving luncheon
- Fiesta parade
- PK parent involvement

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Trust and a sense of community needs to be established in order to increase parental involvement. **Root Cause**: School has had multiple administrators over the past five year and inconsistent policies on parental involvement.

School Context and Organization

School Context and Organization Summary

Definition

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Students in South San Antonio ISD attend 9 elementary schools, three middle schools, and one high school campuses. The district is divided into three clusters according to a feeder pattern. All feeder patterns go into one high school.

Benavidez is a Title I PK-5th grade campus with 56 staff members including Principal, Vice Principal, Counselor, Instructional Coach, Reading Teacher, teachers, and paraprofessionals.

Below are things that are done on campus to help with this organizational process:

- Decision-Making Processes

- Master Schedule

- Leadership: Formal and Informal

- Supervision Structure

- Support Structures: Grade Level Teachers

- Duty Rosters

- Schedule for Student Support Services, e.g., Counseling, Library, etc.

- School Map & Physical Environment

- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc

- Communication-Formal and Informal

School Context and Organization Strengths

*Systems in place to meet student academic and behavioral needs/Positive Behavior Support (PBIS)

*SBDM-CILT/COMMITTEE teams

*Time for grade level planning and PLCs

*Common formative assessments/ FAB 5 plans developed for reading, math, writing, and science on Google classroom

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers have gaps in time that do not allow for maximized instructional time. Need additional planning time to include coaching and conversations. **Root Cause**: Time was not built into the master schedule to allow for in-depth instruction, conference period not sufficient to get planning and feedback.

Technology

Technology Summary

- Smart Boards, projectors, one laptop/desktop and a document camera in every classroom;
- Fountas & Pinnell Kits
- iPad Cart on wheels (COW) 15 Ipads
- 4 Computer Labs / 2 printers
- Poster maker
- 1 Laminating Machine
- Four chrome book carts
- 3rd, 4th and 5h grade each have 3 chromebooks per class

Technology Strengths

- Teachers are able to use smart boards to support learning.
- Teachers can schedule time to use computer labs to support learning.
- Computers/iPads are used for data analysis
- Student engagement/interaction

Problem Statements Identifying Technology Needs

Problem Statement 1: Utilize more technology in the classroom, both teachers and students: from projects to Google Classroom. **Root Cause**: Not all new teachers have been trained in Google Classroom and need professional development.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

       Evaluation Data Source(s) 1:

       Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Inform the school community of activities through: a monthly newsletter that will be sent digitally via e-mail, on Facebook and Twitter will be available for view on the school's website. Also provided as a hard copy to parents in the main office.		Principal and Newsletter Committee	Strong parent communication Facebook post: Roy P Benavidez PTO				
2) Create a climate survey for the school community that will be conducted at the MOY and EOY.		CILT TEAM, Teachers, Administrators and Staff	Data from surveys				
3) Principal will conduct one Campus Instructional Leadership Team Meetings a month to review CIP and address any concerns.		Principal, Assistant Principal, CILT TEAM, Instructional Coach and Reading Specialist	CILT Agenda and Minutes				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Parent communication behavior charts for students.		Classroom teachers, PBIS implementation.	Positive school behavior				
5) Hold awards ceremonies for students in all grade levels twice a year in recognition of Honor Roll, Perfect Attendance, Citizenship and STAR students.		Teachers, counselor and administrators	Increase in positive self-esteem, parental involvement, sign in sheets				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

     Evaluation Data Source(s) 2:

     Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Use the school website, Facebook, twitter, Benavidez Nation Newsletters, CIS notifications to update parents and members of the community of upcoming school events.		Campus Technology Coordinator Principal Assistant Principal Counselor	Campus Website up to date Facebook / Twitter and Benavidez Nation Newsletters as needed.				
2) Use the marquee and School Messenger to update parents and members of the community of upcoming school events.		Principal Vice Principal Head Custodian Secretary	Information from climate survey Parents received information				
3) Post District goals, STAAR scores, Campus Improvement Plan and Campus Action Plan on the school website		Principal, Campus Technology Coordinator	Information posted on website.				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly Principal Cafecitos		Campus administration Head Start Facilitator	Monthly Parent Sign In Parent Surveys Agenda				
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.		All Teachers, Principal/Vice Principal	Parent Flyer and Parent Sign In Sheets, Campus Website				
3) Create at least 3 student/teacher interest clubs: music, gardening, cheer, embroidery, art and library. Parent (nutrition classes)		Administration, Teachers & Staff, Students and Parents	Club by-laws Club Membership Club Meetings/schedule Agenda and sign in sheet				
4) Invite parents to Title 1 Parent Meeting at initial Open House meeting held in the evening.		Principal	Agenda, Title1 Parent sign In sheets				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Facebook, Twitter, Smores Newsletters and Blackboard (Robo Blast)		Principal Newsletter Committee PTO President & Assistant	Online Facebook Page: Roy P. Benavidez PTO Twitter				

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Online campus parent survey and instructional survey		Administration and office staff	Parent Survey Online Facebook Page: Roy P. Benavidez PTO Twitter				

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Procedure and protocol for parent request to meet with Administration and Teachers		Administration and Front Office Staff	Positive communications with parents and community				

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Teachers will utilize Chromebooks/Laptops, iPads or Smart Board for interactive lessons to provide experiences for students to think critically to support learning.		Principal, Assistant Principal, CILT, Instructional Coach, Teacher, Staff and technology coordinator.	Lesson Plans Learning Walks Walkthroughs Observations				
2) 2) Maintain a schedule that allows all grade levels (Pre-K to 5) to utilize both science labs and computer labs on a weekly basis.		Principal, Assistant Principal	Science and Computer labs schedules and usage logs.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

     Evaluation Data Source(s) 2:

     Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase laptops, iPads, iPad covers, infocus, document cameras, and other technology equipment for teacher use to support lesson delivery and promote critical thinking and problem solving.		Teachers, Principal, Assistant Principal	Lesson Plans, Learning Walks and Walkthroughs				
2) Provide assessment resources for teachers.	2.4	Campus administration					

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Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The teacher differentiates instruction, aligning methods and techniques to diverse student needs		Teachers, Principal, Assistant Principal	Lesson Plans Walk-throughs Observations Face to Face Feedback				
2) Teachers will incorporate Informational/Expository text in their science/reading lessons on a weekly basis. Teachers will select and print out leveled readers from Reading A-Z to support making inferences in expository text.		Principal, Vice Principal, Grade Level Chairs	Lesson Plans, Walkthroughs, Observations, Face-to-Face Feedback				
3) Teachers will develop Common Formative Assessments in Reading and Math to insure vertical alignment among all grade levels every four weeks. All Teachers will determine where students are struggling and why. Community In Schools (CIS) will support with small instruction groups.		Principal Assistant Principal Grade Level Chairs All PK - 5th Classroom Teachers CIS Specialist	Copies of Common Formative Assessments (CFA's) Digital Data Wall ESGI (Kinder) Lesson Plans Paper				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development for teachers in classroom instruction, management or Early Literacy to improve delivery of well-designed activities.		Campus administration and PBIS Team	Positive Student Behavior				
TEA Priorities Recruit, support, retain teachers and principals 2) Provide professional development opportunities for campus administration to improve instruction, problem solving and parent and student engagement.		C&I Department					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Establish and sustain the middle schools as Academies of Choice: Fine Arts, Health Sciences, and STEM.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote Academies of Choice holding a parent and student meeting at Benavidez Elementary		Administration, Teachers, Counselor, Office Staff	Guiding students in choosing a career path through Academies of Choice. Information material meeting. Career Day and Read Across America				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Provide accelerated instruction for struggling and at-risk students.

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental workbooks and subscriptions to assist with struggling students.	2.4, 2.6	Administrator CILT TEAM Teachers Reading Teacher Instructional Coach CIS Specialist	Lesson Plans Grades Walk-throughs Face to Face Feedback and Data RTI Resources CIS Resources				
TEA Priorities Build a foundation of reading and math 2) Provide supplemental resource to improve reading and small group instruction.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Implement teaching strategies that promote high levels of student engagement.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide resources for teachers to enhance instruction in their classrooms.		Administrator CILT TEAM Teachers Reading Teacher Instructional Coach	Lesson Plans Grades Walk-throughs Face to Face Feedback and Data				
TEA Priorities Build a foundation of reading and math 2) Provide supplemental testing workbooks for classrooms to monitor student growth.	2.4	Campus administration					
3) Provide teachers materials/supplies/resources to receive and provide instant feedback to student responses. (All in Learning)	2.4	Campus administration.					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Establish and sustain a comprehensive Early College Model.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) College Information campus advertisement		Teacher, Staff and Administration	Guiding students in choosing a career path through College Universities. Informational exposure bulletin board.				

Specific Result 9: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meaningful Learning through House Library.		Teachers, Students, Librarian and Administration	Parent and student engagement and encouraging reading on a daily basis.				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent volunteer program to earn hours to chaperone on student field trips		Administration Teachers and Staff	Parent engagement and support Parent Volunteer Log Parent Room				

Specific Result 2: Implement mentor programs and internship that offer student leadership.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Benavidez will offer student council leadership club. Leadership program using older students as examples of leadership to younger students.		Administration, Student Council Sponsor, Counselor MS or HS Sponsor	Student Leaders Academic Performance K - 5th Reading Buddies				

Specific Result 3: Create recognition programs that celebrate student and district success.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District Spanish Spelling Bee		Administration, Bilingual Teachers and Paraprofessionals, Spanish Spelling Bee Club	Good Academic Performance Parent Teacher Involvement Campus/District Advancement to Regional				

Specific Result 4: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will volunteer for food pantry.		Administration Counselor CIS Classroom Teachers	Positive response from community to the students volunteering their services.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New Safety protocols, safety guidelines, emergency and safety folders, playground upkeep and bullying protocols.		Administration Teachers and Staff Counselor CIS Committee SAPD SAFD State Troopers	Communication Safety				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent Nutrition Classes Yoga Classes		Head Start Facilitator Administration PBIS Sponsor CIS Specialist PTO Parks & Rec	Parent Engagement				
2) Cafecitos with parents.	3.1	Campus administration					

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Head Start Parent Home Visit		Teachers, Head Start Facilitator and Administration	Parent Engagement				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement PBIS training, student behavior charts, flow charts, discipline referrals, PBIS Store		PBIS Committee Administration, Teachers and Staff	Positive Behavior Positive SWISS reports				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

South San Antonio Independent School District

Miguel Carrillo, Jr. Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: D

Mission Statement

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

Vision

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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Miguel Carrillo, Jr. Elementary current enrollment is 319 students from Prekindergarten (3 year olds) - 5th Grade. Miguel Carrillo, Jr. Elementary is 98.8% Hispanic.

The campus also has 97.2% economically disadvantaged, 1.94% limited English proficient, 19% special education, Homeless, 3.46% and 75% At-Risk and had an attendance rate of 94% for the 18-19 school year.

Mobility Rate is: 23.9%. Special Education population includes autism, resource, life-skills and inclusion services. 504 and RtI programs accommodate students with ADHD, Dyslexia, and other medical conditions that may require additional support to ensure that all students are successful.

Miguel Carrillo's enrollment has decreased due to Athens Elementary opening this year. Last year, Carrillo's enrollment was at 459. This year, Carrillo has an enrollment of 337 students. There was a high turnover rate of teachers.

Demographics Strengths

Carrillo has an enrollment of 319 students. Each grade level has an average of 15 students in class. This year, teachers will have small classes.

Carrillo Elementary has a part-time Math Instructional Coach in addition to a full-time ELAR Instructional Coach that will bring continuity to the 2019-2020 school year. Teachers will continue to have a 90 minute uninterrupted block for PLC and planning with the coaches and administrators.

Two accelerated intervention teachers will be hired for grades 3, 4, 5 for math and reading two days per week.

Student Achievement

Student Achievement Summary

Miguel Carrillo, Jr. Elementary scored a D overall rating for the 2018-2019 school year. Carrillo scored 56% Approaches, 28% Meets, and 11% Masters in reading.

On Math, Carrillo scored 59% Approaches, 24% Meets, and 10% Masters.

On Writing, Carrillo scored 51% Approaches, 20% in Meets, and 4% Masters.

In science, Carrillo scored 59% Approaches, 32% in Meets, and 7% Masters.

The following is the breakdown data by grade

3rd Grade Spring 2019 STAAR Scores

<u>**Math**</u>

Approaches - 41%

Meets - 12%

Masters - 8%

<u>**Reading**</u>

Approaches -46%

Meets - 16%

Masters - 9%

4th Grade Spring 2019 STAAR Scores

<u>**Math**</u>

Approaches - 53%

Meets - 26%

Masters - 14%

Reading

Approaches -58%

Meets - 29%

Masters - 12%

Writing

Approaches -51%

Meets - 22%

Masters - 3%

5th Grade Spring 2019 STAAR Scores

Math

Approaches - 72%

Meets - 33%

Masters 10%

Reading

Approaches -61%

Meets - 30%

Masters - 12%

<u>Science</u>

Approaches -59%

Meets - 31%

Masters -7%

Our Hispanics scored 26% in reading 20% in writing 32% in science and 24% in math at the Meets level. Our Econo. Disadvantage students scores 24% in reading, 23% in math, 16% in writing, 29% in science at the Meets level.

Student Achievement Strengths

We are showing growth in the following areas: 5th grade math, 5th grade reading, 5th grade science, and 4th grade writing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 26% of all students scored "Meets" on the STAAR reading test **Root Cause**: The lack of rigorous instruction and the high absenteeism rate contribute to the large learning gaps and students being inadequately prepared for success on the STAAR Reading test.

Problem Statement 2: 24% of all students scored "Meets" on the STAAR math test **Root Cause**: The lack of rigorous instruction and the high absenteeism rate contribute to the large learning gaps and students being inadequately prepared for success on the STAAR math test

School Culture and Climate

School Culture and Climate Summary

Our campus data suggest that our discipline is improving and we sent 0 students to DAEP in the 18-19 school year.

Miguel Carrillo, Jr. Elementary is striving to develop and foster a positive and collaborative environment in the classroom and school community.

- Parent feedback is positive and the majority of the students enjoy coming to school every day.
- Many families that attend our school have been generational and have commented on the many positives that the campus and teachers have to offer.
- On a daily basis, our safe and respectful learning environment will foster positive student choices.
- Character building is addressed through our Counselor, Communities in School partnership, PBIS (Positive Behavior Interventions and Supports) support systems, teachers and administrators.
- The Wildcat Student Pledge is recited daily during the morning pledge and announcements.
- Classrooms are equipped with tables, as well as desks, to foster collaborative learning environments.
- Teachers have attended positive school climate professional developments such as Capturing Kids Hearts.

School Culture and Climate Strengths

Based on campus survey, teachers had the following comments about the campus:

- 96% of students feel safe at our school.

- 70% of teachers feel that students are well-behaved.
- 70% of students have pride for their school.
- 77% of teachers feel that school leadership team gives useful feedback on teaching.
- 82% of teachers look forward to coming to work every day.
- 91% of teachers at our school build strong relationships with students.
- 91% of teachers believe that the district code of student conduct is fair.
- 87% of teachers believe that parents are made to feel welcome at our school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Miguel Carrillo Jr., Elementary has a low parental involvement. **Root Cause**: The campus needs to utilize all forms of communication to increase parental involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- All Carrillo staff are certified in the areas they are assigned making them highly qualified by Every Student Succeeds Act 2015
- Years of teacher experience range from 1 to 28 years of teaching
- Carrillo will hire two part time Accelerated Intervention teachers (ELAR & Math)
- Carrillo will retain the same ELAR instructional coaches this year. The math instructional coach will be shared with Hutchinson Elementary.

Staff Quality, Recruitment, and Retention Strengths

- Teachers believe in giving back to the community
- Positive relationships among each other and with students
- Positive parent relationships
- Carrillo has six teachers that have 0-1 years of teaching experience.
- The majority of the effective teachers have chosen to remain at Carrillo this year

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers were assigned to teach STAAR grade levels classes. **Root Cause**: Turnover of teachers in January.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and paraprofessionals will attend staff development in the areas of individual and campus needs in order to provide high quality instruction.

- Principal and Vice Principal will attend District Leadership Academy, Principal and Vice Principal Meetings, Region 20 Campus Administrators PD to increase overall student performance and TPESS goals.
- Vice Principal will attend professional development in Bilingual/LPAC, Special Education/ARD, STAAR Testing, Positive Behavior Intervention Support (PBIS) and required trainings in order to be certified in these areas.
- All core teachers will be 100% GT trained by 2019-2020 to ensure HB5 goals are met.
- Teacher will attend professional development on Balanced Literacy/Guided Reading to implement the program into classroom routines to develop interdependence, stamina and accountability and improve school-wide literacy achievement.
- Provide training for Texas Evaluation Support System (TTESS) for teachers. Provide
- Learning for Life Lessons through Boy Scouts and counseling program.
- Retain both Math & ELAR Instructional Coaches to assist with data analysis, lesson planning and model best practices.
- All teachers will identify low performing students and provide focused and targeted interventions in small group settings by tutoring at-risk students after school using Mentoring Minds.
- K-4 teachers will implement Fountas and Pinnell reading assessments

Curriculum, Instruction, and Assessment Strengths

- The school has 2 knowledgeable administrators and 2 knowledgeable instructional coaches.
- The school has hired two part time accelerated intervention teachers for math and reading.
- All teachers are self-contained.
- The school has an experienced Reading Teacher to work with Tier 3 students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 26% of all students scored "Meets" on the STAAR reading test **Root Cause**: The lack of rigorous instruction and the high absenteeism rate contribute to the large learning gaps and students being inadequately prepared for success on the STAAR Reading test.

Problem Statement 2: 24% of all students scored "Meets" on the STAAR math test **Root Cause**: The lack of rigorous instruction and the high absenteeism rate contribute to the large learning gaps and students being inadequately prepared for success on the STAAR math test

Parent and Community Engagement

Parent and Community Engagement Summary

Parent participation at Carrillo is low to moderate depending on the event.

The Carrillo family strives to involve all parents to promote academic success through home/school collaboration. We strive to involve more parents and educate them in the importance of parent involvement through the following events:

- Parent Volunteers
- Grandparent's Day
- Monthly Cafecito Meetings
- Valentine's Dance
- Fall Festivals
- Family Fitness Nights
- Multicultural Parade
- Field Day
- Fiesta Float Parade
- 3 Academic Nights (ELAR, Math & Science)
- FAST (Family and Schools Together) training

Parent and Community Engagement Strengths

Miguel Carrillo Jr. Elementary has a PTO on campus. The PTO parents are also school volunteers. The parent volunteers are on campus every day helping teachers and staff. The parent volunteers also help the front office by decorating the offices and helping when we have luncheon with the staff.

The FAST Works team also meet at Carrillo once a month. The FAST Works is comprised of parents who have graduated from the FAST program. Carrillo and Athens parents coordinate the meetings with other parents from both schools.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Miguel Carrillo Jr., Elementary has a low parental involvement. **Root Cause**: The campus needs to utilize all forms of communication to increase parental involvement.

School Context and Organization

School Context and Organization Summary

Each grade level has three teachers with the exception of kinder and 1st grade. Kinder has two teachers and 1st grade has four teachers. All classrooms are self-contained. Teachers utilize a 160 minute block for reading. For math, Kinder and 1st have 60 minutes, 2nd 75 minutes, 3rd 85 minutes, 4th and 5th 90 minutes.

RtI Interventions are as follows:

Kinder-30/30 for math and reading

1st- 30/45 3 days opposite of computer 2nd-

30/45 3 days opposite of computer 3rd- 30/45

2 days opposite of computer 4th- 20/45 2

days opposite of computer 5th- opposite of

computer 3 times weekly

Carrillo has a GT program that requires the teacher to pull students out of class.

Announcements are only said in the mornings to allow more teacher instruction time.

School Context and Organization Strengths

This year we will focus on: creating a positive and welcoming culture for all students and all parents, improving student attendance, good first instruction and teaching all of the TEKS.

The Administration and CILT team used the Campus Needs Assessment, data analysis, RtI, F&P scores, STAAR

scores, Eukolos data and attendance data to determine that the following are areas of need for our campus.

- Focus on Early Literacy for K-4 (PD needed) Guided

- Reading

- PLC focus on Data Analysis

- More effective LO & DOL which include Rigor (TEKS/Lead4ward) Good

- First Instruction (All the time)

- Multiple Response Strategies (whiteboards, technology, table talk)

- Accountable Talk, Write to Learn, Think Pair Share, Exit Tickets Use

- Mentoring Minds in grades 3rd-5th

- PBIS and Capturing Kids Hearts (led by PBIS Team) Improve

- Attendance and Tardies (incentives, home visits)

- Improve parent communication and engagement activities to increase parent participation and student achievement.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: New teachers were assigned to teach STAAR grade levels classes. **Root Cause**: Turnover of teachers in January.

Technology

Each teacher has a projector, docucamera, and a laptop. Each classroom is equipped with a Smartboard and 3 to 4 student computers. Carrillo also has Chromebook carts. Carrillo also has a computer lab for the teachers to use.

Miguel Carrillo Jr. Elementary has technology on campus. Teachers use the technology for interventions (Istation). With the exception of 2nd grade, grade levels do have chromebooks. 75 chromebooks were purchased for all 3rd-5th grade students for daily incorporation into lessons in all subjects for a more conducive student-centered environment. Students will improve reading through programs such as Istation and they will improve math with such programs as Happy Numbers.

Technology Strengths

Technology is utilized in the classroom to broaden student horizons such as using them for the following reasons:

- Enrichment purposes
- Instructional gains
- Enrich lessons
-

Problem Statements Identifying Technology Needs

Problem Statement 1: Not enough technology at Carrillo Elementary for all teachers and students. **Root Cause**: Limited funds

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Continue Carrillo Facebook Page that informs parents and community of positive events at school. Use it to promote events for students and families.	3.1	Principal, Assistant Principal, Counselor, School Nurse, and Staff	Positive relationships will develop among faculty, staff, students, parents, and community members as we collaborate to create a positive climate.				
ESF Levers Lever 3: Positive School Culture 2) Communicate with parents in person, on the telephone, through school website, through teacher website, via e-mail, through Class DoJo and Facebook.	3.1	Principal, Assistant Principal, Counselor, School Nurse, and Staff	Effective two way communication will take place. Much about the student's behavior and academic performance, leading toward much improvement.				
3) Utilize district and campus climate surveys to improve school climate.		Principal, Assistant Principal, Counselor, and Staff	Positive relationships will develop as parents and community members feel heard and given the chance to express themselves.				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Expand parent engagement programs that utilize staff, students, and community members.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Purchase supplies and materials for the parent room (204) and parent engagement events, academic nights, and parent cafecitos.		Principal, Assistant Principal, Counselor, Secretary	Increase parent engagement to educate parents about the importance of parent involvement.				
ESF Levers Lever 3: Positive School Culture 2) Staff will post upcoming events at the district and campus levels. We will partner with Communities In Schools, SA Youth and other organizations that help the school, students, parents, and community. We will use our website, school marquee, Facebook and Community News Bulletin Boards to promote all events.	3.1, 3.2	Principal, Assistant Principal, Counselor, Secretary and PTO	Increase communication and awareness in order to foster parent engagement. Parents will also have more opportunities for their children to participate in at venues such as UTSA, Texas A&M and San Antonio City events. Parent Involvement at the district, campus, and city levels will increase.				
3) The campus will increase parental involvement through monthly activities that include: STEM Night, Reading Night, Fall Fest, Cafecitos, and PTO Meetings.		Principal, Assistant Principal, Counselor, CIS, Head Start Family Facilitator	Increase parental involvement.				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Utilize district and campus climate surveys to improve school climate.	3.1, 3.2	Principal, Assistant Principal, Head Start Family Facilitator Counselor, Faculty and Staff					
ESF Levers Lever 3: Positive School Culture 2) Create and foster a collaborative PTO that involves the school and community.	3.1, 3.2	Principal, Assistant Principal, Counselor, Head Start Facilitator, Faculty and Staff, Parents	Increase parent and teacher participation in PTO meetings and events. Sign in sheets and increased parent activities.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) Purchase student chromebooks, headphones, charge cart and technology accessories. Teachers will include technology in lessons to promote critical thinking and creative learning experiences to motivate student learning.	2.6	Principal, Assistant Principal, Coaches and Classroom Teachers	Integrating technology in the classroom will improve student academic performance.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers							
1) Hire an ELA instructional coach to support teachers in the classroom							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create s strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
ESF Levers Lever 5: Effective Instruction 1) Purchase supplemental student learning, test preparations and test taking materials from Mentoring Minds, ESC Learning Systems and Curriculum Associates to develop DOL's and Campus Based Assessments.	2.4	Principal, Assistant Principal, Instructional Coaches	Increase student outcomes in core subjects in reading, math, science, and writing in all grade levels.				
ESF Levers Lever 2: Effective, Well-Supported Teachers 2) Professional development to improve librarian impact on students by improving support and learning through advancing their leadership capacity.		Principal, Assistant Principal	Increase student outcomes in all grade levels.				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 3) Purchase STAAR Accountability Recognition Plaques for Met Standards with Distinctions for "Campus Wall of Achievement" to promote student accountability and achievements.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Faculty and Staff	Develop positive district and campus culture and climate.				
ESF Levers Lever 2: Effective, Well-Supported Teachers 4) Principal, Assistant Principal, and Counselor will attend professional development in Bilingual/LPAC, Special Education/ARD, STAAR Testing, Gifted and Talented GT in order to stay updated on regulations and procedures.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Bilingual Director and Facilitator, Testing Coordinator, GT Director,	Attend professional development. The goal is to efficiently manage all programs and initiatives.				
ESF Levers Lever 2: Effective, Well-Supported Teachers 5) Teachers and admin. will attend training workshops at Region 20. Training will improve teaching and learning.	2.4	Principal, Assistant Principal, Counselor, and all teachers	Training will improve teaching and learning.				
ESF Levers Lever 1: Strong School Leadership and Planning 6) Principal and Assistant Principal will attend professional leadership training at TEPSA conference in June 2020.		Principal, Assistant Principal,	Training will improve professional leadership skills.				
ESF Levers Lever 2: Effective, Well-Supported Teachers 7) Professional Development for Teachers and Counselor to learn effective strategies for emotional and challenging behaviors in students.		Principal, Assistant Principal, Counselor, Faculty	Training will improve Faculty and Staff strategies to better handle, difficult behavior in students to improve academic achievements in students.				
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 8) Teachers will participate in Balance Literacy Training to strengthen Tier 1 instruction and interventions.		Director of Teaching and Learning	To strengthen Tier 1 instruction and interventions.				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 4: High-Quality Curriculum 9) Teachers will participate in Math Training to strengthen Tier 1 instruction and interventions.		Director of Teaching and Learning	To strengthen Tier 1 instruction and interventions.				
ESF Levers Lever 5: Effective Instruction 10) Implement a lesson planning protocol (Fab 5) in PLC that includes time for unpacking an exemplar, and reflection of upcoming lessons.	2.4	Principal, Assistant Principal, Instructional Coaches	Plan rigorous lessons				
ESF Levers Lever 5: Effective Instruction 11) The campus will continue RtI progress monitoring every 2 weeks and will analyze the data every 9 weeks.		Principal, Assistant Principal, RtI Campus Coordinator, Teachers	Decrease the learning gaps for Tier 3 students.				
ESF Levers Lever 5: Effective Instruction 12) Train teachers on a data driven protocol and the development of Daily Formative Assessments in PLC.	2.4	Instructional Coaches	Increase the number of students at "Meets Standard"				
ESF Levers Lever 5: Effective Instruction 13) After 9 weeks Benchmarks, teachers will create a Teacher Action Plan to reteach TEKS standards that have been identified.	2.4	Administration, Instructional Coaches	Increase the number of students at the "Meets Standards"				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Provide accelerated instruction for struggling and At-Risk students.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Mentoring Minds to develop DOL's and Campus Based Assessments.	2.4	Campus Administration and Instructional Coaches	Increase Student Outcomes in reading and math in grades 3-5.				
2) Purchase classroom instructional materials or supplies for students to utilize for multiple response strategies. Materials to develop skills in writing, reading, vocabulary, math and science.		Campus Administration	Increase student outcomes in all grade levels.				
3) Hire a part-time Accelerated Intervention teacher with a minimum of 5 years of experience in a STAAR tested grade.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Filing the learning gaps that students have and increasing their learning.				
4) Purchase snacks as incentives for students who attend tutoring to improve their academic levels in math, reading, and RtI student achievement.		Principal, Assistant Principal, Instructional Coaches	Improve student achievement in the classroom.				
5) 3rd-5th Grade teachers will provide after school tutoring for struggling students in math, reading, writing, and science.		Principal Assistant Principal	Increase Domain I in Student Achievement and Domain II Student Progress				
6) Kinder - 2nd Grade teachers will provide after school tutoring for struggling students in math and reading.		Principal Assistant Principal	Increase reading levels on Fountas & Pinnell BOY, MOY, and EOY.				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math		Principal					
7) Hire an At-Risk Instructional Aide to work with students who are on RtI Tier II reading.							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Implement teaching strategies that promote high levels of student engagement.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will utilize TEKS resources provided by SSAISD. Resources have all TEKS, provides information, lesson plan ideas, test questions and a variety of other resources for teachers. During PLCs teachers will plan meaningful instruction for students.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches	Help prepare more rigorous, well-rounded lessons. Increase Student Outcomes in all grade levels.				
2) Purchase classroom instructional materials and supplies for students to improve reading, writing, and comprehension in emerging readers.		Campus Administration and Instruction Coaches	Increasing reading levels in all grade levels.				
3) Purchase STAAR Accountability Recognition Medals for students in grades 3-5 who earned Met or Masters Standards.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Secretary, PE Coach, Teachers	Motivate students and develop a positive campus culture and climate.				
ESF Levers Lever 3: Positive School Culture 4) Have Award Ceremonies at end of every nine weeks for all grade levels to celebrate student successes. Purchases awards and decorations.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Secretary, PE Coach, and Teachers	Motivate students and develop a positive campus culture and climate.				

Strategy 4: We will build partnerships with business and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student, and community membership.

   Evaluation Data Source(s) 1:

   Summative Evaluation 1:

Strategy 4: We will build partnerships with business and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internships that offer student leadership.

   Evaluation Data Source(s) 2:

   Summative Evaluation 2:

Strategy 4: We will build partnerships with business and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Create a recognition programs that celebrate student and district successes.

   Evaluation Data Source(s) 3:

   Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Teachers will nominate students for Student of the Month.		Principal Assistant Principal	Increase student success				

Strategy 4: We will build partnerships with business and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide holistic services to support the physical, health and mental wellbeing of students to ensure optimal opportunities for student achievement. (Mason Lodge for Dental classes (Gr. 1), health screenings (Gr. K,1,3, &5), Growth and Development Class (Gr. 5)		Principal, Assistant Principal, Counselor, School Nurse, and PE Coach	Nurse coordinates, documents program reports, RtI forms, sends out parent permission slips.				
2) CIS will provide support in the areas of Supportive Guidance, Health and Human Services, Parental and Family Engagement, Enrichment Activities and Academic Support by offering resources that will foster growth and development to support a nurturing and safe environment.	2.6, 3.1, 3.2	Administrative Staff, Counselor, CIS	Meet the physical, emotional and psychological needs of most At-Risk students. The results is to help students and families and develop a more positive and nurturing environment.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue collaboration with Communities in Schools, San Antonio Youth site coordinators, and Head Start Family Facilitator in order to create a well-balanced child.	2.5, 2.6, 3.1	Principal, Assistant Principal, Counselor, All Faculty and Staff, CIS representative, SA Youth representative and Head Start Family Facilitator	Program data collection through surveys and assessments will show program effectiveness and improvement of individual children's social and emotional wellbeing, as well as improved students achievement. School community relationships will strengthen.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Continue Character Building Lessons through Scouts (boys & girls in K-5) and counseling program	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, PE Coach, all K-5 Teachers	Weekly activities with Scout leaders, Counselor leads character development classes to improve student behavior. Reduce the number of referrals.				
ESF Levers Lever 3: Positive School Culture 2) Implement District and Campus Emergency Operations Plan for building and community emergencies through fire drills, lock down drills, evacuation drills, etc. Emergency Team Members will use two way radios to communicate effectively during drills.	2.4, 3.1	Principal, Assistant Principal, Crisis Emergency Team, Nurse, Counselor, PE Coach, Faculty and Staff	We will have a safe campus. Students and Staff will know exactly what to do in case of an emergency.				
ESF Levers Lever 3: Positive School Culture 3) Implement PBIS school-Wide used to identify and support desired behaviors in the school setting.		Principal Assistant Principal	To create a positive school climate where students learn and grow.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create a clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Support (PBIS)

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Campus Positive Behavior Interventions System (PBIS) team members will continue to implement the program at the campus level by attending collaborative trainings, team planning meetings, and continue to train staff at faculty at PBIS meetings once a month.		Principal, Assistant Principal, Counselor, Staff, and PBIS Team	Monthly meetings and walk-throughs will show improved student behavior and a positive school culture and climate.				
ESF Levers Lever 3: Positive School Culture 2) Operate the PBIS/PRIDE store every 2 weeks to promote positive behavior throughout the campus. Students will be able to redeem their tickets for prizes and awards.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Faculty and Staff, PBIS Team	Teachers and staff will issue tickets to all students who exhibit positive behavior. Students will be able to redeem their ticket. The goal is to have improved student behavior and a more positive school culture and climate.				
ESF Levers Lever 3: Positive School Culture 3) Pre-K and Head Start will continue to implement Conscious Discipline.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Head Start Staff	Monthly PBIS meetings will show improved behavior and positive school culture and climate.				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 4) Implement a Student Mentor Program to develop a self-awareness and build positive relationships with campus staff.	2.6	Principal, Assistant Principal,	Decrease the number of discipline referrals.				
ESF Levers Lever 3: Positive School Culture 5) Implement Class Student of the Month to recognize students for academic, character, attendance, and behavior.	2.6	Principal, Assistant Principal,	Decrease the number of discipline referrals.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 7: Improve School Culture and Climate

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) The campus will divide all faculty and staff into groups that host monthly breakfast for all other members of the staff.		Principal, Assistant Principal, Office Personnel, All Faculty and Staff	Host a monthly breakfast for all other members of the staff. The objective is to promote and develop a positive campus climate.				
ESF Levers Lever 3: Positive School Culture 2) Provide ROPES training for staff to build team comradely.							
ESF Levers Lever 3: Positive School Culture 3) To increase morale amongst campus staff, the implement the following activities: Teacher of the Month, and PBIS Teacher Incentives to promote positive culture and climate within the campus.		Principal, Assistant Principal, Office Personnel, and all Faculty and Staff	The objective is to promote and develop a positive campus climate.				
ESF Levers Lever 3: Positive School Culture 4) The campus staff will develop the campus mission and vision statements.		Principal, Assistant Principal, Office Staff, and Faculty and Staff	Develop positive culture and climate.				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Create Attendance Committee that includes teachers and administration. Attendance Committee will determine weekly incentives for students.		Principal Counselor	To meet our attendance goal of 96%.				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as dances, movie nights, etc.

     Evaluation Data Source(s) 2:

     Summative Evaluation 2:

				Reviews			
Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
ESF Levers Lever 3: Positive School Culture 1) Recognize classes with perfect attendance on a weekly basis with incentives.		Principal Counselor	Increase daily attendance.				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create attendance contracts with parents whose students have three or more unexcused absences in a week period.		Principal Assistant Principal Counselor Truancy Attendance Officer	Improve student daily attendance.				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

     Evaluation Data Source(s) 4:

     Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During the 2nd semester, all K-5th students will have the opportunity to do attendance recovery on Saturdays. This is for students who have excessive unexcused absences.		Principal Assistant Principal	To increase daily school attendance.				

South San Antonio Independent School District

Five Palms Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Every Employee for Every Child!

Vision

Five Palms' Vision is for all students to succeed at the highest level in a safe and caring environment with the collaboration of teachers, parents, students and community.

Core Beliefs

1. We will develop a strong relationships by nurturing, supporting, and encouraging all stakeholders.

2. All personnel will work cohesively to create a positive support system and encourage self-worth and integrity

3. All grade levels will collaborate and communicate in a professional and personal manner through vertical alignment and professional development in order to meet the needs of our students

4. We will plan creative and rigorous lessons while monitoring student mastery through formal assessments, and will include families in their child's academic development,

5. We will appropriate and maximize the use of funds to provide opportunities for students to develop their skills for their future.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment at Five Palms Elementary has fluctuated around 458 students from Pre-Kindergarten through 5th Grade We are a Bilingual cluster campus the Hispanic population mostly mirrors the overall student population. The majority of the students are economically disadvantaged and at-risk. The mobility rate is slightly over the district average of 20%. Five Palms Elementary in past years has had issues with the student attendance rate, and for the last school year our Attendance Rate has increased to 95.3%.

Student Populations:

Hispanic-95.5%

African American-1.5%

White-1.3%

Economically Disadvantaged-94.3%

At-Risk-85.14%

LEP-52.23%

SPED-7.64%

Mobility Rate- 25.9%

Demographics Strengths

Strong Hispanic culture, inspirer to have academic success but at times don't have the resources. Five Palms and staff reach out to community to aid them in the support process through cafecitos, academic nights in reading math and science.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance has been an obstacle for the campus **Root Cause**: Parents have limited awareness of the negative impact truancy has on student outcomes.

Student Achievement

Student Achievement Summary

Five Palms Elementary Achievement Targets

STAAR Grade	2016	2017	2018
Grade 3 STAAR Reading	65%	57%	72%
Grade 4 STAAR Reading	61%	66%	42%
Grade 4 STAAR Writing	44%	61%	48%
Grade 5 STAAR Reading	74%	74 %	73%
Grade 3 STAAR Math	60%	45%	55%
Grade 4 STAAR Math	56%	70%	58%
Grade 5 STAAR Math	84%	84%	79%
Grade 5 STAAR Science	69%	62%	79%

Student Achievement Strengths

For the 2018-19 school year, Five Palms ES received a C rating from TEA Accountability. Five Palms ES has made academic growth for the 4th consecutive year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Improve the quality of instruction by vertically aligning content across grade levels. **Root Cause**: lack of communication of the importance of scaffolding from one grade level to the next starting in the lower grades

Problem Statement 2: Student achievement was at 62% **Root Cause**: lack of vertical alignment between grade levels

School Culture and Climate

School Culture and Climate Summary

The school culture at Five Palms ES has improved immensely. The staff is united and focused on growth of all students.

Five Palms ES continues to utilize the PBIS protocol.

Five Palms ES has successfully united the Bilingual community from the cluster which has created a great atmosphere.

Bil. students and families from within the cluster are now feeling at home at Five Palms ES.

Five Palms Fiesta Medal Contest is an exciting time for entire school community.

Five Palms has initiated the "Five Palms Rocks!" rock garden where students and staff create and display positive and inspirational messages.

School Culture and Climate Strengths

Uniting the Bil. students from the cluster has been successful. The students are becoming more at home and are being more involved clubs, cheer and choir.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Looking for more parent involvement from Bilingual families. **Root Cause**: Parents have a lack understanding that the campus has an open door policy for parent involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Highly qualified staff, provide opportunities through professional development to maintain high standards.

All teachers are highly qualified certified teachers.

One teacher was promoted to a district academic coach.

Turnover rate at Five Palms is relatively low. Lost 4 teachers from last year. 1 to retirement 1 to promotion, 2 to relocation

Staff Quality, Recruitment, and Retention Strengths

Turnover rate at Five Palms is relatively low. Lost 4 teachers from last year. 1 to retirement 1 to promotion, 2 to

relocation Teachers enjoy being at Five Palms.

Five Palms has high quality certified teachers in the classroom

Teachers take on many other roles such tutoring, club sponsors, and mentors.

Teacher has taken on the project of "little Library" that has grown immensely over the year.

Teacher received a SAWS grant and created a Native to Texas Nature Garden.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers not proficient on data deciphering **Root Cause**: teachers lacking the skill of effective planning

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Five Palms Elementary teachers review all assessment scores to plan and deliver target instruction. The campus leadership, along with our faculty and staff, will continue to implement:

*RTI with fidelity-Interventions

*TPRI, I-Station, MAP, Balanced Literary K-3rd, Core 5 Lexia, common assessments, and benchmarks-using these programs for interventions

*Committee meetings (Safety, Attendance)

*504/Special Ed.-meeting all IEP's

*Professional Development (Read Alouds, G/T certifications...)

*Common Assessments (Reading & Math)

*Utilizing Instructional Coach and Master Classroom Leader

*G/T students pull out with an overall project to display to parents

*Bilingual instruction (Bilingual Dyslexia Teacher and Special Ed. Bilingual Teacher)

*Usage of Eukolos data-break down of TEKS during PLC meeting

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities and planning time allows teachers to practice lessons prior to presenting to students.

Teachers allowed to collaborate with peers.

Teachers participating in learning walks to observe other teachers.

Collaborating with successful campuses.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Implementing state reading adoption into our Balanced Literacy Initiative **Root Cause**: First year implementation of new ELAR adoption and Balanced Literacy model in 4th Grade.

Parent and Community Engagement

Parent and Community Engagement Summary

Five Palms Elementary continues to build relationships with parents and families based on open dialogue and meaningful involvement through activities such as:

family night, fall festival ,literacy night, meet the teacher night, open house, monthly student performances, cheer squad and other various club activities.

Cafecitos with the counselor

CIS Family events

Parent and Community Engagement Strengths

Great meet the teacher night and open house participation.

Parents are always willing to give feedback.

Communication between teacher and parent on the rise.

Blue Santa Kick off will be held at Five Palms Law enforcement will hold their community toy drive press release at Five Palms Five Palms Cheer squad, Folklorico dance team and Choir will perform.

Five Palm Perfect attendance Pizza delivery to promote perfect attendance.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low parental involvement and student engagement **Root Cause**: confidence of parents to participate in school functions.

School Context and Organization

School Context and Organization Summary

With the addition of the MCL, Math Academic coach Five Palms should see higher scores and gains.

Five Palms are always looking for innovative ways to teach and promote Five Palms Elementary.

Creating an outdoor classroom.

Bringing in Hug Me Ink to perform a Broadway musical with the members of the Five Palms Choir.

School Context and Organization Strengths

Having a strong Asst. Principal, Great academic support with MCL AC and Math AC teachers should see great results.

Communication amongst staff is open and truthful Willingness to listen and self-reflect.

Keeping the staff together allows Five Palms the ability to build a stronger cohesive Admin team.

Technology

Technology Summary

Five Palms will order 1 computer cart will be ordered to add to the 3 existing mobile cart this will provide the technology student need to succeed. New smart boards and projectors have been installed will train teachers.

Ordering new replacement laptops and infocus projectors.

Using the swivel (a camera) to video teachers in the classroom so that teachers may sit with an academic coach to review and evaluate their lesson and delivery

Using twitter and Facebook to communicate with community.

Use of remind and class dojo for parent communication.

Looking at adding TV to cafeteria to create learning opportunities during lunch.

Technology Strengths

Five Palms staff led by Mr. Tuydek are very resourceful in creating opportunities for students to excel with technology. Ms. Benavidez exploring the opportunity to have a "live" broadcast of morning announcements. Newer teachers more willing to use technology to gain students attention and improve lessons. exploring the possibilities of broadcasting morning announcements and creating learning opportunities during lunch with technology centers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not enough Technology opportunities for students to create excitement in school. **Root Cause**: Afraid of Technology.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Create a district choir, Folklorico dance group, and cheerleaders that prepares students for secondary fine arts	2.5, 3.1, 3.2	Mr. Tudyk,, Melinda Serrata Coach Lopez	strengthen student confidence , City, State and National recognition for school				
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 5: Effective Instruction 2) 1) Maintain the campus website with current school events, accomplishments and information.	2.6, 3.1, 3.2	Mr. Tudyek Principal, Asst. Principal, teachers	Better opportunities for better communication				
3)) Utilize school messenger, blackboard and Remind 101 to provide pertinent messages, updates and family reminders school-wide.	3.1, 3.2	Principal Assistant principal Teachers	Better opportunities for better communication				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **TEA Priorities** Recruit, support, retain teachers and principals Connect high school to career and college **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Students, parents, and staff will participate in climate surveys at both district and campus level.	2.5, 3.1	Administration CILT					

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

> **Evaluation Data Source(s) 3:**

> **Summative Evaluation 3:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Encourage parent involvement by disseminating school informational newsletters, holding events including Meet the teacher, Grandparents Day, Open House, Coffee with the Principal, (2 a semester), Family Learning Nights (1 each semester), monthly parent information meetings w/grade level performances 3. beyond the blackboard prevent summer slide workbook for summer learning		Administration CILT Counselor					

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Classroom teachers and support teachers will utilize traditional methods such as over the phone and in person parent conferences and offer education communication apps such as Class Dojo and Remind 101 to regularly communicate with parents. Create and maintain a twitter, Facebook and school website account for communication	2.6, 3.1, 3.2	Teachers admin Cathy Lopez Mike Tudyk	communication between school and families				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Survey used to determine the area of need to school climate	3.1	Administration					

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train all school office personnel on customer service	3.1	Administration Office Staff					

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Targeted Support Key Action** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction		Administrator, Teacher, Librarian Academic Coach					
1) Promote critical thinking and problem solving by utilizing technology based programs such as Istation, Brain Pop. STEM Scopes Guided reading, Target the question, F and P Happy numbers							

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Targeted Support Key Action** **Additional Targeted Support Key Action** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction		Administration Teachers Academic Coaches					
2) Technology will be used to enhance classroom instruction and student engagement by utilizing Smart Boards, Chromebooks for grade 2-5 and IPADS for grades k-1 for easier manipulation without the keyboard or mouse.							
Comprehensive Support Key Action **Targeted Support Key Action** **Additional Targeted Support Key Action** **TEA Priorities** Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction		Administration Teachers					
3) Create ways for teachers to establish outside learning opportunities using IPAD Applications, KHOOTz, Google Classroom, or other technology to enhance learning with educators around the world.							
4) Purchase an addition computer on wheels to supplement lessons taught and continue to use istation maps, F and P and telpas	2.4, 2.5, 2.6	admin, teachers librarian	Higher student achievement				

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Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Targeted Support Key Action** **Additional Targeted Support Key Action** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Acquire a part time tutor for math to concentrate on the at risk students	2.4, 2.5, 2.6						

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Targeted Support Key Action** **Additional Targeted Support Key Action** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) PLC and extended learning time Data decimation time	2.4, 2.5, 2.6	Admin. AC, MCL,	High quality lessons Targeted instruction Higher academic gains				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schedule Open House events.		Principal Vice Principal					
2) Coffee with counselor.		Campus Counselor					
3) Attendance Pizza Dinner		Principal Vice Principal					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Small group instruction will be used at all levels to include flexible grouping and/or centers in all subjects throughout the day. A variety of supplies will be used for hands on activities for all students. Will purchase reference charts for 3rd, 4th, and 5th grades and dictionaries.		Administration Faculty					
2) Implement tutoring at grades K-5 to enhance and provide small group instruction to struggling learners.		Administration Teachers	Data Walkthroughs				
Comprehensive Support Key Action **Targeted Support Key Action** **Additional Targeted Support Key Action** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Utilize MCL/Instructional Coach in k-2 and 3-5 to assist struggling readers Tier 3		MCL Instructional Coach Administration	readers on grade level Higher academic gains				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Instructional Coach will assist teachers with Daily 5, LO/DOL and Readers Workshop.		Administration Instructional Coach					
Comprehensive Support Key Action **Targeted Support Key Action** **Additional Targeted Support Key Action** **RDA** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Spanish books and other resources will be used to increase the learning and engagement of the students by increasing the reading library of the classrooms.	2.4, 2.6	Administration Teachers Librarian Academic coaches					
TEA Priorities Build a foundation of reading and math 6) Provide supplemental resources for teacher to improve instruction.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create and foster Instructional Leadership Teams at all levels of the district and school community.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Provide accelerated instruction for struggling and at-risk students.

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Implement teaching strategies that promote high levels of student engagement.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Mentoring Minds for 3, 4, 5th grade	2.4, 2.5, 2.6	Admin, teachers	Improve teaching strategies and increase scores				
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Provide Bil. Chapter books for 3rd 4th and 5th grade students	2.4, 2.5, 2.6	ADMIN, BIL. Teacher	Increase reading scores				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Mentoring minds PD	2.4, 2.5, 2.6	3rd 4th 5th grade teacher Admin A/c MCL	improve all at risk areas				

Specific Result 8: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

      Evaluation Data Source(s) 8:

      Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) empowering writers workshop for k-2	2.4, 2.5, 2.6	admin K-2 teachers	higher results in writing for k-2				
2) 1) empowering writers workshop for k-2	2.4, 2.5, 2.6	admin K-2 teachers	higher results in writing for k-2				
3) Field trip for Pre-k, Kinder, first and second	2.4, 2.5, 2.6, 3.1, 3.2	Teachers and Admin	students will gain real world experience				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: opportunities for teachers to attend professional Development and training to impact positive student growth

Evaluation Data Source(s) 9: admin. teachers academic coaches

Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers will attend Champs classroom management training to increase their skills in the classroom	2.5, 2.6	admin, academic coaches, counselor	Classroom management to improve student outcome				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

> **Evaluation Data Source(s) 1:**

> **Summative Evaluation 1:**

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internship that offer student leadership.

> **Evaluation Data Source(s) 2:**

> **Summative Evaluation 2:**

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Implement mentor programs and internship that offer student leadership.

> **Evaluation Data Source(s) 3:**

> **Summative Evaluation 3:**

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Create recognition programs that celebrate student and district successes.

> **Evaluation Data Source(s) 4:**

> **Summative Evaluation 4:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Perfect attendance incentive Pizza dinner	2.5, 3.1	Admin, attendance committee	increase attendance rate				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 5: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) award ceremonies for attendance star student a & B honor roll	2.4, 2.5, 2.6, 3.1	Admin. Counselors, teachers	Reward excellent accomplishments to show support for the students				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) We will conduct safety audits and safety training throughout the year. Fire drills evacuations, shelter in place drills Mr. Gonzales will attend safety training and train the school staff Custodian will do daily walk through of the campus		Admin. Custodian staff					

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CSF 1, CSF 5, CSF 6 1) Provide District wide and campus Wellness and Resource Fair for employees, students and families	2.4, 2.5, 2.6, 3.1, 3.2	District HR/PR representatives Principal, Assistant Principal, Counselor, Head Start Family Facilitator	sign in sheets				

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) CSF 2, CSF 4, CSF 5, CSF 6 1) Implement use of web- based program STOP-IT to prevent, monitor, and address bullying	2.4, 2.5, 2.6, 3.1, 3.2	counselor, assistant principal, principal	Track data from web based program Decrease referrals for bullying				
Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
2) CSF 2, CSF 6 2) Implement PBIS- a three tier implementation roll out, district initiative to include Viking Store using PBIS Bucks as student incentive	2.4, 2.5, 2.6, 3.1	counselor, assistant principal, principal PBIS team	Attendance data discipline data				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 7: K-3 students will use Fontas & Pinnell reading system to increase reading level
k from 37 to 70 percent
1st from 49 to 70 %
2nd from 56% to 80%
3rd from 56 to 76%

    Evaluation Data Source(s) 7: BOY, MOY and EOY reports

    Summative Evaluation 7:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 8: Attend Standard Response Protocol/Standard Reunification Method TtT Workshop.

    Evaluation Data Source(s) 8: MOY and EOY

    Summative Evaluation 8:

Strategy 6: We will develop a strong support system offering opportunities across the curriculum to create an innovative school experience, teaching students to value their education and motivate them to achieve excellence.

Specific Result 1: Objective 6.1 Develop a professional requirement for all staff who impact instruction

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1)) Ensure that all staff and faculty receive adequate training to perform job functions using technology, including Smart Boards, Skype, I-Station, Think Through Math, Renaissance, Pearson Online Textbook training, Tepsa for Admin, Region 20		Admin	Teacher and staff training certificate, membership dues training sign in sheets				
2) Provide professional development opportunities for campus administration including membership fees.							

Strategy 7: Sustain math proficiency to 70% or above for K-5 students.

Strategy 8: Increase Parent Involvement by creating opportunities for parents to participate in various school functions in different capacities

Specific Result 1: More parent involvement

> **Evaluation Data Source(s) 1:** sign in sheets
> available participation sign up list
>
> **Summative Evaluation 1:**

Strategy 9: We will increase attendance, to state daily minimum of 96%, by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Purchase incentives certificates, prizes end of year awards and bikes	2.4, 2.6, 3.1	Admin data clerk counselor and teachers	Meet state standard in attendance				

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Monitor attendance and have incentives such as dances and movie nights to reward those that come to school every day		attendance clerks admin teachers and campus staff	Improve campus attendance rate				

Strategy 9: We will increase attendance, to state daily minimum of 96%, by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 1) Visit homes and meet with parents of students who have attendance issues	2.4, 2.5, 2.6, 3.1	Admin. Data Clerk Teachers	Increase school attendance rates				

Strategy 9: We will increase attendance, to state daily minimum of 96%, by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

Evaluation Data Source(s) 4: daily attendance records

Summative Evaluation 4: Some progress made toward meeting Specific Result

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Targeted Support Key Action** **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Campus creates opportunities for students to make up for absences	2.5	Attendance clerk Admin teachers	students make up lessons that were missed due to frequent absences				

Comprehensive Support Key Actions

Strategy	Specific Result	Key Action	Description
1	2	1	Students, parents, and staff will participate in climate surveys at both district and campus level.
3	1	1	Promote critical thinking and problem solving by utilizing technology based programs such as Istation, , Brain Pop. STEM Scopes Guided reading, Target the question, F and P Happy numbers
3	1	2	Technology will be used to enhance classroom instruction and student engagement by utilizing Smart Boards, Chromebooks for grade 2-5 and IPADS for grades k-1 for easier manipulation without the keyboard or mouse.
3	1	3	Create ways for teachers to establish outside learning opportunities using IPAD Applications, KHOOTz, Google Classroom, or other technology to enhance learning with educators around the world.
3	1	5	Acquire a part time tutor for math to concentrate on the at risk students
3	2	1	PLC and extended learning time Data decimation time
3	4	3	Utilize MCL/Instructional Coach in k-2 and 3-5 to assist struggling readers Tier 3
3	4	5	Spanish books and other resources will be used to increase the learning and engagement of the students by increasing the reading library of the classrooms.
3	7	2	Provide Bil. Chapter books for 3rd 4th and 5th grade students
3	9	1	Teachers will attend Champs classroom management training to increase their skills in the classroom
9	4	1	Campus creates opportunities for students to make up for absences

RDA Key Actions

Strategy	Specific Result	Key Action	Description
3	1	2	Technology will be used to enhance classroom instruction and student engagement by utilizing Smart Boards, Chromebooks for grade 2-5 and IPADS for grades k-1 for easier manipulation without the keyboard or mouse.
3	4	3	Utilize MCL/Instructional Coach in k-2 and 3-5 to assist struggling readers Tier 3
3	4	5	Spanish books and other resources will be used to increase the learning and engagement of the students by increasing the reading library of the classrooms.

South San Antonio Independent School District

Frank Madla Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: F

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 a Capturing Kid's Hearts National Showcase School for 2017-2018 ...our campus is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. 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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Frank Madla Elementary is comprised of 466 students with 98% economically disadvantaged. Our student demographics are as follows: 1.2% White, 94.03% Hispanic, 3.7% African American, 0% Asian and 0% American Indian. Our population also includes special education student programs for autism, resource and inclusion. Our at-risk population is at 80% and our 504 programs include students with ADHD, Dyslexia and other medical conditions that may delay academic success in the classroom. Mobility rate is 24.9%. Special education is 6%. Our families are made up of single parent households or grandparents raising our students, which resulted in our attendance rate being 92%.

Demographics Strengths

Hispanic culture at Madla is strong and built on community and business support for resources. Madla staff reach out to our parents by providing cafecitos, academic nights in reading, math and science, FAST, CIS and several other resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus has had low attendance rates. **Root Cause**: Parents have limited awareness of the negative impact that truancy has on student outcomes.

Problem Statement 2: The campus has had low attendance rates. **Root Cause**: Lack of transportation

Student Achievement

Student Achievement Summary

We were below state average in all grades in Meets and Masters, in math and reading.

In writing, our approaches, meets, and masters are below state average.

3rd Grade Spring 2019 STAAR Scores Math

Approaches - 57%

Meets -29%

Masters -9% **Reading**

Approaches -51%

Meets -22%

Masters -14%

4th Grade Spring 2019 STAAR Scores Math

Approaches -46%

Meets -16%

Masters -8% **Reading**

Approaches -42%

Meets -16%

Masters -2% **Writing**

Approaches -32%

Meets -8%

Masters -0%

5th Grade Spring 2019 STAAR Scores Math

Approaches -67%

Meets -34%

Masters- 18%

Reading
Approaches -61%

Meets -36%

Masters -12% **Science**

Approaches -45%

Meets -18%

Masters -5%

Student Achievement Strengths

The campus saw academic strengths in 3rd grade reading reaching Meets at 22% and Masters at 14%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Improve the quality of instruction by vertically aligning content across grade levels. **Root Cause**: The lack of support systems to provide opportunities for teachers to maximize teaching time.

Problem Statement 2: The low percentage of students in grades 3-5 that did not reach Meets and Masters in math and reading. **Root Cause** : Lack of high-quality, differentiated instruction and not being prepared to meet grade level standards.

Problem Statement 3: STAAR Grade 5 in Science were below district and state average in Meets and Masters. **Root Cause**: Teachers lack of content knowledge and fidelity to curriculum.

Problem Statement 4: 28% of all students scored "Meets" on the Math STAAR test. **Root Cause**: Planning needs to be intentional and rigorous to see change. Increase math vocabulary. Lower grades lacking fundamental math skills. No problem solving process established. Instructional deficiency and understanding of TEKS application in relation to how it's tested

Problem Statement 5: 28% of all students scored Meets standards on Reading STAAR. **Root Cause**: Collaboration among all grade levels needs to take place to close gaps. Teachers need PD in guided reading, small group instruction and balanced literacy knowledge.

Problem Statement 6: Low parental involvement and student engagement stifles our school climate and parent/school relationship. **Root Cause**: The need to improve relationships between parent, teacher and school by incorporating programs to bring parents into our school.

School Culture and Climate

School Culture and Climate Summary

Frank Madla Elementary has an inviting and open atmosphere that helps to maintain a healthy climate. 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. Character building is addressed through our counselor and Communities in Schools.

School Culture and Climate Strengths

- 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 3 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.
- Capturing Kids' Hearts National Showcase School

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Low to moderate staff morale. **Root Cause**: Teacher team dynamics.

Problem Statement 2: Students did not understand campus protocols and student expectations. **Root Cause**: Mobility rate was high.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Madla we will strive to recruit and retain quality teachers. All of our teachers are highly qualified. This year, we had many changes at all grade levels so we will work together to build relationships needed to retain teachers and paraprofessionals. We have hired 8 new teachers. Professional development will be provided to build math content and TEKS knowledge in all grade levels for teachers.

Staff Quality, Recruitment, and Retention Strengths

A Math Instructional Coach was provided for our campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Campus is Improvement Required **Root Cause**: Lack of differentiation and data protocol

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus administrative team (Principal, VP, IC and Reading Specialist) and CILT reviewed Action Plans and Campus Needs Assessment to determine priorities and needs of our campus. Based on this analysis, the following areas showed opportunity for improvement:

- early literacy (need for professional development and resources) (K-2)
- reading workshop (3-5)
- math workshop (3-5)
- PLC for Intentional Planning
- LO/DOL and instruction alignment to level of rigor in verbs/TEKS (Kilgo) LO/DOL posted and reviewed with students, ability to complete DOL in 5-10 minutes
- engagement activities (classroom talk, write to learn, technology integration, mathematics manipulatives and sketching/drawing/graphing, science lab activities) - current evidence of engagement activities showed low expectations/rigor
- students using assessment data to monitor progress and set goals
- PBIS (CKH/CHAMPS) implementation

Curriculum, Instruction, and Assessment Strengths

Teachers have 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, and Assessments (daily demonstrations of learning)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Implementing state reading adoption into our Balanced Literacy Initiative **Root Cause**: First year implementation of new ELAR adoption and Balanced Literacy model in 4th Grade

Parent and Community Engagement

Parent and Community Engagement Summary

We have three direct community programs that work in conjunction to enlist support and encourage parent involvement. We have Community in Schools, FAST and SA Youth. Madla will continue to build parent capacity to assist their children at home to improve academic achievement in school.

Parent and Community Engagement Strengths

SA Youth is our after-school program to assist our parents in after school care. Our CIS works with parents and families offers tutoring and support to families and provides our campus with educational support year -round.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low parental involvement and student engagement **Root Cause**: Opportunity for parent involvement was limited.

School Context and Organization

School Context and Organization Summary

Madla is a Title I- Head Start through 5th campus, employing approximately 60 total staff members with 28 whom are certified. Our staff includes a Principal, Vice Principal, Reading Teacher, and an ELAR Instructional Coach and a part time Math Instructional Coach. Teachers are given extended time for planning and data analysis during the school day. Instructional Coaches provide resources and feedback on a daily basis.

School Context and Organization Strengths

New enrichment times have been set for all learning levels during the instructional day.

The CILT team meets monthly to make informed decisions and surveys are sent to all teachers empowering teachers and giving them a voice.

Technology

Technology Summary

Technology at Madla Elementary is in need of an upgrade. Administration will focus on the upgrading of technology on campus for all grade levels, beginning with upper grades using 211 Funds. Teachers incorporate technology in their presentations daily by using Smart Boards, Elmo Projection and infocus machines. Our communication with our parents include our: Campus Website, teacher-sites, staff and administrative emails and school messenger. The campus collaboration includes announcements for staff, surveys, calendar and a folder system for various committee and team meetings. Technology is used daily with students, staff and parents.

Technology Strengths

- Three Computer labs for classroom use on a daily basis
- Software programs address both struggling students as well as enriching students in various subjects and research projects
- Projectors and document cameras are used daily in the teaching of all subject areas
- Special Education Classrooms also have a cart of technology used daily in their resource classes.

Problem Statements Identifying Technology Needs

Problem Statement 1: Carts to teacher ratio is low **Root Cause**: Lack of number of chromebooks/ipads

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Implement school community feedback tools.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS School screener will be used to survey students, staff and parents to implement and monitor school climate.		PBIS Team, Administrations	Survey results Weekly staff meeting/discussions Monthly calendar, school messenger				
2) Kick-Off Rally for PBIS will take place in October to roll out school goals and Visions.		PBIS TEAM	Photos, Posters				
3) Communities in Schools (CIS) will work with all grade levels of students in weekly small groups focused on school success. These guidance and tutoring based groups will be made up of students identified at-risk who have been recommended by the Madla Staff and administration.		CIS Facilitator, Counselor, Campus Administration	Informal and Formal Data				
4) Provide Learning for Life Lessons through Boy Scouts and counseling program		Counselor, administration	Maintaining positive school climate, decrease in discipline				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Guidance Counselor will provide monthly guidance lessons to all Madla ES classrooms.		Guidance Counselor	Guidance and small group counseling sessions will be provided in order to effectively promote positive character education and social skills. Decrease in Discipline Referrals				
6) Implement Capturing Kids Hearts campus wide and in all classrooms to ensure a safe and orderly environment for learning.		Administration	Social Contracts Questions posted and used in classroom				
7) Implement STOP IT to monitor, address and prevent bullying.		Campus Personnel	Decrease in counselor referrals, decrease in discipline referrals.				
8) Implement FAST program to build relationships with families at school and the community.	2.4, 2.5, 2.6	FAST leaders, Principal, Vice Principal, Teacher					

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Establish a communication system that creates a strong brand that is disseminated across the city and state.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and update school website with current school activities and events to keep parents and members of the community aware.		Administration/PBIS Webmaster	Website Current Status				
2) Create and maintain Campus Facebook/Twitter account to enhance communication in our school and community.		PBIS Team	Daily postings				
3) Communicate with district Public Relations to provide information via social media		Administration Faculty	Campus Website Data from postings				
4) Inform parents and community through monthly calendar, notes, flyers, parent meetings, website, marquee and school messenger.		Administration teachers custodian counselor Communities in Schools	Copy of calendar and broadcast confirmation. sign in sheets, parent input, website				

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Kick Off Rally during Meet the Teacher on August 16, 2018 to celebrate and implement our campus and district vision.		All Staff Administration	Sign In Meet the Teacher				
2) Conduct monthly family events (Book Swap, Book Fair, School performances, PTA, Cafecito with the Counselor) also Family Fiesta Craft Night		All Staff Administration, PTA Officers, Counselor, Librarian	Sign in Sheets, Agendas				
3) Invite parents and community to bi-yearly awards ceremonies/South Sansational event for 5th graders in May		Administration, Counselor, Teachers	Sign-in, Counselors documentation of awards students receiving from teachers				
4) Family Community Engagement meetings scheduled monthly will be used to close the gap between school parents and community. Capturing Kids Heart Rally for National showcase and Parent Night		Administration All Staff	Sign In Sheet Survey				
5) Implement Fountas and Pinnell to create a reading lesson experience to enhance student reading achievement.		Teachers and Admin					
6) Provide resources for parents to be used at home during the school year and summer.	3.1	campus administration					

Strategy 2: We will develop a strong support system offering opportunities across the curriculum to create an innovative school experience, teaching students to value their education and motivate them to achieve excellence.

Specific Result 1: Objective 2.1: Develop a professional development plan for all staff who impact instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All core teachers will be 100% GT trained by 2018-2019 through Region 20 Cohort to ensure that HB5 goal is met.		Administrators, GT Lead Teacher Teachers	Certificates demonstrating Completion of hours				
2) School-wide Professional Development will be provided for all staff to strengthen the PBIS/Capturing Kids Hearts initiatives to ensure implementation and fidelity.		All staff, PBIS Team	PBIS Checklist and implementation guide				
3) Ensure that all staff and faculty receive adequate training to perform job functions in all areas for example technology, special education, ESL, Bilingual, GT, Differentiated Instruction etc.		Administrators	Teacher and Staff certificates of attendance Training sign in sheets				
4) Implement Appy Hour once a month to bring excitement to staff members to utilize the use of IPADS and Chromebooks.		Administration, All Staff	Sign In Sheet				
5) Principal and Vice Principal dues will be paid to allow principals to attend District Leadership Academy, TEPSA (June), Principal and Vice Principal Meetings, Region 20 Campus Administration Table Talk (CATT), Testing meetings, or any workshop on Leadership goals to improve and increase overall student performance and T-PESS goals.		District Personnel and school administration	Improved STAAR results, Proficient or higher on T-PESS.				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) K-5 teachers will attend Leap4ward Conference to learn ways to create engaging units and activities Integrate reading and writing in all content areas Map student progress with different data inputs. Get all kids to think and participate at higher levels and evaluate instructional resources.		Administration Teachers k-2	Teachers will train colleagues in ways to integrate reading and writing				
7) New teachers will be involved in attending meetings throughout the year and be assigned a Mentor teacher on campus to assist them when needed.		Administration Teacher Mentor Instructional Coach	Meeting Log Certificates Increase on TTESS Goals				
8) Students will enhance their educational experience by participating in field trips that are engaging and aligned to our TEKS.		Administration	Lesson Plan indicating TEKS being covered.				
9) Grade Levels will hold Professional Development 3 hrs. in August to learn about Webbs Depth of Knowledge, Instructional Planning, Multiple Response Strategies and Gradual Release Model.		Administration	Teachers will learn how to engage lessons and make learning fun				
10) School-wide Professional Development "Wining Culture" will be provided for all staff to strengthen the PBIS/Capturing Kids Hearts initiatives to ensure implementation and fidelity in August.		PBIS Team	Sign In Sheet				
11) K-5TH Grade Teachers and principal will ATTEND GYTO conference in Houston to empower their learning and teaching for their students.		ADMINISTRATION/Teachers	CERTIFICATES				

Strategy 2: We will develop a strong support system offering opportunities across the curriculum to create an innovative school experience, teaching students to value their education and motivate them to achieve excellence.

Specific Result 2: Objective 2.2: Establish resources to create an innovative school experience.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement teacher resources like STAAR Master, Drops In the Bucket Mentoring Minds, Measuring Up, Countdown to STAAR, Forde Ferrier, Daily Five, Math Warm-Ups and Stem Scope to promote high levels of student engagement.		Administration, Teachers	Walk-throughs, lesson plans, data reports				
2) Hire part time temp tutors for Reading, Writing, Math and science to enhance student learning and to raise the level of engagement in grades K-5.		Administrator	Increased Student Achievement				
3) Provide Cooperating teachers for student teachers through Universities to create the school climate of higher learning for our students.		Human Resources, Principal, and Mentor teachers	Walk-throughs, student teacher evaluations.				
4) Conduct a pre-conference and post-conference with all teachers in order to support their goals using T-TESS.		Teachers and administration	T-TESS proficient or higher, improvement on student achievement through data				
5) Hold monthly RTI meetings (bi-monthly), committee meetings (Math, Reading, Science, writing), CILT meetings, and SBDM meetings.		Administration and faculty	Sign-in sheets, positive school culture, high student academic achievement				
6) Teachers will incorporate the Five Essential Components of Reading in Literacy Centers and during Reader's Workshop. Focusing on Ongoing, high-quality professional development focused on essential elements of reading.		Administrators, Teachers, Reading Specialist, Instructional Coach					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Provide a stipend for teacher members for PBIS to participate in the campus initiative to encourage staff participation.		Administration	Sign in Sheets				
8) Provide Educational Galaxy software in math and reading for teachers to use as a supplemental resource in the classroom.		Teachers and administration					
Additional Targeted Support Key Action 9) PD: The First 25 Days of school for ELAR: Establishing Routines and Relationships. PD used to improve routines to be more effective with instructional lessons.		Teachers and administration.					
10) Lead teachers grade levels (PK-5) and instructional coach will attend Lead4Ward conference to develop content and knowledge skills for them to take back to their teams to improve instructional practices across the campus.							
11) Teachers will implement and perform Fountas and Pinnell Running Records for each student Kinder - 2nd grade to provide individualized learning plans for students, which includes level readers and guided reading.		Administrator, Teachers, Reading Specialist, Instructional Coach					
12) Purchase student rewards/incentives to promote positive citizenship for implementation of Positive Behavioral Interventions & Supports (PBIS)		Administrator, School Climate Grant, PBIS, Teachers					
13) Implement Team Time Tuesday to build teacher collaboration and enhance coherence among staff members at all grade levels.		Administration Instructional Coach Reading Specialist	Sign In				
14) Order dictionaries for teachers to use with students to help students with vocabulary knowledge and dictionary skills.	2.4, 2.5	Administrator Teacher					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure every student Pre-5th participates in the school Science Fair (Pre-2 group project/3rd-5th Individual)							
2) Invite Parents and community to College and Career EXPO (Post-Secondary Education)		Administration, Counselor, local colleges/Universities, South San H.S. CATE	Sign-in				
3) Create Tuesday Team Time activities for all students in the areas of GT enrichment, Art, Music, Computer lab, health career, cooking and many others.		Administration Teachers Counselor	Sign in sheets Displayed Work				
4) Order dictionaries for teachers to use with students to help students with vocabulary knowledge and dictionary skills.		Administration Teachers	Activities				
5) Technology will be used to enhance classroom instruction and student engagement by utilizing Smartboards, Chromebooks (25)/cart, and Ipads into their lessons. Also have access to headphones and speakers for computer and Ipad lab.		Administration and teachers	Students engagement during Walk-throughs				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Implement a collaborative instructional model that integrates technology and hands on experiences.

> **Evaluation Data Source(s) 2:**
>
> **Summative Evaluation 2:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote critical thinking and problem solving by utilizing technology based programs such as Lexia, Istsation, Study Island, Education City, Accelerated Reader and Brain Pop. EDUCATION GALAXY, STEM Scopes and Learning A-Z and Generation Genius, Inc.		Administrator, Teachers, Reading Specialist, Librarian	Data Reports, Walk-throughs				
2) Technology will be used to enhance classroom instruction and student engagement by utilizing Smart Boards, Projectors, Chromebooks for grade 2-5 and IPADS for grades k-1 for easier manipulation without the keyboard or mouse. (headsets). License of ZuluDesk for ipads. Laptops, infocus and document camera's for instruction.		Administration, Teachers	Students Engaged during Walk through Technology Checks				
3) Create ways for teachers to establish outside learning opportunities using IPAD Applications, KHOOTz, Google Classroom, SKYPE or other technology to enhance learning with educators around the world.		Administration Teachers	Evidence in lesson plans Walk-throughs				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Objective 3.3: Implement teaching strategies that promote high levels of student engagement.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Monitor implementation of high yield strategies/best practices with use of district scope and sequence, Walk throughs, pre and post conferences		Administration, district administration, faculty	STAAR results, TPRI results, decrease in RTI Tier 3, and Walk-Throughs/T-TESS				
2) Utilize district benchmark data/Istation data to determine target objectives for small group instruction and tutoring		Administration, teachers	Walk throughs, GLM, decrease in RTI Tier 3, Benchmark results, and STAAR results, TPRI results				
3) Ensure students of all grade levels have the opportunity to enhance learning and real life experiences through field trips		Administration, teachers	Increase in student achievement, increase in college and career readiness				
4) Implement Bilingual Program for identified students utilizing Spanish resources (Imagine Learning, Spanish books-Scholastic) to address the academic and linguistic needs of our ELL students.		Admin, bilingual teachers	TELPAS, Benchmark, TPRI				
5) Monitor all classrooms weekly to ensure that LO/DOL's are being displayed and written with rigor and high expectations.		Administration Teachers	Walk throughs Check list				
6) Health-Related fitness assessment to measure students' aerobic capacity, muscular strength/endurance, flexibility, and body composition. (Fitness Gram $499.99)		Administration, volunteering faculty and staff	Performances, better school culture, Positive self-esteem, membership and sign in sheets				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Small group instruction will be used at all levels to include flexible grouping and/or centers in all subjects throughout the day. A variety of supplies will be used for hands on activities for all students.		Administrators Faculty	Walk-throughs Fidelity Checks				
2) Implement tutoring at grades K-5 to enhance and provide small group instruction to struggling learners.		Administrators, Teachers	Data, Walk-throughs, RTI				
3) Utilize Reading Specialist/Instructional Coach in k-2 and 3-5 to assist struggling readers Tier 3		Reading Specialist, Instructional Coach, Administration	Increase in benchmarks, TPRI, Reading Literacy, decrease in retention, increase in academic achievement, STAAR results				
4) Instructional Coach will assist teachers with Daily 5, LO/DOL and Readers Workshop.		Administration, Instructional Coach	Evidence of Students participating in Daily 5, Readers Workshop and effective LO/DOLs.				
5) Spanish books and other resources will be used to increase the learning and engagement of the students by increasing the reading library of the classrooms.		Teacher, Administrators	Reading Fluency will increase				
6) Scholastic News will be used weekly to help students meet standards by implementing Daily news and current events for kids. Resource for Educators to go home with students for parents to help with homework		Teachers, Administrators	Worksheet Activities posted				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Key Action 7) Provide Dinah Zikes foldables training to teacher to help them to differentiate instruction		Teachers, IC and admin					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create programs that inform and support parental involvement in district initiatives.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly Cafecitos with parents to provide information to them that will help them become more involved in their child's education.	3.2	Campus administration					
2) FAST program will be implemented on Thursdays to build relationships with parents in Pre-k-2 grade.	2.4, 2.5	Administrator Teacher Leader	Certificate Sign In				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Objective 4.1: Create a needs based budget that supports the guidance of student future choices.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the Campus Leadership to develop a campus needs budget to ensure that funds are allocated/expended according to student/campus needs.		Campus Administration	Allocation of Campus Budget, Requisitions/POs				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Establish a volunteer program that utilizes staff, student and community membership.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Create Parent Partners volunteer program to assist teachers and students in daily activities. Supervise areas such cafeteria, library and before and after school.		VP Martinez					

Specific Result 3: Implement mentor programs and internship that offer student leadership.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Implement Lackland Air force Base mentors to establish a one on one mentor relationship with students in need of assistance. Approximately 1 x week depending on Mentors schedule.	2.5, 2.6	J. Buchanan, Principal					

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be recognized at campus and district award ceremonies throughout the year for attendance and academic achievements.	2.5, 2.6, 3.1						

Specific Result 5: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 1: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement use of web- based program STOP-IT to prevent, monitor, and address bullying	2.4, 2.5, 2.6, 3.1	Counselor, assistant principal, principal	Track data from web based program Decrease referrals for bullying				
2) Implement PBIS- a three tier implementation roll out, district initiative to include Gator Store using PBIS Bucks as student incentives.	2.4, 2.5, 2.6, 3.1	PBIS Committee , Assistant Principal, Principal	Discipline Data Attendance Data				
3) 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.	2.4, 2.5	Administrator Teacher leader	FAST certificates Pictures Sign In				

Strategy 6: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement STOP IT to monitor, address and prevent bullying.	2.5, 3.1	Principal Vice Principal					
2) Monitor and update school website with current school activities and events to keep parents and members of the community aware.							
3) Create and maintain Campus Facebook/Twitter account to enhance communication in our school and community.		Principal Webmaster					
4) Inform parents and community through monthly calendar, notes, flyers, parent meetings, website, marquee and school messenger.	2.5, 3.2	Principal Vice Principal Secretary					

Strategy 6: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create survey to measure the customer service quality at our campus.	3.1						

Strategy 6: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Each staff member will follow a customer service handbook to help bridge gap between parent, school and community.	2.5, 3.1						

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a training program to assist all involved from parents, teachers and students proper customer service.	2.5	Principal Vice Principal Counselor					

Strategy 7: Increase student attendance to 96%.

Specific Result 1: Staff will implement activities campus wide and as a class to encourage attendance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will implement ways to encourage attendance as grade level and classroom.		Teachers	Increase in attendance				
2) Brag tags are given out to students with perfect attendance to increase excitement to come to school every day.		Administration Attendance					
3) Incentive prize like freeze pops are given to classes with perfect attendance for the week.		Admin Attendance Clerk					
4) Clubs are offered to students to increase excitement among students so they want to come to school.	2.4, 2.5, 2.6	Admin Club Leaders	Increase in attendance				
5) Attendance prizes are given to students with perfect attendance like bikes, prizes, football tickets etc.	2.4, 2.5	Admin Attendance Clerk	Increase in Attendance				

Strategy 8: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 8: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 8: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 8: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

South San Antonio Independent School District

Hutchins Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: D

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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment at Hutchins ES has gradually declined over the last 5 years from approximately 580 students to 475 students currently enrolled. In 2017-18 a new charter school opened across the street from Hutchins Elementary, which has had an impact on the declining student enrollment. The student population ranges from Pre-Kindergarten through Fifth Grade and 2 multi-age special education self-contained classrooms. The pre-kindergarten units also included students enrolled in the Head Start program. The Hispanic population mostly mirrors the overall student population. The mobility rate mirrors the district and state rate at approximately 20%. The majority of the students are also economically disadvantaged. Hutchins ES has an almost 30% bilingual population and serves as 1 of 5 bilingual elementary schools in the South San Antonio School District.

Student populations:

Hispanic- 97%

White- 2%

Economically Disadvantaged- 89%

At-Risk- 80%

LEP- 28%

SPED-7%

Mobility rate- 19%

Demographics Strengths

While the LEP population has struggled in previous years, in more recent years the LEP population outperformed the overall population on STAAR at approaches, meets and masters levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment at Hutchins Elementary has declined in grade levels K-4. **Root Cause**: A charter school was built across the street and has added grade level each year.

Student Achievement

Student Achievement Summary

Hutchins Elementary received a Letter Grade Rating of a D in the 2018-19 school year. While slight gains were made in Student Achievement in Domain 1, Domains 2, Student Growth in particular, and Domain 3, Closing the Gaps, both showed decreases. There is a need to monitor individual student growth in both reading and math.

State Accountability from 2018 and 2019 are as follows:

2018 Overall Rating of are 68/no letter rating (D1-58; D2-69; D3-65) 2019

Overall Rating of 65/D (D1-60; D2-66; D3-63)

2019 STAAR scores from the STAAR 2019 Summary Reports are as follows:

3rd Grade Reading-Approaches Level-70%; Meets level-34%; Masters level-19 %

3rd Grade Math- Approaches Level- 72%; Meets level- 41%; Masters level - 19%

4th Grade Reading- Approaches Level- 64%; Meets level- 24%; Masters level-10%

4th Grade Math- Approaches Level- 59%; Meets level- 24%; Masters level 9%

4th Grade Writing- Approaches Level- 50%; Meets level-19%; Masters level -5%

5th Grade Reading- Approaches Level- 74%; Meets level-29 %; Masters level -13 %

5th Grade Math- Approaches Level- 73%; Meets level- 29%; Masters level - 9%

5th Grade Science-Approaches Level- 50%; Meets level- 21%; Masters level - 5%

Other Data for grades K-5:

iStation- On April 2019 iSIP The end results of students at Tier 1 are as follows: K-56%; 1st gr-48%; 2nd-79%; 3rd gr-55%; 4th gr-50%; 5th gr- 49%

F&P End of Year Spring 2019 results of students reading on-level are as follows-K- 54%; 1st gr-35%; 2nd-82%; 3rd gr-68%; 4th gr-64%; 5th gr-n/a (implementation in 2019-2020)

Student Achievement Strengths

The 3rd Grade STAAR scores indicate a 14 point gain in reading at the approaches level and 20 point gain at the meets level. This is due to the fidelity of the implementation of guided reading in Kindergarten through Third grade.

Bilingual Students outperform the all students category in every content area of STAAR at the Approaches and Meets Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In Domain 2, Student Growth, declined by 7 points from 2018 to 2019. **Root Cause**: Instruction lacks differentiation and strategic plans to support student growth at the approaches, meets and masters levels.

Problem Statement 2: STAAR Writing in Grade 4 shows only 50% of students score at Approaches or higher levels. **Root Cause**: Additional professional learning is necessary in writer's workshop in K-4.

Problem Statement 3: STAAR Grade 5 Science is below district and state average at approaches and meets level. **Root Cause**: Additional professional learning is necessary in content knowledge and understanding of science curriculum across the grade levels.

School Culture and Climate

School Culture and Climate Summary

Parents are regularly invited to attend family events including coffee with the principal, monthly parent meetings, grade level award ceremonies and family learning nights. In 2014-15 school year the campus adopted the district core beliefs and created a school vision. In 2015-16 the school created the Hutchins Core Beliefs. A campus instructional leadership team was formed in 2015-16 and is championing feedback and coaching for newer teachers. A Parent Booster Club was also formed in 2015-16 and the club has supported school events since.

PBIS was implemented in the 2016-17 school year- the PBIS core team has since merged with the CILT (campus instructional leadership team). Year 2 (2017-18) of PBIS included CHAMPS training which focused on individual classroom practices. In 2018-19 the focus on extreme student behaviors through 25 minute PBIS behavior meetings.

An EOY parent climate survey completed by 190 parents indicates that parents embrace the implementation of enrichment clubs at Hutchins and overall are able to work with the administrators and staff at Hutchins Elementary.

School Culture and Climate Strengths

Since 2014 the student attendance rates are higher than the state average

Parent Booster Club is in year 4

PBIS efforts continue through student incentives (Viking Bucks)

Over 10 enrichment clubs since 2018-19

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Grades 2 and 3 decreased from 4 to 3 classroom teachers and one bilingual classroom unit moved from grade 4 to grade 5. As a result, 1 teacher transferred and all other classroom teachers returned to the 2019-2020 school year.

With the exception of new teachers, all classroom teachers have four or more years of teaching experience and five teachers have over 20 years of experience.

In 2016-17, Hutchins had a high teacher turnover, resulting in 9 new teachers at Hutchins. However, since then Hutchins has had very little teacher turnover.

The current principal has served as the principal for the last 5 years and this year adds a new assistant principal, counselor and instructional coach to the administrative leadership team.

Staff Quality, Recruitment, and Retention Strengths

90% of classroom teachers from the previous school year are returning to Hutchins.

Hiring of an assistant principal with over 20 years of teaching experience and instructional coaching

Hiring of half- time Math coach who provides services every other week at Hutchins.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Since 2017-18, about two classroom teacher positions have been cut. **Root Cause**: There is a decrease in enrollment over the last five years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hutchins ES implemented small group reading instruction based on individual reading benchmark assessments in the Spring of 2015. In 2016-17 Readers Workshop there was a focus on Guided Reading which launched in K-2. The reading teacher created a school-wide leveled reader bookroom. In 2017-18 the district launched a Balanced Literacy Initiative that includes systematic training based on Fontas & Pinnell Guided Reading Handbook.

A new reading adoption is in place and district curriculum documents/framework has been created by instructional coaches.

StemScopes is utilized as the science curriculum in grades K-5.

Guided Math will be implemented in 2019-2020 in Kindergarten and in 4th grade.

iStation and Happy Numbers are resources to support tiered levels of intervention.

The TEKS Resource System is used district wide to support effective instruction.

Curriculum, Instruction, and Assessment Strengths

Implementation of Guided Reading instruction and district wide initiative of Balanced Literacy Framework.

Teachers are refining instruction through collaborative lesson planning in K-5 across core content areas

Administrators and support teachers all have the capacity to coach teachers on good, first instruction (best practices).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of instructional alignment of ELAR learning targets, taught curriculum, and assessment across the core contents. **Root Cause**: Professional learning necessary on the new ELAR TEKS that have been restructured as well as the new curriculum resources.

Parent and Community Engagement

Parent and Community Engagement Summary

Communities in Schools is new to Hutchins ES this school year and will provide support services including mentoring, social-emotional and academic presentations including STEM night. An assigned facilitator will be housed at Hutchins on full-time basis and service approximately 85 students and their families.

Hutchins ES continues to include opportunities including a Fall STEM night, Multiple Family learning nights, a Grandparents Day Celebration, monthly coffee with the principal meetings, and Monthly Parent Booster Club meetings coupled with grade level performances. Other events included "Meet the Teacher" function held right before the school year begins and a school wide open house on the 3rd week of school. The CILT discussed the efforts and while most events were well attended, there is still a lack of involving the parents to support academic achievement.

The Viking Parent Booster club was also formed in the 2015-16 school year and in the spring of 2016 worked with the principal to open a parent involvement work room and champions parent volunteering throughout the school year.

In addition, Hutchins ES now includes positive communication in the community through the use of Twitter, Facebook, school messenger automated system and Remind 101. Highlights and reminders for events will be messaged out on at least a weekly basis.

Parent and Community Engagement Strengths

Family Learning Nights

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 Families of Hutchins ES Facebook Account; Remind APP set up for school announcements; school wide announcements on Blackboard

Community Resource Fair and Parent Trainings in partnership with Head Start

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The student attendance rate has dropped from 96% to 95% **Root Cause**: Need to increase parent and community involvement to decrease the chronic attendance cases.

School Context and Organization

School Context and Organization Summary

A master schedule has been established to include a minimum number of minutes required per core content area. This plan ensures that all instructional daily minutes are utilized and includes allocated time for RtI and enrichment activities. At this time RtI for reading is much stronger than for math. A variety or reading assessments are in place through F & P and iStation.

A data analysis and coaching plan protocol has been established district wide.

A Google classroom has been created so that teachers are held accountable for tracking student data to include academic, social emotional and attendance. The classroom also holds data analysis of assessments.

Since 2014-2015, SA Youth has provided an afterschool program. Initially the after school program was on a sliding scale paid for by the families, however the last 3 years the program has been provided free of charge to families.

School Context and Organization Strengths

Required Instructional minutes per core content areas

Built in RtI time in K-5 classroom daily schedules

Reading RtI options and resources

After school program, SA Youth, has an enrollment of over 100 students and provides daily service free of charge to all families participating. In addition, SA Youth support the school's attendance initiative and utilizes extra-curricular programming to enrich student learning in an engaging way.

Technology

Technology Summary

Technology improvements were made over the last three years to include improvement in band-with for Wi-Fi access. Rewiring of internet ports was also completed. Every classroom has new desktop computers to serve as student stations. Every classroom is also equipped with a document camera, projector, laptop and a SmartBoard. iPads and Google Chrome books have previously been purchased for in-class student use across the core contents and for project based learning. While every classroom has a SmartBoard and iPad for student use, these devices are over 5 years old and becoming outdated.

Technology Strengths

Technology Inventory kept by technology aide has been key in keeping all classrooms with operating devices even as the district faces financial challenges.

Increase in use of Google chrome books and creation of students Google accounts.

The campus has maintained 2 computer labs that are key in administering monthly assessments for iStation, and for other formal assessments for STAAR and TELPAS.

Problem Statements Identifying Technology Needs

Problem Statement 1: Classroom iPads and Smartboards are antiquated. **Root Cause**: There is a lack of funding.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain the campus website with current school events, accomplishments and information.	2.5, 2.6, 3.1, 3.2	Librarian (website manager) Principal	3 spot checks per semester (Fall/Spring) at 100% accuracy match events on website to the monthly paper calendars				
2) Send monthly bilingual printed calendars so that all families can plan to participate in all school activities.		Principal, Vice Principal,	maintain parent satisfaction as resulted on parent survey				
3) Utilize school messenger, blackboard and Remind 101 to provide pertinent messages, updates and family reminders school-wide.	3.1, 3.2	Principal Assistant Principal	Increase participation in school events sign-in sheets				
4) ***Utilize school Twitter to showcase school happenings; Support the parent booster club to maintain the Families of Hutchins Facebook page.		Principal	Increase number of followers on Twitter and those who have joined FB page.				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Students, parents, and staff will participate in climate surveys (including PBIS Surveys) at both district and campus level.	2.5, 3.1	Principal, Assistant Principal, Campus Instructional Leadership Team	Completed Surveys Disaggregated Data				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend parent meeting at early childhood facilities such as PCI and provide information on transition and hold PK and Kinder Round-Up Activity on school grounds	2.4, 2.6, 3.1, 3.2	Principal Counselor	Sign in sheet tracking Increased enrollment in PK and Kinder				
2) *** Encourage parent involvement by disseminating school informational newsletters, holding events including Meet the teacher, Grandparents Day, Open House, Coffee with the Principal, (2 a semester), Family Learning Nights (1 each semester), monthly parent information meetings w/grade level performances.		Principal, Campus Instructional Leadership Team, Content Vertical Teams, Counselor	Track Sign In Sheets School culture survey results				
3) *** Hold award ceremonies at the end of each semester (2nd and 4th Nine Week Grading period) and invite families of students to attend.		Principal , Counselor	Parent sign in sheets to show participation				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Classroom teachers and support teachers will utilize traditional methods such as over the phone and in person parent conferences and offer education communication apps such as Class Dojo and Remind 101 to regularly communicate with parents.	2.6, 3.1, 3.2						

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enhance science instruction with curriculum framework Stemscopes	2.4, 2.5, 2.6	Instructional Coach Principal, Asst. Principal	70% of students reach meets level on common assessments from October- February.				
2) Provide Computer stations in each of the classrooms to utilize programs web based programs to support core content areas	2.4	Principal, Asst. Principal	Increases in meets level on common assessments for core content areas				
3) Provide a class set of chrome books in gr 1 -5 to enhance student engagement in project based learning experiences.		Principal Asst. Principal Instructional Coach	Increases in meets level on common assessments for core content areas				
Additional Targeted Support Key Action **RDA** **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Implement a weekly science labs that ensures students in Pk-5 have hands on lab experiences.		Teachers					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 5) Utilize a device that allows the teacher to record her instruction and then review it later with the Instructional coach as part of quality feedback to enhance instructional practices.	2.4, 2.5, 2.6						
6) Provide teachers supplemental technology resources for instructional purposes.		Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Targeted Support Key Action** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Increase the number of K-5th grade students reading on-grade level using F&P reading level system	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Increase from 51% to 70% by when May 2019 (EOY benchmark)				
2) Receive a minimum of 3 administrator informal walk through visits with receive face to face feedback; feedback will include action steps from Get Better Faster.	2.4, 2.5, 2.6	Principal, AP and IC	Increase of level from performance indicator to proficiency in D2 and D3 from 1st semester to 2nd semester				
3) Utilize an Instructional Coach across core contents in K-5 for modeling, observing with feedback and lesson planning aligned to data analysis.	2.4, 2.5	Principal, Assistant Principals, Director of C&I	Increase in meets and Masters on local and state assessments				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Engage families in family learning nights, book fairs, learning lunches or Cafecitos	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Counselor, Reading Teacher, Librarian, Instructional Coach	Increase in parent attendance to events				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the quality of math and science instruction through collaborative lesson planning	2.4, 2.5, 2.6	Instructional Coach Principal Asst. Principal	increase on math and science common assessments in grades 3-5 to reach 70% at meets level by March 2019				
2) Participate in grade level data and lesson planning PLC's from K-5th for core content areas(Campus Action Plan); Utilize TEKS Resource System and Lead4ward	2.4, 2.5, 2.6	Principal and Campus Instructional Leadership Team All teachers	70% meets level on common, benchmark assessments.				
3) -***Provide campus administrators professional development opportunity to attend training at Region 20,Lead4ward		Principal	Performance level indicator of proficiency TPESS				
4) Provide balanced literacy training to teachers K-5 to include Reading and Writing components	2.4, 2.5, 2.6	Principal , Instructional coach	Data PLC data tracking on student levels, iStation, F&P				
5) Improve science instruction at all levels by providing targeted professional learning sessions	2.4, 2.5, 2.6	Principal, Instructional Coach	70% approaches and meets level on common and benchmark assessments				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create and foster Instructional Leadership Teams at all levels of the district and school community.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the Campus Leadership Team to develop a campus needs budget to ensure that funds are allocated / expended according to student/campus needs.		campus Administration CILT	Allocation of campus budget, requisitions, PO's				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Provide accelerated instruction for struggling and at-risk students.

     Evaluation Data Source(s) 6:

     Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) utilize Lead4ward resources, including field guides to improve the quality of instruction across the core content areas		Instructional Coach, Reading Teacher, Principal, Asst. Principal	Increases in meets level on common assessments for core content areas Teacher proficiency in quality of lesson plans				
2) ***Utilize the LLI Kit to accelerate learning for students in Tier 3		Reading teacher, Principal	Improve reading levels on F&P benchmark assessment and Reading STAAR test.				
3) ***Provide extended day/week learning for students who need additional academic assistance.		Principal , CILT, Assistant Principal					
4) ***Provide interventions as part of RTI in ELAR through web based program istation and Learning A-Z. Including Scholastic.	2.4, 2.5, 2.6	Reading Teacher Instructional Coach Principal	decrease in Tier II and III in ELAR				
Additional Targeted Support Key Action 5) Utilize supplemental materials to accelerate instruction in core content areas for developing students, including special populations of ELL and Spec Ed. (mentoring minds)	2.4, 2.5, 2.6	Principal, Instructional Coach, Assistant Principal	70% meets level on common and benchmark assessments				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Implement teaching strategies that promote high levels of student engagement.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental reading resources and tools to improve student reading levels and comprehension.	2.4	Campus administration					
2) ***Monitor the use of Learning Objectives, high yield questioning, and multiple response strategies for all lessons built in core content areas from Pk- Grade 5.		Principal Assistant Principal Reading Teacher Instructional Coach	Learning Obj.; Demonstration of Learning PD in BOY 70% of students in gr 3-5 will reach meets level on common assessments; lesson plans posted to Google team drive by COB every Thursday for review and feedback.				
3) ***Implement balanced literacy to include Guided Reading and resources that students read on level by third grade		Reading Specialist Instructional Coach Principal80	80% of students will gain 4 level or more using f&P reading level from BOY to EOY				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

    Evaluation Data Source(s) 8:

    Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) *** Provide students with opportunities to participate in field trips that connect what that are learning in class to the real world.							

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct parent involvement policy review and training of parent volunteers.	3.1, 3.2	Principal, Head Start campus parent facilitator, AP, counselor	parent volunteer training logs parent volunteer tracking logs				
2) Engage parents to join Parent Booster Club as a way to volunteer and support the Hutchins Community	2.4, 2.5, 2.6, 3.1, 3.2	principal, assistant principal, counselor, Head Start Family Facilitator	increase membership in booster club increase parent volunteers for club, fundraising and school safety monitoring				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internship that offer student leadership.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Key Action **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 5: Effective Instruction 1) CIS will serve as an on-campus partner and provide Texas A&M students as tutors for 3rd, 4th and 5th graders.	2.4, 2.5, 2.6	CIS facilitator Instructional Coach Classroom Teacher	student growth on formative and assumptive assessments				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Implement mentor programs and internship that offer student leadership.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ***Promote student attendance in school and provide family support for chronic absences. Attendance promotions include weekly and monthly student incentives for those with perfect attendance, post daily attendance in high visual area announce perfect attendance daily, host dances on days with pattern of high absence rate.		Principal, assistant principle, attendance committee	increase daily attendance rate of 97%				
2) Conduct Nine Week Grading period Awards and Student Recognition for Good Citizen, Academics, Attendance and utilize business partners including Mama Margie's and Olive Garden certificates	2.4, 2.6, 3.1	Principal, Counselor	Increase Family Engagement Increase ADA from 95 to 96%				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 5: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide District wide and campus Wellness and Resource Fair for employees, students and families	2.4, 2.5, 2.6, 3.1, 3.2	District HR/PR representatives Principal, Assistant Principal, Counselor, Head Start Family Facilitator	sign in sheets				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New Teachers to the campus are assigned a mentor and will attend monthly campus meeting with Teacher Mentor (utilizing book Teach Like a Champion)	2.4	Principal, Instructional Coach	Increase in Classroom walk through ratings of new teachers from BOY to EOY in Strive Eduphoria				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Implement use of web- based program STOP-IT to prevent, monitor, and address bullying	2.4, 2.5, 2.6, 3.1, 3.2	counselor, assistant principal, principal	Track data from web based program Decrease referrals for bullying				
2) Implement PBIS- a three tier implementation roll out, district initiative to include Viking Store using PBIS Bucks as student incentives	2.4, 2.5, 2.6, 3.1	PBIS Committee, Assistant Principal, Principal	Discipline Data Attendance Data				
3) Implement PBIS components- common areas and classroom expectations; provide incentives for students and staff; include intervention systems aligned to behavior plans (25 minute meeting protocol) aligned to PD Book Lost At School		Principal Asst., Principal, Counselor, and PBIS Core Team Classroom Teachers Support Staff All general staff					

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

   Evaluation Data Source(s) 1:

   Summative Evaluation 1:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

   Evaluation Data Source(s) 2:

   Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) CIS facilitator will organize check and connect family meetings for students with 5 or more absences each quarter of the school year.		CIS Facilitator principal attendance clerk	Decrease in number of students with chronic attendance Increase Student ADA from 95% to 96%				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Comprehensive Support Key Actions

Strategy	Specific Result	Key Action	Description
3	1	5	Utilize a device that allows the teacher to record her instruction and then review it later with the Instructional coach as part of quality feedback to enhance instructional practices.
3	2	1	Increase the number of K-5th grade students reading on-grade level using F&P reading level system

RDA Key Actions

Strategy	Specific Result	Key Action	Description
3	1	4	Implement a weekly science labs that ensures students in Pk-5 have hands on lab experiences.

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Evelina Espinoza	PK Teacher
Classroom Teacher	Jenny Lopez	Kinder Teacher
Classroom Teacher	Destiny Pena	1st Grade Teacher
Classroom Teacher	Anel Valdes	2nd Gr Teacher
Classroom Teacher	Bethany Pinckard	3rd gr teacher
Classroom Teacher	Jessica Ramon	4th grade teacher
Classroom Teacher	Meagan Garcia	5th gr teacher
Non-classroom Professional	Sandra Lomas	Assistant Principals
Non-classroom Professional	Melissa Santiago	Instructional Coach
Classroom Teacher	Natalie Pader	Reading Teacher
Teacher	Delia Velasquez	PE TEacher
Teacher	Jason Crenwelge	Special Education Teacher
Parent	Celeste Medina	
Parent	Abigail Gutierrez	

South San Antonio Independent School District

Kindred Elementary School

Accountability Rating: B

2019-2020 Campus Improvement Plan

Mission Statement

K-NOWLEDGE IS OUR GOAL

I-NCREASING MORE EACH DAY

N-OTHING IS IMPOSSIBLE

D-ONE THE RIGHT WAY

R-EADING, WRITING, AND ARITHMETIC

E-DUCATION AT ITS BEST, WE ARE

D-ETERMINED TO BE BETTER THAN THE REST!

WE WILL DO OUR VERY VERY BEST, YES!

Vision

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

Value Statement

District Core Beliefs:

- 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.

Kindred Core Beliefs:

- We believe strong teachers will collaborate to create innovative engaging lessons that promote higher order thinking skills high expectations.

- We believe strategic instruction will be data driven using formal and informal assessments to design innovative and different lessons geared toward creating lifelong academic achievers.

- We believe in establishing an empowering, positive classroom culture that is conducive to learning while in a safe, supportive, environment that students will experience engaging innovative instructional opportunities.

- We believe in reaching the mission, vision and goals of the school by encouraging collaboration and communication between teachers, students and parents, which will enhance the professional community.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kindred Elementary School is a Title I Elementary School in South San Antonio ISD. We are located in the Southwest quadrant of San Antonio Texas. We currently have approximately 343 students from Head Start/PK to 5th grade.

Our student to teacher ratio is at or below twenty-two students per class. We pride ourselves in high-quality teaching for individualized instruction. We strive to know our at-risk population and service them based on their needs. We focus on high quality instruction while building relationships with students. Kindred has an overall goal to help each student be successful today and as they go forward as lifelong learners.

Demographics Strengths

Ethnic Distribution:

African American 0.6%

Hispanic 98.1%

White 1.0%

American Indian 0.4%

Two or more Races 0.0%

Economically Disadvantaged:

Non-Educationally Disadvantaged 6.5%

English Language Learners (ELL) 16.3%

Students with Disciplinary Placements (2012-2013) 0.0%

At-Risk 72.1%

Mobility 19.5%

Attendance 94%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Almost 6% students school-wide did not meet attendance requirements. Student attendance is currently at 94.3% **Root Cause**: Limited accessibility to transportation has negatively impacted attendance. Parents have limited awareness of the negative impact of truancy on student outcomes.

Student Achievement

Student Achievement Summary

According to the most recent TEA Accountability reports, Kindred Elementary received an overall score of a "B". Our overall performance was 81 out of 100. In the area of Student Achievement, we did not meet standard (59 out of 100). Our strongest area was in school progress, where we achieved an 85 out of 100. In the area of closing the gaps, we finished with a score of 71 out of 100.

Student Achievement Strengths

Our overall strength was in academic growth (85 out of 100). Math scores were a strength of the campus (approaching went from 61% to 76%), (meets went from 26% to 36%), (masters went from 6% to 20%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 77% of students school-wide did not meet grade-level standard in STAAR Reading **Root Cause**: Lesson plans lack rigor and engagement. Vocabulary instruction lacks emphasis on context clues and multiple meaning. 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 in a Balanced Literacy Framework Limited engagement strategies.

Problem Statement 2: 64% of students school-wide did not meet grade-level Meets standard in STAAR Math **Root Cause**: Additional training is required to align TEKS and rigor of STAAR, increase engagement strategies and increase knowledge in ELAR standards.

Problem Statement 3: 81% of fourth grade students did not meet grade level in fourth grade STAAR Writing **Root Cause**: Training is needed in vertical aligning standards, integrating grammar skills/reinforcement within Writers Workshop, and vocabulary instruction for composition writing.

Problem Statement 4: 81% of students did not meet grade level on Science STAAR. **Root Cause**
: There is a need to increase teacher capacity in science -vocabulary, STEMscopes, and science laboratory safety.

School Culture and Climate

School Culture and Climate Summary

Kindred FOCUS for 2019-2020

We believe in a: <u>P</u>ositive school culture, <u>A</u>chieving Greatness, through <u>W</u>orking together, to create <u>S</u>uccessful lifelong learners.

Kindred Elementary Vision:

- We believe in reaching the mission, and goals of the school by encouraging collaboration and communication between teachers, students and parents, which will enhance the professional community.

Kindred Core Values:

- We believe strong teachers will collaborate to create innovative engaging lessons that promote higher order thinking skills high expectations.

- We believe strategic instruction will be data driven using formal and informal assessments to design innovative and different lessons geared toward creating lifelong academic achievers.

- We believe in establishing an empowering, positive classroom culture that is conducive to learning while in a safe, supportive, environment that students will experience engaging innovative instructional opportunities.

- We believe in reaching the mission, vision, and goals of the school by encouraging collaboration and communication between teachers, students, and parents, which will enhance the professional community.

Kindred School Motto:

- Kindred Tigers hear us roar, working hard, achieving more!!!

Kindred Elementary strives to maintain a positive school culture and climate amongst faculty, staff, students, and parents.

Kindred Norms

Be respectfully honest

Decisions should be based on student needs, not personal preference

Professionally express any concerns being mindful of all grades

Prepared/Punctual/On Point

School Culture and Climate Strengths

At Kindred Elementary, we continue to build culture amongst faculty, students and parents. We numerous opportunities throughout the year for staff, students and parents to build school pride. Our staff is committed to building positive relationships with students thus enhancing their education. There are many opportunities in which parents are invited to come into the school (meet the teacher, open house, parent coffees, student showcase, etc.) to meet with staff about the progress about their son and/or daughter. Students and staff feel safe at school with our secure campus. We continue to implement the PBIS strategies that were put in place in all common areas of the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of engagement for students. Parents may not always feel welcome and therefore do not support the educational process. **Root Cause**: Teachers, students, and families lack the professional development to increase student motivation, parent engagement, and teacher effectiveness.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Information Count/Average Percent District State
Total Staff 44.4 100.0%
Professional Staff: 36.6 82.4%
Teachers 30.7 69.1%
Professional Support 3.9 8.7%
Campus Administration (School Leadership) 2.0 4.5%
Educational Aides: 7.8 17.6%
Total Minority Staff: 36.1 81.3%
Teachers by Ethnicity and Sex:
African American 1.0 3.3%
Hispanic 22.7 73.9%
White 6.0 19.5%
American Indian 0.0 0.0%
Asian 1.0 3.3%
Pacific Islander 0.0 0.0%
Two or More Races 0.0 0.0%
Teachers by Highest Degree Held:
No Degree 0.0 0.0%
Bachelors 25.5 83.1%
Masters 5.2 16.9%
Doctorate 0.0 0.0%
Teachers by Years of Experience:
Beginning Teachers 2.0 6.5%
1-5 Years Experience 12.0 39.1%
6-10 Years Experience 4.5 14.7%
11-20 Years Experience 9.2 29.9%
Over 20 Years Experience 3.0 9.8%

Number of Students per Teacher 16.4 n/a

Staff Quality, Recruitment, and Retention Strengths

Our percentage (75%) Hispanic teacher population reflects the student population (98%)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High Quality teachers leave due to falling enrollment, and fear of being transferred. **Root Cause**: Decreasing student enrollment and fear of job security.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Kindred, we have implemented Balanced Literacy with a focus on Guided Reading in grades K-4. The district had provided systematic professional learning to teachers regarding the implementation of reader's & writers workshop and small group instruction. Additional instructional support and professional learning has been provided by the district in the areas of mathematics, reading, and writing. In addition, the campus has added a part time Math coach. Teachers are able to track student data through common assessments, district benchmarks, Istation, and Happy Numbers.

- By September 30th, all students, 1st-3rd grade, will have Fountas and Pinnell baseline reading levels.

- Utilization of student historical data to provide interventions within small groups for Tier 2 and 3 students.

- Implementation of small group Guided Reading lessons in grades K-4.

- Spiraling and reinforcement of skills embedded in the lesson with use of Brainpop, Istation and Happy Numbers.

- Target content areas through departmentalization (5th grade).

- Use of Tiger Bucks to promote positive behavior.

-

    ◦ All Special Education IEP's and 504 plans will be evaluated and based on student needs.

    ◦ All RTI plans will be evaluated and adjusted to meet the student needs.

    ◦ Instructional coaches will complete weekly coaching sessions with teachers

    ◦ Instructional coaches will assist with weekly lesson planning

    ◦ Professional Development- August 2018

        ▪ Curriculum Updates/Instruction (District and Campus)

        ▪ Vision and Core Values

- TTESS Review and Goal Setting

- Handbook and Procedures

○ Grade level PLCs to analyze data, develop action plans and support/coach instructional practices.

○ Conduct a core belief activity during faculty meetings, CILT meetings and PLC's

○

- Utilization of Stem Scopes in 3rd, 4th, and 5th.

- Vertical alignment discussions with grade levels above and below monthly in place of CILT meetings.

- Common assessments and data analysis (action plans)

- 6 walkthroughs completed by admin on each teacher

- PLC during school day once a week

- Monthly CILT meetings

- Data Analysis/ Tracking

    - analyze 2019 STAAR/ Eukolos/ IStation/ Fountas & Pinnell/ Happy Numbers data to identify struggling students

    - set up data wall/ binders to track student progress, goals, and attendance

    - goal setting meetings with all students PK-5th (CIS, Counselor, Attendance Clerk, Truancy Officer, and Administration)

Curriculum, Instruction, and Assessment Strengths

- Data Analysis/ Tracking

  ○ analyze 2019 STAAR/ Eukolos/ IStation/ Fountas & Pinnell/ Happy Numbers data to identify struggling students

  ○ set up data wall/ binders to track student progress, goals, and attendance

  ○ goal setting meetings with all students PK-5th (CIS, Counselor, Attendance Clerk, Truancy Officer, and Administration)

  ○

    ▪ PLC during school day once a week

    ▪ Monthly CILT meetings

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Additional training and allocation of resources are needed to support early literacy. **Root Cause**: Lack of PD and resources to implement a successful early literacy program.

Parent and Community Engagement

Parent and Community Engagement Summary

At Kindred we continue to need to broaden Constructive Relationships with members of our school community

Kindred Elementary School will broaden constructive relationships with the members of our school community by instilling effective communication with campus stakeholders. Many forms of communication (notices, blackboard messages, monthly campus calendar) will be used to keep parents informed of upcoming events. We will utilize our website and twitter page to post positive happenings taking place that will instil a sense of pride in our school.

We will have many opportunities throughout the school year, to collaborate and engage with the campus staff. Different events will take place but not limited to just the following:

- Meet the Teacher (August 15th)
- Grandparents Day Breakfast (September 6th)
- Open House and Title I Information (September 12th)
- Parent coffees (Sept 25th, Oct 23rd, Nov 20th, Dec 18th)
- Student Showcases (5th Sept 26th, 4th Oct 24th, 3rd Nov 21st, 2nd/1st Dec 19th, Kinder/PreK Jan 23rd)
- Stem Family Night (November 6th)
- Fall Festival (Oct 25th)
- STAAR Information Night (TBD)
- Fiesta Parade and Festival (April 23rd)

Parent and Community Engagement Strengths

We believe that our parents and community are an integral part of the overall success of the school and students. The administration will greet parents/guardians and students on a daily basis at the front door with warm smiles and greetings. During the day the administrative team will be visible at all times to build relationships with parents and students as well as having an open door policy to address concerns.

The administrative team will collaborate with our Parent Center parents and provide incentives to parents and students to increase parent participation at all school related events. We will have numerous events to draw in parents for positive interactions amongst administration, teachers, parents, and students. We will provide parent coffees in which we will invite outside agencies in that will inform

parents/guardians of services they are entitled to outside of the school.

The Principal will constantly keep in contact with parents/guardians through the use of notices, monthly calendars, blackboard, website and twitter and most importantly direct face to face communication throughout the day as parents are seen.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Offer more community classes to help parents feel comfortable in coming to the school and with helping their children at home with their academics. **Root Cause**: Lack of resources, space, and personnel on campus

Problem Statement 2: A lack of parent participation in the school **Root Cause**: Community classes are needed to help parents feel comfortable in coming to the school and with helping their children at home with their academics.

School Context and Organization

School Context and Organization Summary

Kindred is a Title I- Head Start through 5th campus, employing approximately 50 total staff members with 26 whom are certified. Our staff includes a Principal, Vice Principal, Reading Teacher, and an ELAR Instructional Coach and a part time Math Instructional Coach.

School Context and Organization Strengths

New enrichment times have been set for all learning levels during the instructional day.

The CILT team meets monthly to make informed decisions and surveys are sent to all teachers empowering teachers and giving them a voice.

Technology

Technology Summary

Our campus has invested in 2 technology carts with 30 chrome books in each cart to improve tier 1 instruction.

Providing technology training by district personnel once a month

The technology carts are scheduled for every grade level to have ample opportunities with the technology.

Technology Strengths

Our staff and students have access to (2) chrome book carts. Training on instructional technology and blended learning is available to our teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology use needs to increase across campus. **Root Cause**: Limited funds for more technology equipment (Google chromes, headphones).

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 1) Inform parents and community through printed calendars, notices, social media sites (Twitter, Facebook, school website), parent meetings (Meet the Teacher, Open House, Parent Cafecito), blackboard, and marquee.	3.1, 3.2	Administration team, Librarian, Counselor, CIS and Teachers	Transparency, positive perception, and a strong brand				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 1) Opportunities for parent feedback: Periodic Climate Surveys, Event Surveys, Open Communication with Administration	3.1, 3.2	Administration Team	Increase School Climate				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Opportunities for teacher feedback: CILT, PLC, Faculty meetings, Breakfast with the Principal, tacos for teachers, light breakfast, drinks, and paper goods, Teacher surveys	2.6	Administration Team	Increase in school culture and climate.				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Hold at least one family involvement event per 9 weeks: Academic Nights (Meet the Teacher, Open House, Student Showcases, Fall Fest, STEM Family Night, Fiesta Event, STAAR Night)	2.5, 2.6	Administration team, Content Committees, Communities in Schools, Parent Center, Counselor, and Teachers Sign in sheets	Increase parent attendance at events.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 2) Hold Community sponsored events such as Community Fair, Read Across America, STAAR Parent Informational Meeting, Guest Speakers, Spirit Nights with Local Businesses (Chick-Fil-A, Texas Roadhouse, Willie's)	2.5, 2.6, 3.1	Administration Team, Communities in Schools, Content Committees, Counselor, and Teachers	Increase community involvement				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Utilize social media outlets such as Twitter and Facebook	3.1, 3.2	Administration Team, Librarian, Instructional Coach	Increase communication with parents and community				
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 2) Utilize Marquee, blackboard, and School Webpage / monthly calendar, notices and parent communication.	3.1, 3.2	Administration Team and Webpage Manager	Increase Communication with parents and community				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

  Evaluation Data Source(s) 2:

  Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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 1) Survey results will help establish the needs of improvement in order to build a positive partnership among faculty/parents and guardians. Therefore, CILT will create a plan to address the needs.	3.1	Administration Team, CILT	Will increase school climate and culture				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Create a parent involvement committee that will work in conjunction with Communities in Schools, admin, teachers, to develop a monthly parent event such as Cafecitos, Donuts for Dad, Muffins with Mom, Goodies with Grandparents, Educational Classes, etc. (Parent Cafecitos; coffee machine, coffee , light snacks, paper products, drinks)	2.4, 3.1, 3.2	Parent Involvement Committee, Communities in Schools	High quality customer service				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 1) Present a professional development on customer service model. Train teachers and staff about how to communicate with parents/guardians.	3.1, 3.2	Administration Team and Instructional Coach	Increase the quality of customer service with parents and students.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) All teachers and support staff will integrate technology through daily computer lab rotations, Smartboard lessons, Power Point presentations, Chrome book use, Istation, Happy Numbers, Prodigy, EPIC, Discovery , Kahoot, and Brain Pop	2.4, 2.5, 2.6	All teachers and support staff	Increase student achievement and engagement. Documentation will be monitored through lesson plans and walk throughs				
Comprehensive Support Key Action 2) All teacher and support staff will provide hands on experiences such as science labs, interactive notebooks, 3-5 Stemscopes, etc.	2.4, 2.5, 2.6	All teachers and support staff	Increase in student achievement and engagement. Documentation will be monitored through lesson plans and walk throughs				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Hold weekly PLCs to disaggregate data to drive instruction: Istation, Happy Numbers, Benchmark, and F&P Coaching and Mentoring	2.4, 2.5, 2.6	Administration Team, Teachers Instructional Coach through Engage to Learn	Teachers will be able to target specific weaknesses and strengths of TEKS. Feedback to teachers will grow in their professional development.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Parent Center will coordinate a parent volunteer program.	3.1	Administration Team and Presa Community Center	Increase in parent volunteers to help with district initiatives.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Comprehensive Support Key Action **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Follow-up Professional Development on Balanced Literacy, Fountas and Pinnell, Stemscopes (Science), Istation, and Smartboard	2.4, 2.5, 2.6	Administration Team, Instructional Coach, District Facilitator	Increase reading levels, mastery of Science TEKS Increase student engagement through technology				
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide tools to support accelerated instructional strategies in the classroom.	2.4	Campus administration	Increase GT referrals				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Establish and sustain the middle schools as Academies of Choice: Fine Arts, Health Sciences, and STEM.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture	2.4, 2.5, 2.6	All Teachers	Increase interest in the Fine Arts				
1) Increase student interest of the Fine Arts Academy by providing an extracurricular club that promotes the Fine Arts (choir, art, fine arts, cheer)							
Comprehensive Support Key Action **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction	2.4, 2.5, 2.6	All teachers and staff, School Nurse	Increase interest in the Health Sciences				
2) Increase student interest of the Health Sciences Academy by providing students with hands on science labs using Stemscopes. Small bites in PE and Fresh Fruits and Vegetables.							
Comprehensive Support Key Action 3) Increase student interest in STEM academy by providing an extracurricular club that promotes science, technology, engineering, and math (robotics, coding, and science).	2.4, 2.5, 2.6	All teachers and staff	Increase interest in STEM				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Create and foster Instructional Leadership Teams at all levels of the district and school community.

      Evaluation Data Source(s) 6:

      Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Create content committees for vertical alignment of grade levels.	2.4, 2.5, 2.6	Administration Team, Teachers, Instructional Coach	Increase student achievement of content TEKS				
2) Provide opportunities for campus administration to attend conferences to improve instruction and leadership strategies.		Campus administration and district staff.					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Provide accelerated instruction for struggling and at-risk students.

      Evaluation Data Source(s) 7:

      Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Provide support, personnel, and resources to at-risk students to improve literacy skills.	2.4, 2.5, 2.6	Reading teacher, at-risk aide, IC, and teachers	Increase student achievement Increase percentage in K-2 reading on grade level				
Comprehensive Support Key Action 2) Provide after school tutoring for K-5 and part-time support for day tutoring.	2.4, 2.5, 2.6	Administration Team, All teachers/staff, IC	Increase student achievement				
Comprehensive Support Key Action **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Provide daily thirty minute intervention on Istation and Happy Numbers in the computer lab.	2.4, 2.5, 2.6	Administration Team, All teachers/staff, IC	Increase student achievement				
4) Provide supplemental STAAR work books or materials for teachers to implement into their classroom.	2.6	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Implement teaching strategies that promote high levels of student engagement.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Provide lessons that incorporate the following: Multiple Response Strategies, collaboration, technology, anchor charts, interactive notebooks for all content areas, goal setting/data binders. (Book Study) (Dry Erase Boards) (Spirals for MRS) (Tongue Depressors for MRS) (Binders for MRS)	2.4, 2.5, 2.6	Administration Team, IC, Teachers	Increase student engagement				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: Establish and sustain a comprehensive Early College Model.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction	2.4, 2.5, 2.6	Administration Team, Teachers	Increase interest in attending middle schools in our district.				
1) Parents and Student meetings to discuss the different academies in our middle schools (Fine Arts, Health Sciences, STEM)							
Comprehensive Support Key Action **ESF Levers** Lever 3: Positive School Culture 2) Create classroom teacher display signs showcasing the Universities that the teachers/ staff attending to model higher education. Promote Wednesday as college day by staff wearing college shirts, playing of college school songs on the intercom.	2.4, 2.5, 2.6	All teachers/ staff	Increase interest in the Early College Model.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 10: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

    Evaluation Data Source(s) 10:

    Summative Evaluation 10:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Comprehensive Support Key Action **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will provide opportunities for project-based learning (Ex. Math parade, Vocabulary Parade)	2.4, 2.5, 2.6	Administration Team, Teachers	Increase student achievement through meaningful learning experiences.				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Establish a volunteer program to enrich the learning experiences of our students (local nursing home visit, beautification of school grounds, food drives, recycling).	2.4, 2.5, 2.6	Teachers/Staff, Presa parent center, Counselor	Increase awareness of good citizenship				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internship that offer student leadership.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Establish opportunities for student leadership/mentorship (Student Council, Safety Patrols, Boy Scouts, Girl, Scouts, SACADA, TAFFE, Coca-Cola Valued Youth program, Practicum Students, Junior Achievement)	2.4, 2.5, 2.6	Administration Team, Counselor CIS , Teacher Sponsors	Increase Student Leadership				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Establish a student recognition program highlighting achievements on the school bulletin board and district/ school website. Spirit Nights, Community Fairs, Student Showcases	2.4, 2.5, 2.6	Teachers/Staff , Librarian	Increased student confidence and school climate.				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: We will grow reciprocal business partnerships that offers the school community real world experiences.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish partnerships with local businesses (Chick-Fil-A, Sam's, HEB) Spirit Nights, Community Fairs, Field Trips	3.1, 3.2	Administration Team, Counselor, CIS, Presa Parent Center	Students are given exposure to different career opportunities.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a campus safety plan and training for faculty and staff (fire drills, lockdowns, science lab safety, inspection by SAFD, CPI training)	2.6	Assistant Principal Faculty and Staff	Increase safety of faculty, staff, and students.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Incorporate wellness programs within the school day (yoga, zumba and counseling classes), boy scouts, fresh fruits and vegetable grant, kindness club	2.4, 2.5, 2.6	CIS, Coach, Counselor	Increase mental and physical health of students				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide opportunities for families to participate within the school setting (Parent Center, CIS, Truancy officer, Head Start)	2.4, 2.5, 2.6, 3.1, 3.2	Presa Parent Center, CIS, Truancy officer, Teachers	Increase family involvement				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

> **Evaluation Data Source(s) 4:**

> **Summative Evaluation 4:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a safety plan with specific protocols (hold the bells, evacuations, lockdowns, severe weather, fire drills) to ensure safety of faculty, staff and students.	2.6	Administration Team, CILT	Provide a safe learning environment for all.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a mentor program for new teachers.		Administration Team, Teachers	New teachers will be supported and mentored for best practices. They will gain confidence in their teaching practice.				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish PBIS policies and procedures for student conduct with the use of the PBIS Matrix. Tiger Bucks, Tiger Pride, Lunch protocols	2.4, 2.5, 2.6	PBIS team, Teachers and Staff	Decrease the number of student referrals. Increase instructional time in the classroom.				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Comprehensive Support Key Actions

Strategy	Specific Result	Key Action	Description
1	3	1	Hold at least one family involvement event per 9 weeks: Academic Nights (Meet the Teacher, Open House, Student Showcases, Fall Fest, STEM Family Night, Fiesta Event, STAAR Night)
3	1	2	All teacher and support staff will provide hands on experiences such as science labs, interactive notebooks, 3-5 Stemscopes, etc.
3	4	1	Follow-up Professional Development on Balanced Literacy, Fountas and Pinnell, Stemscopes (Science), Istation, and Smartboard
3	5	1	Increase student interest of the Fine Arts Academy by providing an extracurricular club that promotes the Fine Arts (choir, art, fine arts, cheer)
3	5	2	Increase student interest of the Health Sciences Academy by providing students with hands on science labs using Stemscopes. Small bites in PE and Fresh Fruits and Vegetables.
3	5	3	Increase student interest in STEM academy by providing an extracurricular club that promotes science, technology, engineering, and math (robotics, coding, and science).
3	6	1	Create content committees for vertical alignment of grade levels.
3	7	1	Provide support, personnel, and resources to at-risk students to improve literacy skills.
3	7	2	Provide after school tutoring for K-5 and part-time support for day tutoring.
3	7	3	Provide daily thirty minute intervention on Istation and Happy Numbers in the computer lab.
3	8	1	Provide lessons that incorporate the following: Multiple Response Strategies, collaboration, technology, anchor charts, interactive notebooks for all content areas, goal setting/data binders. (Book Study) (Dry Erase Boards) (Spirals for MRS) (Tongue Depressors for MRS) (Binders for MRS)
3	9	1	Parents and Student meetings to discuss the different academies in our middle schools (Fine Arts, Health Sciences, STEM)
3	9	2	Create classroom teacher display signs showcasing the Universities that the teachers/ staff attending to model higher education. Promote Wednesday as college day by staff wearing college shirts, playing of college school songs on the intercom.
3	10	1	Teachers will provide opportunities for project-based learning (Ex. Math parade, Vocabulary Parade)

Strategy	Specific Result	Key Action	Description
4	3	1	Establish a student recognition program highlighting achievements on the school bulletin board and district/ school website. Spirit Nights, Community Fairs, Student Showcases
5	2	1	Incorporate wellness programs within the school day (yoga, zumba and counseling classes), boy scouts, fresh fruits and vegetable grant, kindness club

Campus Action Team

Committee Role	Name	Position
Parent	Kandy Amaro	Parent
Parent	Leticia Garcia	Parent
Parent	San Juana Ibarra	Parent
Administrator	Eric Boysen	
Administrator	Cynthia Miranda	
Non-classroom Professional	Raelyn Rappmund	
Administrator	Laura Ramirez	
Classroom Teacher	Corina Corbett	
Classroom Teacher	Courtney Tucker	Teacher
Classroom Teacher	Amber Walker	
Classroom Teacher	Ashley Cantu	
Classroom Teacher	Dominga Sanchez	
Classroom Teacher	Patricia Olivares	

South San Antonio Independent School District

Palo Alto Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Mission Statement

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... (School created Mission Statement 2017)

Vision

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

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

Value Statement

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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Palo Alto's serves an urban community of the southern most 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. We also improved our accountability rating from D to C and earned two distinctions for Math and Closing the Gap.

Currently, we educate and support 495 students of those:

94% of those students are economically disadvantaged.

96% are Hispanic

11% are receiving special education services (41% of those with Intellectual Disabilities)

16% mobility rate

0% retention rate

94% attendance rate with (23% considered chronically absent)

100% are leaders, willing and ready to make a difference on the world

Demographics Strengths

Although, we have experienced a slight decline in enrollment 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:

-Solid admin team and RTI structures: that identify new students for invention with in the 1st month of school

-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

-Embracing tenents and paradigms that develop the whole-child

Problem Statements Identifying Demographics Needs

Problem Statement 1: Average Daily Attendance has fallen from 96 to 94% this last year. **Root Cause**: We serve three apartment complexes with high mobility. We had an influx of new students come to our campus and continue to receive approximately 165 new to campus students.

Student Achievement

Student Achievement Summary

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

We improved our accountability rating from D to C. We see opportunities of growth in Domain 1 - Student Achievement and Domain 3- Closing the Gaps. We did not hit our intended targets in that Domain.

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 Closing the Gap.

Student Achievement Strengths

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

We exceeded our district's goal of 29% of

3rd grade students hitting MEETS level in Math by getting 33% (4% points over)

4th grade 34%

5th grade 37%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students who attain "Meets" level performance on Reading STAAR for 2018-2019 is below the district's goal of 30% **Root Cause**: A need has arisen to support and build the capacity of new educators to the profession and new to the campus to meet the needs of a diverse set of students.

School Culture and Climate

School Culture and Climate Summary

Within two years, Palo Alto ES has transformed to become a school that holds these paradigms and beliefs:

-Everyone can be a leader

-Change starts with me

-Everyone has genius

-Educators empower students to lead their own learning

-Develop the whole person

These paradigms have transformed "how we "see" things", drives our behaviors "what we do- our habits", which ultimately impacts the results we get... and we are getting results as shown in our climate surveys, from all stakeholders and academic achievements. We have reduced our discipline and suspensions by half. We have improved our perfect attendance.

School Culture and Climate Strengths

Throughout the years Palo Alto has experienced change in personnel. Our staff members are sought out for their exceptional instructional leading. Past staff members have received promotions as instructional coaches and counselors. This is great, however, it also means that new faculty members to our campus need to be assimilated into our existing culture. We mediate these potential problems with assigning mentors and establishing's consistent lines of communication. New members receive a campus orientation and are trained on the 7-Habits. Formal surveys reports that faculty and staff members have a strong sense of community, professional satisfaction, and family. We have additional support systems that encourage parent participation and involvement such as Communities in School, parent boosters, SA Youth, and Palo Alto College.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase the percentage of parents that engage with the school beyond the usual 30%. **Root Cause**: Families struggle to prioritize opportunities to engage with the school. Therefore, the school must be proactive to reach parents to increase student motivation and parent engagement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Palo Alto ES, we make a concerted effort to involve all stakeholders in the hiring process of all staff members. We hire based on Every Student Succeeds Act's definition of "highly qualified" and seek to recruit and retain educators that embrace our core values and beliefs.

Staff Quality, Recruitment, and Retention Strengths

To remain consistent and aligned with best practices we apply the following strategies to recruit and retain high-quality teachers:

1. We embrace PLC and acknowledge the importance of teacher collaboration

2. We have established a platform and leadership opportunities for all teachers to actively participated in leadership roles (LH teams, SBDM and PLC)

3. Our teachers are sought out for leadership positions throughout the district for their professionalism and commitment towards student achievement

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High Quality teachers leave due to falling enrollment and instability **Root Cause**: Lack of autonomy to hire based on campus needs - falling student enrollment, and job insecurity

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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 areas Math. We continue to struggle with Reading and writing. Our campus is utilizing and becoming proficient with TTESS appraisal system which rates and demonstrates teacher's 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.

Curriculum, Instruction, and Assessment Strengths

Palo Alto ES staff have embraced the 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).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Alignment of learning targets, taught curriculum and assessments. **Root Cause**: Teachers lack resources and background knowledge to create assessments - to determine high quality lessons.

Parent and Community Engagement

Parent and Community Engagement Summary

At Palo Alto ES, we have three direct community programs that work in conjunction to enlist support and encourage parent involvement. We have Community in Schools, Ram Booster Buddies, and SA Youth. We also certified 5 staff members on 7-Habits of Successful Families that provide parenting classes monthly on the 7-Habits for our families.

Parent and Community Engagement 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 Parent and Community Engagement Needs

Problem Statement 1: Parents underestimate the importance and positive impact of parental engagement on student achievement. **Root Cause**: Parents are overwhelmed with the stress related to environmental factors such as working multiple jobs, enrolled in schooling, and lack of positive interactions with the school setting has negatively impacted parent engagement.

School Context and Organization

School Context and Organization Summary

Palo Alto ES has established a master schedule that allows for bell to bell instruction. All grade levels have 90-minute uninterrupted reading blocks to provide consistent, in-depth instruction. The master schedule reflects interventions and provides daily block for computer assisted instruction. In addition lunch and conference periods for grades 3, 4, 5 are connected to allow for more planning time and opportunity to learn and share concerns to provide solutions for academic shortages.

School Context and Organization Strengths

The master schedule has eliminated all instructional time gaps, all instruction is bell to bell. Specials conference is at the end to allow for opportunity for assemblies.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers have gaps in time that do not allow for maximized instructional time. Need additional planning time to include coaching and conversations. **Root Cause**: Time was not built into the master schedule to allow for in-depth instruction, conference period not sufficient to get planning, and feedback

Technology

Technology Summary

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

Technology Strengths

Palo Alto ES has 3 computer labs and 2 IPAD carts.

Problem Statements Identifying Technology Needs

Problem Statement 1: Equipment is outdated, technology is in disrepair and incompatible to with current needs. **Root Cause**: A lack of robust funding has limited purchasing of technology to implement blended learning.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Campus will utilize and provide consistent communication about campus events, news, and/or changes in policies or procedures through the Blackboard, marquee, parent monthly calendar, emails, parent flyers, and campus website as well as social media through Twitter, Facebook, and Instagram.	2.6, 3.1, 3.2	Principal Assistant Principal Counselor					

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Through The Leader in Me - parents/ students/ and teachers will have the opportunity to offer feedback through an End of Year input survey. Survey will be available online as well as print.	2.4, 2.6, 3.2	Principal Assistant Principal					

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) Palo Alto parents will have the opportunity to participate in various school events and activities in order to establish a strong school / family connection to include the following: Meet the Teacher- August Open House - September Grandparents Cafecito- September Ram Walk- October Red Ribbon Week parade- October Parent - Student Led Conferences - Every 9 weeks Project based Learning showcases to coincide with student led conferences: Nov -Humanities - History/ Jan- Science / March - Leadership day Thanksgiving Lunch - November -Fall Formal Transition Activities- 5th grade / PK- Field Day- May EOY Award Recognition- May	2.4, 2.5, 2.6, 3.1, 3.2	Lighthouse Team Leads					

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) Campus will utilize and provide consistent communication about campus events, news, and/or changes in policies or procedures through the school messenger, marquee, parent monthly calendar, emails, parent flyers, and campus website, Ram Action News - live on YouTube	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Counselor					
2) Campus will utilize and provide consistent communication about campus events, news, and/or changes in policies or procedures through the school messenger, marquee, parent monthly calendar, emails, parent flyers, and campus website	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Counselor					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 3) Campus will utilize and provide consistent communication about campus events, news, and/or changes in policies or procedures through the school messenger, marquee, parent monthly calendar, emails, parent flyers, and campus website	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Librarian Lighthouse Leads					

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will provide a survey to solicit input from stakeholders to improve our customer satisfaction.	2.4, 2.6, 3.1, 3.2	Principal Assistant Principal					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Palo Alto along with community partners, Communities in School, SA Youth, will hold and coordinate monthly parent meetings to inform and educate families on the importance of staying involved and engaged in their child's lives to encourage and improve academic success by supporting activities that parents can use at home to support learning and connect with 7-Habits of Happy Families and The Leader in Me	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Counselor Lighthouse Leads					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Palo Alto along with community partners, Communities in School, SA Youth, will hold and coordinate monthly parent meetings to inform and educate families on the importance of staying involved and engaged in their child's lives to encourage and improve academic success by supporting activities that parents can use at home to support learning and connect with 7-Habits of Happy Families and The Leader in Me	2.4, 3.1, 3.2	Principal Assistant Principal					
4) Palo Alto along with community partners, Communities in School, SA Youth, and Early Childhood, will hold and coordinate monthly parent meetings to inform and educate families on the importance of staying involved and engaged in their child's lives to encourage and improve academic success by supporting activities that parents can use at home to support learning and connect with 7-Habits of Happy Families and The Leader in Me	2.4, 2.5, 2.6, 3.1	Principal Assistant Principal Lighthouse Team Leads					
5) Palo Alto will work with both internal and external community partners (CIS/ SA Youth) to inform families of resources available that provide basic health care, shelter and housing, food and basic needs, pregnant and parenting services, and employment services through student residency questionnaires, new student enrollment interviews to support student academic success.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal CIS Counselor					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus will provide a weekly bulletin to share campus vision and means to communicate among stakeholders.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Leadership Team					

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Palo Alto will establish training for all faculty and staff on customer service. Employees will be redirected to campus handbook and board policy for standards and requirements of providing exceptional customer service.	2.5, 2.6	Principal Assistant Principal					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1)) Teachers will expose and utilize websites to Include YouTube, Discovery.com, Brain Pop, ABC mouse, Learning A to Z , Lexia, StemScopes, Istation, to target technology TEKS and student acquisition/transference of instructional technology skills to meaningful relevant student learning	2.4, 2.5, 2.6	Principal Assistant Principal					
Comprehensive Support Key Action 2) Teachers will use Chrome books to increase student engagement and create technology based lessons.	2.4, 2.5, 2.6	Principal Assistant Principal Leads					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 3) Teachers in grades PreK through 5th will utilize technology equipment (InFocus, Smartboard, LCDs white boards, and Hover cams) using a learner based approach in the classroom to address weak TEKS in core content areas	2.4, 2.5, 2.6	Principal Assistant Principal					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) Data will be collected, disaggregated, and used to drive instructional decisions. Instruction will be based on need and aid in the ability grouping of students in core content areas.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Teachers grades PK-5th will participate in Program reviews every 9-weeks to measure campus and PLC effectiveness- vertical teams as well as content area teams will participate in pull-outs to review data, lesson plans, instruction, and learning environment	2.4, 2.5, 2.6	Principal Assistant Principal Teachers Instructional Coach					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 3) Teachers will participate in extended block planning -Professional Learning Communities every other week. They will engage in book studies to improve overall content knowledge and skills. Books will include Daily 5 and CAFE, 7-Steps to a Language Rich Classroom, 38 Language Builders, Fountas and Pinnell, Lucy Calkins Units of Study, The Leader in Me to apply high yield strategies in the classroom and integrate content areas.	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal Instructional Coach Lead Teacher					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 4) Teachers will be provided with coaching and Receive feedback with each classroom observation.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Campus Instructional Coach					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 5) New teachers to teaching and the district will Be assigned an on campus mentor to guide them on the structures and campus culture for meetings to support retention and acquisition of high- yield teaching best practices	2.4, 2.5, 2.6	Principal Assistant Principal Leads Instructional Coach					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) Palo Alto will work with both internal and External community partners (CIS) to inform families of resources available that provide basic health care, shelter and housing, food and basic needs, pregnant and parenting services, and employment services through student residency questionnaires, new student enrollment interviews to support student academic success	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Counselor CIS					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1)) Instructional Coach (IC) will conduct Professional learning sessions during vertical and horizontal planning. In addition, IC and core teachers will attend sessions offered through SSAISD and ESC Region 20 - with a focus on Common Instructional Framework to include 7-steps of Language Rich Classroom, Lucy Calkins Readers 'and Writers' Workshop, Daily 5, Fountas and Pinnell Intervention and Running Records, Differentiation, Marzano's Instructional Strategies for Struggling Readers, I-Station, and Empowering Instruction through TLIM	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal Instructional Coach Lead Teachers					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Teachers Pre-K through 5th grade will Provide TEKS/researched based instruction. Core reading instruction will follow both Readers' and Writers' Workshop model. The application of essential components of a balanced literacy framework obtained from district, campus, and contracted services professional development will be used in whole class, small groups, individualized differentiated instruction, tutoring, instructionally defined learning areas and resources	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach					
3) Palo Alto Elementary staff will provide professional development in The 7 Habits of Highly Effective People. The Leader in Me.		Campus administration					
4) Provide professional for teachers and/or administration to improve instruction.	2.4	campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Establish and sustain the middle schools as Academies of Choice: Fine Arts, Health Sciences, and STEM.

   Evaluation Data Source(s) 5:

   Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Palo Alto will support and create extra-curricular clubs and organizations to support our Academies of Choice: not limited to Robotics/ UIL / Leadership / GT / Science Club/ Gardening Club / Boy Scouts / Wonder Woman / News Crew / Book Club / Desert Club / Young Mens / Lighthouse Team	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Lighthouse Leads					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Create and foster Instructional Leadership Teams at all levels of the district and school community.

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through the Leader in Me Framework - Lighthouse team will be established to include: teachers/ parents/ students/ and community members.	2.4, 2.5, 2.6, 3.1, 3.2	Lighthouse Team Leads					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Palo Alto will establish - Lighthouse Action Teams: Shared Leadership Leadership Culture Aligned academics	2.6, 3.1, 3.2	Lighthouse Team Leads					
Campus Instructional Leaders SBDM RTI - Academic / Behavior Student Lighthouse Team							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Provide accelerated instruction for struggling and at-risk students.

      Evaluation Data Source(s) 7:

      Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) Students At-Risk for academic achievement will have consistent scientifically proven and researched based interventions provided by highly qualified professionals/teachers, to meet the best practice requirements for group size and frequency of intervention	2.4, 2.6, 3.2	Principal Assistant Principal					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Part-Time Retired Certified Teachers will conduct additional instruction (tutoring) in the areas of Reading, Math, Writing, and Science following the collection, disaggregation, analysis, and use data to target struggling students. Tutoring groups will consist of small, flexible groupings based on students' progress and needs.	2.4, 2.5, 2.6	Principal Assistant Principal Instruction Coach					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 3) Teachers will implement and perform Fountas and Pinnell Running Records for each student Kinder - 5th grade to provide individualized learning plans for students, which includes level readers and guided reading.	2.4, 2.5, 2.6	Principal Assistant Principal					
4) Teachers will have access and deliver researched based interventions that focus on balance literacy and guided reading levels, for students not making adequate progress from Tier I / Tier II reading interventions	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Reading Teacher Campus Instructional Leads					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Implement teaching strategies that promote high levels of student engagement.

    Evaluation Data Source(s) 8:

    Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) The Campus Leadership Team will define what meaningful and innovative instruction looks like through campus-led professional development to implement the use of LOs, DOLs, Instructional Dozen, and Lead4wards instructional strategies and TLIM Empowering Instruction.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Classroom libraries will be purchased to support exposure to a variety of genres and leveled reading material to improve student reading motivation	2.4, 2.5, 2.6	Principal Assistant Principal					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 3) In the area of mathematics, teachers K-5 will use apply guided math framework to support differentiation and enrichment for student to improve problem-solving, specific TEKS instruction using Mentoring Minds- Think it UP and Daily 3.	2.4, 2.5, 2.6	Principal Assistant Principal					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Professional development in Leader In Me for innovative and hands-on instructional strategies.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: Establish and sustain a comprehensive Early College Model.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) Teachers will continues to refine the delivery of comprehension lessons of Non-Fiction text by applying Summarization, Visualization, Prediction, Monitoring and Self-correcting, Inferencing by Harvey and Goudvis Comprehension Toolkit and Processing TEKS.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Principal Campus Instructional Leads					
2) Classrooms will contain class libraries that are print rich, contain a variety of genres that are sorted and categorized. PK-5th classrooms will established balance literacy libraries that support early reading proficiency.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Reading Teacher Lead Teachers					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Teachers Pre-K through 5th grade will provide TEKS/researched based instruction. Core reading instruction will follow both Readers' and Writers' Workshop model. The application of essential components of a balanced literacy framework obtained from district, campus, and contracted services professional development will be used in whole class, small groups, individualized differentiated instruction, tutoring, instructionally defined learning areas and resources	2.4, 2.5, 2.6	Lead Teachers Principal Assistant Principal Instructional Coach Reading teacher					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 10: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Additional Targeted Support Key Action** 1) Teachers will use Chrome books to increase student engagement and create technology based lessons.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach					
Comprehensive Support Key Action **Additional Targeted Support Key Action** 2) Teachers will post and align PLC questions to connect the purpose and relevance for learning. For example: -What am I learning? -How will I know that I learned? -Why am I learning this?	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach					
Comprehensive Support Key Action 3) Advanced Level Students and Intermediate Grades: Teachers will use a variety of resources and media to ask higher order questioning strategies that allow students to make connections and expand their vocabulary knowledge, listening skills, comprehension, and develop critical-thinking	2.4, 2.5, 2.6	Principal Assistant Principal					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 4) Students K- 5th will have the opportunity to engage with Project Based Learning with two main projects showcased in November (History Fair) and January (Science Fair)	2.4, 2.5, 3.1	Teachers Principal Assistant Principal					

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) With the creation of a Ram Booster, we continue to build strong parent/ community relationships with support from CIS / SA Youth. In addition CIS and SA Youth to develop a partnership to build a strong parent / community relationship.	2.4, 2.6, 3.1	Principal Assistant Principal Family Support Liaison Counselor					

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internship that offer student leadership.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Through The Leader in Framework and rubric - a student leader - Lighthouse team has been established. In addition, students have the opportunity to participate in patrols, teacher assistants.	2.4, 2.5, 2.6	Principal Assistant Principal Student Leadership Team					

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Create recognition programs that celebrate student and district successes.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Palo Alto recognizes both students and faculty through "Super Ram - Grade Level Leaders- weekly" "Employee of the Month". Monthly Synergy rallies (Ram Gym Jams) - will recognizing students attendance / reading progress / and improved student culture.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Lighthouse Team Leads					
2) Every 9-weeks, students will receive awards for leadership, academics, and attendance.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor					

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: We will grow reciprocal business partnerships that offers the school community real world experiences.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through funding from Leader.org and Panda Express- Palo Alto received a grant from Franklin Covey to establish The Leader in Me Framework with a focus on Shared Leadership / Leadership Culture / and Aligning Academics	2.4, 2.5	Principal Assistant Principal Counselor Lighthouse Team					

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 5: Create a system to increase student attendance and enrollment.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a Year -At- A - Glance attendance tracker							

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 6: Establish partnership with Palo Alto College to provide tutors for students at need

   Evaluation Data Source(s) 6:

   Summative Evaluation 6: Met Specific Result

   Targeted or ESF High Priority

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action **Targeted Support Key Action** **Additional Targeted Support Key Action ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Future teachers from Palo Alto College will support struggling readers in the area of reading and math -twice a week.	2.4, 2.5, 2.6	Principal Assistant CIS					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Safety committee be established to review drills and other safety concerns.		Principal Assistant Principal					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 1) Students and families will participate in Healthy relating programs throughout the school year. Special programs established this year: -Healthy Bites -Mindful Tuesdays -7-Habits for Successful Families	2.4, 2.6, 3.2	Principal Coach Assistant Principal Teachers					
Health will be provided to every student on a weekly basis. Leader in Me - Habit 7 "Sharpen the Saw" students will learn the importance of balance.							

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Comprehensive Support Key Action 1) Through community agencies- Booster Buddy/ CIS/ TLIM/ and The Leader in Me process- families will learn and have opportunity to develop habits that promote healthy strong family units.	2.4, 2.5, 2.6	Principal CIS Assistant Principal PRESA Counselor					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Meet with district safety support personnel to address safety concerns, uniform safety procedures, and communicate to the family procedures and precautions the school provides. - to include campus cameras -raptor system -one-way traffic in the parking lot	2.6	Principal Assistant Principal Safety Director SSAISD district police					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New teachers to teaching and the district will be assigned an on campus mentor and attend monthly campus meetings to support retention and acquisition of high-yield teaching best practices	2.4, 2.5, 2.6	Assistant Principal Principal Instructional Coach					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

> **Evaluation Data Source(s) 6:**
>
> **Summative Evaluation 6:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) The school will provide direct instruction on character development, leadership building skills, and personal accountability for their learning and actions. Students will use the "Leader In Me" process to support leadership initiatives and total school reform.		Principal Assistant Principal Counselor Lighthouse Action Team Leads					
2) Campus will utilize positive behavior intervention strategies, provide a safe and structured learning environment to improve student achievement to include campus-wide CHAMPS.	2.4, 2.5, 2.6	Principal Assistant Principal					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 7: Use and implement 7-Habits of Happy Kids to drive character and social-emotional learning.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7: Some progress made toward meeting Specific Result

    Targeted or ESF High Priority

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 8: Use and implement 7-Habits of Happy Kids to drive character and social-emotional learning.

    Evaluation Data Source(s) 8:

    Summative Evaluation 8: Some progress made toward meeting Specific Result

    Targeted or ESF High Priority

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 5: Establish a cadence of accountability for Attendance Data - show and communicate when classroom go below the campus attendance goal.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Comprehensive Support Key Actions

Strategy	Specific Result	Key Action	Description
1	1	1	Campus will utilize and provide consistent communication about campus events, news, and/or changes in policies or procedures through the Blackboard, marquee, parent monthly calendar, emails, parent flyers, and campus website as well as social media through Twitter, Facebook, and Instagram.
1	2	1	Through The Leader in Me - parents/ students/ and teachers will have the opportunity to offer feedback through an End of Year input survey. Survey will be available online as well as print.
1	3	1	Palo Alto parents will have the opportunity to participate in various school events and activities in order to establish a strong school / family connection to include the following: Meet the Teacher- August Open House - September Grandparents Cafecito- September Ram Walk- October Red Ribbon Week parade- October Parent - Student Led Conferences - Every 9 weeks Project based Learning showcases to coincide with student led conferences: Nov -Humanities -History/ Jan- Science / March - Leadership day Thanksgiving Lunch - November -Fall Formal Transition Activities- 5th grade / PK- Field Day- May EOY Award Recognition- May
2	1	1	Campus will utilize and provide consistent communication about campus events, news, and/or changes in policies or procedures through the school messenger, marquee, parent monthly calendar, emails, parent flyers, and campus website, Ram Action News - live on YouTube
2	1	3	Campus will utilize and provide consistent communication about campus events, news, and/or changes in policies or procedures through the school messenger, marquee, parent monthly calendar, emails, parent flyers, and campus website
2	2	2	Palo Alto along with community partners, Communities in School, SA Youth, will hold and coordinate monthly parent meetings to inform and educate families on the importance of staying involved and engaged in their child's lives to encourage and improve academic success by supporting activities that parents can use at home to support learning and connect with 7-Habits of Happy Families and The Leader in Me
3	1	1	) Teachers will expose and utilize websites to include Youtube, Discovery.com, Brain Pop, ABC mouse, Learning A to Z , Lexia, StemScopes, Istation, to target technology TEKS and student acquisition/transference of instructional technology skills to meaningful relevant student learning
3	1	2	Teachers will use Chromebooks to increase student engagement and create technology based lessons.
3	1	3	Teachers in grades PreK through 5th will utilize technology equipment (InFocus, Smartboard, LCDs white boards, and Hover cams) using a learner based approach in the classroom to address weak TEKS in core content areas

Strategy	Specific Result	Key Action	Description
3	2	1	) Data will be collected, disaggregated, and used to drive instructional decisions. Instruction will be based on need and aid in the ability grouping of students in core content areas.
3	2	2	Teachers grades PK-5th will participate in program reviews every 9-weeks to measure campus and PLC effectiveness- vertical teams as well as content area teams will participate in pull-outs to review data, lesson plans, instruction, and learning environment
3	2	3	Teachers will participate in extended block planning -Professional Learning Communities every other week. They will engage in book studies to improve overall content knowledge and skills. Books will include Daily 5 and CAFE, 7-Steps to a Language Rich Classroom, 38 Language Builders, Fountas and Pinnell, Lucy Calkins Units of Study, The Leader in Me to apply high yield strategies in the classroom and integrate content areas.
3	2	4	Teachers will be provided with coaching and receive feedback with each classroom observation.
3	2	5	New teachers to teaching and the district will be assigned an on campus mentor to guide them on the structures and campus culture for meetings to support retention and acquisition of high-yield teaching best practices
3	3	1	Palo Alto will work with both internal and external community partners (CIS) to inform families of resources available that provide basic health care, shelter and housing, food and basic needs, pregnant and parenting services, and employment services through student residency questionnaires, new student enrollment interviews to support student academic success
3	4	1	) Instructional Coach (IC) will conduct professional learning sessions during vertical and horizontal planning. In addition, IC and core teachers will attend sessions offered through SSAISD and ESC Region 20 - with a focus on Common Instructional Framework to include 7- steps of Language Rich Classroom, Lucy Calkins Readers' and Writers' Workshop, Daily 5, Fountas and Pinnell Intervention and Running Records, Differentiation, Marzano's Instructional Strategies for Struggling Readers, I-Station, and Empowering Instruction through TLIM
3	4	2	Teachers Pre-K through 5th grade will provide TEKS/researched based instruction. Core reading instruction will follow both Readers' and Writers' Workshop model. The application of essential components of a balanced literacy framework obtained from district, campus, and contracted services professional development will be used in whole class, small groups, individualized differentiated instruction, tutoring, instructionally defined learning areas and resources
3	5	1	Palo Alto will support and create extra-curricular clubs and organizations to support our Academies of Choice: not limited to Robotics/ UIL / Leadership / GT / Science Club/ Gardening Club / Boy Scouts / Wonder Woman / News Crew / Book Club / Desert Club / Young Mens / Lighthouse Team
3	6	2	Palo Alto will establish - Lighthouse Action Teams: Shared Leadership Leadership Culture Aligned academics Campus Instructional Leaders SBDM RTI - Academic / Behavior Student Lighthouse Team

Strategy	Specific Result	Key Action	Description
3	7	1	Students At-Risk for academic achievement will have consistent scientifically proven and researched based interventions provided by highly qualified professionals/teachers, to meet the best practice requirements for group size and frequency of intervention
3	7	2	Part-Time Retired Certified Teachers will conduct additional instruction (tutoring) in the areas of Reading, Math, Writing, and Science following the collection, disaggregation, analysis, and use data to target struggling students. Tutoring groups will consist of small, flexible groupings based on students' progress and needs.
3	7	3	Teachers will implement and perform Fountas and Pinnell Running Records for each student Kinder - 5th grade to provide individualized learning plans for students, which includes level readers and guided reading.
3	8	1	The Campus Leadership Team will define what meaningful and innovative instruction looks like through campus-led professional development to implement the use of LOs, DOLs, Instructional Dozen, and Lead4wards instructional strategies and TLIM Empowering Instruction.
3	8	2	Classroom libraries will be purchased to support exposure to a variety of genres and leveled reading material to improve student reading motivation
3	8	3	In the area of mathematics, teachers K-5 will use apply guided math framework to support differentiation and enrichment for student to improve problem-solving, specific TEKS instruction using Mentoring Minds- Think it UP and Daily 3.
3	9	1	Teachers will continues to refine the delivery of comprehension lessons of Non-Fiction text by applying Summarization, Visualization, Prediction, Monitoring and Self-correcting, Inferencing by Harvey and Goudvis Comprehension Toolkit and Processing TEKS.
3	10	1	Teachers will use Chromebooks to increase student engagement and create technology based lessons.
3	10	2	Teachers will post and align PLC questions to connect the purpose and relevance for learning. For example: -What am I learning? -How will I know that I learned? -Why am I learning this?
3	10	3	Advanced Level Students and Intermediate Grades: Teachers will use a variety of resources and media to ask higher order questioning strategies that allow students to make connections and expand their vocabulary knowledge, listening skills, comprehension, and develop critical-thinking
4	3	1	Palo Alto recognizes both students and faculty through "Super Ram - Grade Level Leaders- weekly" "Employee of the Month" . Monthly Synergy rallies (Ram Gym Jams) - will recognizing students attendance / reading progress / and improved student culture.
4	6	1	Future teachers from Palo Alto College will support struggling readers in the area of reading and math -twice a week.

Strategy	Specific Result	Key Action	Description
5	2	1	Students and families will participate in Healthy relating programs throughout the school year. Special programs established this year: -Healthy Bites -Mindful Tuesdays -7-Habits for Successful Families Health will be provided to every student on a weekly basis. Leader in Me - Habit 7 "Sharpen the Saw" students will learn the importance of balance.
5	3	1	Through community agencies- Booster Buddy/ CIS/ TLIM/ and The Leader in Me process- families will learn and have opportunity to develop habits that promote healthy strong family units.

South San Antonio Independent School District

Price Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C

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

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.**

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Price Elementary was built in 1952 and is one of the 10 elementary campuses in the South San Antonio Independent School District. We are located at 245 Price Avenue in San Antonio, Texas.

Our enrollment at Price Elementary enrollment changed last year. Price is now one of the bilingual cluster schools for our area. We have between 420-440 students from Pre-Kindergarten through 5th Grade including a Life Skills. Hispanic population mostly mirrors the overall student population. The majority of the students are economically disadvantaged and at-risk at 97.9%. The mobility rate is slightly over the district average of 20%. Price has been in the top three Attendance Rate for elementary schools in the district for the last six years of 96%. Last year's Attendance Rate was 95.44%.

Student Populations:

Hispanic-99.2%

African American-0.0%

White-0.4%

Asian - 0.4%

American Indian - 0%

Pacific Islander- 0%

Two or more races- 0.2%

Economically Disadvantaged - 97.9%

LEP - 47.5%

Special Education - 11.5%

Mobility Rate - 17.5%

Our population also includes special education student programs for autism, inclusion, and Life Skills. Our at-risk populations is 88% and our 504 programs include students with ADHD, Dyslexia, and other medical conditions that may delay academic success in the classrooms.

100% of the teachers at Price Elementary are highly qualified. Their average years of experience are 10.1 years. The majority of our teachers are Hispanic,

90.7%; with 3.2% being African American and 6.1% being White.

Demographics Strengths

Price Elementary has been in the top three for highest attendance rate for all elementary schools in the district. Our Bilingual G/T students do well academically. Also, we have been practicing the Late Exit Bilingual Program for over 12 years and continue to do so for this year. We are the Bilingual Cluster for Carrillo and Price.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The lack of parent participation in school events and activities. **Root Cause**: The lack of understanding with regards to the importance of the role of parents in education and how it correlates to student achievement.

Student Achievement

Student Achievement Summary

School Achievement Targets

	2017	2018	2019	Goal 2020
Reading Grade 5				
Meets Grade Level	38%	41.49%	44%	50%
Masters Grade Level	18%	15.96%	17%	20%
LEP Meets Grade Level	30%	22.22%	39%	50%
LEP Masters Grade Level	10%	0%	17%	20%
Special Ed. Meets Grade Level	0%	17%	8%	20%
Special Ed. Masters Grade Level	0%	0%	0%	10%
Reading Grade 4				
Meets Grade Level	30%	26%	32%	50%
Masters Grade Level	17%	13%	20%	25%
LEP Meets Grade Level	37.5%	22%	40%	50%
LEP Masters Grade Level	37.5%	15%	23%	25%
Special Ed. Meets Grade Level	0%	0%	0%	20%
Special Ed. Masters Grade Level	0%	0%	0%	10%
Reading Grade 3				
Meets Grade Level	29%	31%	32%	40%
Masters Grade Level	19%	9%	10%	20%
LEP Meets Grade Level	33.3%	44%	39%	50%
LEP Masters Grade Level	16.67%	12%	23%	30%
Special Ed. Meets Grade Level	0%	14%	16%	20%
Special Ed. Masters Grade Level	0%	0%	0%	10%

Math Grade 5

School Achievement Targets

Meets Grade Level	42%	63.83%	50%	65%
Masters Grade Level	16%	29.79%	28%	35%
LEP Meets Grade Level	0%	67.44%	39%	50%
LEP Masters Grade Level	0%	25.58%	19%	30%
Special Ed. Meets Grade Level	0%	33.33%	0%	25%
Special Ed. Masters Grade Level	0%	0%	0%	10%

Math Grade 4

Meets Grade Level	36%	42%	21%	45%
Masters Grade Level	23%	24%	10%	25%
LEP Meets Grade Level	25%	37%	26%	40%
LEP Masters Grade Level	12.5%	24%	10%	25%
Special Ed. Meets Grade Level	0%	0%	0%	20%
Special Ed. Masters Grade Level	0%	0%	0%	10%

Math Grade 3

Meets Grade Level	42%	32%	34%	50%
Masters Grade Level	12%	7%	12%	20%
LEP Meets Grade Level	33.33%	34%	39%	50%
LEP Masters Grade Level	16.67%	10%	14%	20%
Special Ed. Meets Grade Level	0%	14%	0%	15%
Special Ed. Masters Grade Level	0%	0%	0%	10%

Writing Grade 4

Meets Grade Level	17%	28%	23%	40%
Masters Grade Level	4%	4%	8%	20%
LEP Meets Grade Level	12.5%	24%	30%	40%
LEP Masters Grade Level	0%	4%	10%	20%
Special Ed. Meets Grade Level	0%	0%	0%	10%

School Achievement Targets

Special Ed. Masters Grade Level	0%	0%	0%	10%
Science				
Meets Grade Level	32%	31%	24%	30%
Masters Grade Level	10%	14%	10%	15%
LEP Meets Grade Level	10%	24%	21%	25%
LEP Masters Grade Level	0%	6%	9%	15%
Special Ed. Meets Grade Level	0%	0%	0%	10%
Special Ed. Masters Grade Level	0%	0%	0%	10%
	95.93%	95.57%	95.44%	96%

ATTENDANCE

Elementary				
1st grade – READING on grade level (reading)	40%	55%	50%	60%
2nd grade –READING on grade level (reading)	75%	70%	69%	70%
Semester Teacher Walkthroughs	3	3	3	
Semester Teacher Feedback Sessions	3	3	3	

Student Achievement Strengths

Our strength was school progress (75). School Progress shows how students performed over time and compares to other schools.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The lack of parent participation in school events and activities. **Root Cause**: The lack of understanding with regards to the importance of the role of parents in education and how it correlates to student achievement.

Problem Statement 2: Increase and improve our 4th writing scores in the Meets and Masters level. **Root Cause**: 4th grade teachers have not planned with fidelity.

School Culture and Climate

School Culture and Climate Summary

Price ES administration and CILT team completed a book study on Hacking School Discipline then presented findings to all faculty/staff in order to provide social emotional support for all students.

School Culture and Climate Strengths

Price Elementary has an inviting and open atmosphere that helps to maintain a healthy climate. 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. This is the 4th year we are initiating Positive Interventions Behavioral and Supports (PBIS) through our district here at Price. This year we have added Capturing Kids Hearts to part of the PBIS framework.

- 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
- Customer service is exceptional 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.
- After school Clubs-Robotics, Art Club, Book Club, Jump Roping Club, Multicultural Dancing Club, Drama Club, Crazy 8's Club, Student Council, Garden Club and Choir
- Late-Exit Bilingual Program-have a higher rate of G/T students in the Bilingual Program than the regular monolingual English speaking students

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The lack of parent participation in school events and activities. **Root Cause**: The lack of understanding with regards to the importance of the role of parents in education and how it correlates to student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of the teachers at Price Elementary are highly qualified. Their average years of experience are 10.1 years. The majority of our teachers are Hispanic, 90.7%; with 3.2% being African American and 6.1% being White. Below are years of experience:

Beginning Teachers-2

1-5 Years Experience-2

6-10 Years Experience-3

11-20 Years Experience-28

Over 20 Years Experience-1

All new teachers have had a criminal background check through Human Resources before they are able to be interviewed and hired. There is a set procedure where an interview committee of 3 or more interviews applicants. All veteran teachers have been finger printed and had background checks as well.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified. Teacher retention is high at Price. The only time teachers leave Price is for a promotion or moved out of the area. This year we did have 4 teachers that came from Athens Elementary go back to Athens where they started. Our teachers at Price are committed to the students and the community. Teachers with 6-20 years experience started out at Price and have stayed.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are many new teachers to Price and to grade levels. **Root Cause**: Teachers are not familiar to the grade level TEKS and the level of rigor for each TEKS.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In July 2019 and August 2019 STAAR grade levels and CILT looked at final STAAR scores and discussed the pro and cons of each student and scores. We discussed a plan for this year:

*RTI with fidelity-Interventions

*TPRI, Istation, Map, Balanced Literary K-3rd, Core 5 Lexia, common assessments, and benchmarks-using these programs for interventions

*Committee meetings (Safety, UIL, Attendance)

*Instructional materials-Wish list on what they would use for this year

*504/Special Ed.-meeting all IEP's

*Professional Development (Read Alouds, G/T certifications...)

*Common Assessments (Reading & Math)

*Utilizing Instructional Coach and Reading Specialist

*G/T students pull out with an overall project to display to parents

*Bilingual instruction (Bilingual Dyslexia Teacher and Special Ed. Bilingual Teacher)

*Usage of Eukolos data-break down of TEKS in PLC- Wisdom Wednesday's

Curriculum, Instruction, and Assessment Strengths

Last year RTI and interventions were done with fidelity. All grade levels have really utilized the Campus Instructional Coach. This year we are alternating PLC's with Math and Reading every other week and we have a part-time Math Coach at Price.

Parent and Community Engagement

Parent and Community Engagement Summary

Price ES believes in a strong Family and Community Involvement. Below are activities the campus will continue to do with our parents to keep them involved and educated with current events:

*Cafecitos-Issues to help support the parents and be more aware

*PTA-guest speakers (College and vocational) class and club performances

*Facebook/Website/School Messenger/Twitter

*Club performances-Drama club, Multi-Cultural Dance Group, Veterans Day Program and Robotics Club

*Academic Nights (Reading, Science, and Math committees)

*Community in the Schools (CIS)

*Meet and Greet (August) Open House (Sept.)

*Bilingual Cluster school

*Book Fair and Book Exchange Nights

*Fall Fest

*Parent Volunteers

*Parent EXPO

Parent and Community Engagement Strengths

*Book Fair

*Cafecitos (counselor, Head Start, and CIS)

*Club performances (Drama, Cinco De Mayo, Robotics)

*Facebook/School Website/School Messenger Up to date/Twitter

*Parent Volunteers

*PTA

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The lack of parent participation in school events and activities. **Root Cause**: The lack of understanding with regards to the importance of the role of parents in education and how it correlates to student achievement.

School Context and Organization

School Context and Organization Summary

Definition

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Students in South San Antonio ISD attend 10 elementary schools, three middle schools, and two high school campuses. The district is divided into three clusters according to a feeder pattern. A majority of all feeder patterns go into one high school. There is an Executive Director for Student Performance that oversees each cluster of schools. Our staff members have been trained in and meet in Professional Learning Communities to work on lesson design using the targeting and gauging tools, discuss research based instructional strategies, and collaborate on instructional delivery. 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, via a log-in and password, to view their student's grades, attendance information, class schedule, immunization records and other information.

Below are things that are done on campus to help with this organizational process:

- Decision-Making Processes

- Master Schedule

- Leadership: Formal and Informal

- Supervision Structure

- Support Structures: Mentor Teachers, CIS, UTSA tutors, CoCa Cola mentor program from Dwight

- Duty Rosters

- Schedule for Student Support Services, e.g., Counseling, Library, etc.

- School Map & Physical Environment

- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc
- Communication-Formal and Informal

School Context and Organization Strengths

*Systems in place to meet student academic and behavioral needs/Positive Behavior Support (PBIS)

*SBDM/CILT/COMMITTEE teams

*Time for PLCs/Wisdom Wednesday's (Teachers have 1 1/2 to plan while students are getting enrichment from other staff)

Technology

Technology Summary

Price will now be a Blended Learning Campus. The district purchased 7 Chromebooks for each teacher 3rd-5th and 7 Ipads K-5th. Each classroom also has a document camera, Smartboard, and projector. In addition, each classroom is provided a laptop. The school does have two iPad carts with 24 iPads that is used in different classes weekly. All teachers have a classroom iPad. There is wireless Wi-Fi throughout the building and in each classroom. Price has two computer labs.

Technology Strengths

*IPad Cart

*Chromebook cart (2)

*3rd-5th is trained in Google Classroom

*Two computer labs

*Smartboards in Pre-K- 5th grade

*Teacher laptops

*7 Ipads per teacher

* 9 Chromebooks for grades 3rd-5th

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			
				Nov	Jan	Mar	June
1) Survey will be used to determine areas of need to improve school climate.	2.4, 2.6	PBIS CILT Admin	Survey results School Messenger				

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Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Learning for Life lessons through Boy Scouts and counseling program	2.4, 2.5	Boy Scouts, Counselor, Administration	maintaining positive school climate, decrease discipline				
2) Hold awards ceremonies for students in all grade levels twice a year in recognition of Honor Roll, Principal's Pal, Perfect Attendance, Citizenship, STAR Student, BUG award, and Leadership Award	2.4	Administration, Counselor, and faculty	Increase in positive self-esteem, parental involvement, sign in sheets				
3) Trained and supported in PBIS with an emphasis in Capturing Kids Hearts	2.4, 2.5, 2.6	PBIS Facilitator, Administration, and faculty	Monthly meetings, walk-throughs, student behavior, school culture				
4) Provide a variety of attendance and behavioral incentives to encourage perfect attendance and positive behavior among students.	2.4, 2.6	Attendance committee, PBIS committee, Administration	Increase in attendance, behavior to increase student achievement in all subject areas				
5) Hold monthly RTI meetings, committee meetings, CILT, and PBIS meetings	2.4, 2.5, 2.6	Administration and faculty	sign-in sheets, positive school culture, high student academic achievement				
6) Offer Title 1 Services for Mc Kinney-Vento students (transportation, school supplies, resources for food and clothing.,.)		Administration, Central Office, Counselor	Students will be able to receive resources to be successful				
7) Offer Community in the Schools (CIS) and Head Start to our students	2.4, 2.5, 2.6, 3.1, 3.2	CIS, Administration, Head Start parent liaisons	students and parents will be able receive resources to help make them successful				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Provide refreshments or dinner to help bring in the parents to Cafecitos, Family Nights, Stem Nights that encourage them to do activities with their child.	3.1	administration, librarian, counselor, and teachers	Parents will attend more school functions with their child(ren) to help promote learning.				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and update school website with current school activities and events to keep parents and members of the community aware	3.1	Administrator, Librarian	update current website, Twitter, School Messenger				
2) Create and maintain campus Facebook and Twitter account to enhance communication in our school and community	3.1	Administration and Librarian	keep community up to date on school news and events				
3) Inform parents and community through monthly calendars, notes, flyers, parent meetings, website, school messenger, and marquee	3.1, 3.2	Administration, custodians, counselor, teachers	Calendars, flyers, phone calls				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Survey used to determine the area of need to school climate	3.1	Administration, Central Office Personnel	Survey Results, Evaluation				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Train all school office personnel on customer service	3.1	Central office and administration	complaints, positive customer service				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences through Blended Learning

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Incorporate Blended Learning in all classrooms to enhance 21st century learning	2.5, 2.6	Teachers, administration, central office technology	Project based learning, PLC's, Professional development				
2) Technology will be used to enhance classroom instruction and student engagement by utilizing Smartboards, Chromebooks/Cart, and Ipads into their lessons. Also have access to have headphones and speakers for the computer lab and Ipad lab.	2.4, 2.5, 2.6	Admin and teachers	student engagement during walkthroughs				
3) Create ways for teachers to establish outside learning opportunities using IPad applications, SKYPE, Google, or other technology to enhance learning around the world	2.4, 2.5, 2.6	Admin and teachers	Lesson plans and walk-throughs				
4) Create a World Changers Club/group for teachers and students to establish hands-on learning by building projects and using technology to help record and research	2.4, 2.5, 2.6, 3.1	Counselor, Admin, Special Ed. teacher	Lesson plans, weekly meetings, projects throw PBL				

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Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Block out time for walk-through feedback within 48 hours		administration	Eduphoria-Strive T-TESS				
2) Feedback to teachers from instructional coach and administrators	2.4, 2.5, 2.6	Administration, Teachers, Instructional Coach	Feedback sessions after observations				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor and update school website with current school activities and events to keep parents and members of the community aware.	3.1	Administration and librarian	Current website, Twitter, school messenger				
2) Create and maintain campus Facebook and Twitter account to enhance communications in our school and community	3.1	Administration and librarian	up to date on Facebook				
3) Inform parents and community through monthly calendars, notes, flyers, parent meetings, website, school messenger, and marquee	3.1, 3.2	Administration, custodians, counselor and teachers	calendars, flyers, phone calls				
4) Implement Kick Off Rally during Open House on September, 2019 to cerebrate and implement the campus and district vision	2.6, 3.1, 3.2	All staff and administration	sign-in sheets Open House				
5) Conduct monthly family events (Book Fair, PTA, school performances, Cafecito with the Counselor)	3.1, 3.2	All staff, Administration, PTA Officers, Counselor, Librarian	sign-in sheets, agendas				
6) Invite parents to attend Academic STEM Family Night (October 2019)	2.4, 2.5, 3.1	All Faculty, committees, CIS, Administration	Sign-in sheets, agendas				
7) Invite parents to Title 1 Parent Meeting/Student-Led report card conference.	2.4, 2.5, 3.1, 3.2	administration and teachers	sign-in and agendas				
8) Invite parents and community to school events(Awards ceremonies, academic night, etc)	2.4, 2.6, 3.1	Administration and teachers	sign-in and agendas				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Invite parents and community to bi-yearly awards, Parent Expo, South Sansational event for 5th graders	2.5, 2.6, 3.1	Administration, counselor, teachers, central office staff	sign-in, agendas, invitations				
10) Create relationships by inviting the community to Valentine's Dance	3.1	Administration, PTA, Faculty	sign-in, pictures on social media				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

      Evaluation Data Source(s) 4:

      Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School-wide professional development provided to ensure the PBIS /Restorative Discipline implementation and fidelity of the program-"Hacking School Discipline"	2.5	all staff, district PBIS/CILT team	PBIS checklist and implementation				
2) Provide professional development from Region 20 or other resources to help fulfill the goals and needs on the T-TESS for teachers, librarians, music teacher, administrators, and counselor to meet their goals.	2.6	Administrators and faculty	copy of workshop agendas, teachers present to faculty on PD, walk-throughs and T-TESS				
3) Provide opportunities for bilingual teachers to attend workshops or PD from Region 20 or other resources that will help them become a highly qualified teacher		administration and bilingual teachers	T-TESS evaluations, present PD to teachers, walk-throughs				
4) Principal and Vice Principal will attend District Leadership Academy, TEPSA (June) Region 20, Testing meetings, or any workshop on leadership goals to improve and increase overall student performance and T-PESS goals	2.4, 2.5, 2.6, 3.1	District personnel and school administration	Improved STAAR results, proficient or higher on T-PESS				
5) Counselor provide training to students and teachers on mental health, McKinney Vento, Bullying, etc.	2.5, 2.6, 3.1, 3.2	Counselor and administration	sign-on, CPS referrals, bullying identified, Wisdom Wednesday lessons				
6) Purchase Lead4ward Field Guides for PLC planning.	2.4, 2.5, 2.6	Admin and Instructional Coach	PLC sign in, higher scores, smoother PLC's				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Purchase the book "Hacking Discipline" for CILT and teachers on Improvement plan to do a book study over the summer.	2.5, 2.6						

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create and foster Instructional Leadership Teams at all levels of the district and school community.

> **Evaluation Data Source(s) 5:**

> **Summative Evaluation 5:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a CILT Team on campus to help make decisions	2.4, 2.5	Teacher from every grade level , specials, and admin.	sign-in, campus decisions				
2) Select 2 teachers to represent at the district level DEIC committee	2.4	2 teachers and admin	report back to campus				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Provide accelerated instruction for struggling and at-risk students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide holistic services to support the physical, health, and mental well-being of students to ensure optimal opportunities for student achievement. (Mason Lodge for Dental classes, health screenings, growth and development class)	2.6	Administrators, counselor, and nurse	nurse documentation, RTI forms, parent permission slips				
2) Implement teacher resources, such as Mentoring Minds, Count Down to STAAR, ECS Learning Systems, Stem Scopes, Forde-Ferrier wrkbks, Green Apple, Lead4ward Field Guides, STAAR Eng./Spanish, Fountas and Pinnell phonics, Learning A-Z, letter manipulatives to promote high levels of student engagement	2.4, 2.5, 2.6	Administrators and teachers	walk-throughs, lesson plans, data reports, PLC				
3) Ensure school library has current/updated resources to support rigorous and relevant curriculum that reflects the readiness and supporting standards in all core subjects in English and Spanish.	2.4, 2.5, 2.6	District library services, admin, and librarian	Increase in reading, curriculum, STAAR results,				
4) Purchase awards/trophies to support the relevant curriculum such as Spanish Spelling Bee (bilingual) Site Word Recognition's (K-2nd), Positive Promotions for STAAR Incentives, etc.	2.5						
5) Implement IEP's for Special Education students utilizing resource, co-teach and general Ed teacher	2.4, 2.5, 2.6	Special Ed. Dept., Admin, Resource teachers, and gen. ed. teachers	Increase benchmark results, quality of lessons, PLC, increase to meeting accountability in STAAR Test				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Assess K, 1st, and 2nd grade students on weekly sight words in Eng. and Spanish. Kinder begins in Jan.	2.4, 2.6	Admin, instructional aides, counselor, and staff	Increase in Fountas and Pinnell, Fluency Rates, goal setting				
7) Implement a Late-Exit Transitional Bilingual Program for identified students utilizing Spanish resources (Imagine Learning, Spanish Books-Follet, Scholastic Eng/Spanish)	2.4, 2.5, 2.6	Admin, district bilingual admin, bilingual teachers	STAAR results, decrease in RTI, F & P results, increase in TELPAS results, walk throughs, and T-TESS				
8) Utilizes district benchmark data/F&P, Istation to Map data to determine target objectives for small group instruction and tutoring	2.4, 2.5, 2.6	Admin and teachers	Walk throughs, PLC, decrease in RTI Tier 3, benchmark results, STAAR results				
9) Small group instruction will be used at all levels to include flexible grouping and or centers in all subjects throughout the day.	2.4, 2.5, 2.6	Admin, teachers, reading teachers, and paraprofessionals	walk throughs and data				
10) Implement tutoring at grade levels 2nd-5th to enhance and provide small group for struggling learners	2.4, 2.5	teachers and admin	Data, RTI, and walk throughs				
11) Implement RTI (Response to Intervention) process school wide	2.4, 2.6	Teachers, admin, and reading teacher	RTI paperwork, parent meetings, sign in sheets, lesson planning and walk throughs				
12) Utilize Reading Teacher in K-5th to assist struggling readers	2.4, 2.5	Reading teacher, admin	Increase in benchmark, increase in academic achievement				

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Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Implement teaching strategies that promote high levels of student engagement.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use of Instructional Coach as a resource to ensure teachers are supported in rigorous and relevant curriculum in all core subjects	2.4, 2.5, 2.6	Administration, Instructional Coach	walk-throughs and improved scores				
2) Ensure all G/T students prepare and present a project at G/T Fair	2.4, 2.5, 2.6	Admin and GATE Teacher	projects, sign-in sheet, pictures on website				
3) Ensure students in 4th-5th participate in UIL	2.4, 2.5, 2.6	UIL-Maria Gallegos, Admin, GATE director	projects, sign-in sheets				
4) Promote critical thinking and problem solving by utilizing technology based programs (LEXIA, Istation, STEMscopes, Imagine Learning, Brain Pop, Math Genius, Flocabulary, United streaming, Crazy numbers)	2.4, 2.5, 2.6	Administrators, teachers, reading teacher, and librarian	data reports, walk-throughs				
5) Promote critical thinking and problem solving through Robotics Club for 4th and 5th grade selected students	2.4, 2.5, 2.6	Robotic Sponsors and Admin	Robotic competition, sign in sheet, and weekly meetings				
6) Monitor implementation of high yield strategies/best practices with the use of the district Scope and sequence, walk throughs, feedback, and good first instruction	2.4, 2.5	Admin, district admin, faculty	STAAR Results, Texas Accountability, decrease in RTI tier 3, walk throughs and T-TESS				
7) Implement World Changers Club with the 17 Sustainability Goals, creating hands on projects such as aqua-ponics, gardening, solar power projects. Help implement leadership among students	2.4, 2.5, 2.6	Admin, Counselor, Special Ed. Teacher	Project based learning, Higher STAAR results for At-risk students and special pop groups				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Establish and sustain a comprehensive Early College Model.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students setting academic goals	2.4, 2.5	Counselor, teachers	Student-led conferences sign-in, counselor lesson plans				
2) PBIS campus lay out with College signs, guest speakers, and college day.	2.5, 2.6	PBIS Committee, Administration, counselor	sign-in,				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure students of all grade levels have the opportunity to enhance learning and real life experiences through educational field trips experiences.	2.4, 2.5, 2.6	Admin and teachers	Increase student achievement, increase college and career readiness				
2) Provide opportunities for students to participate in extracurricular activities: Drama Club, Crazy 8 club, Sports, Robotics, Book club, Safety Patrol, Cobra Library Crew, Choir, 7 Habits club, Student Council, Coding club, Art Club, World Changers, and dance group	2.5	Admin, volunteering of faculty and staff	performances, better school culture, positive self-esteem, membership, and sign in sheets				
3) Ensure teachers have hour and half PLC while students are going to Wisdom Wednesday learning self-esteem and mental health	2.4, 2.5, 2.6	Admin and teachers	positive school climate and increase in STAAR scores				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Mentors from Texas A & M San Antonio	2.4, 2.6	CIS	Higher STAAR scores, increase reading levels				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internship that offer student leadership.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal Pals, After School Clubs	2.4, 2.5, 2.6	Counselor, Club Sponsors	Higher Self-Esteem, College & Career Readiness				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

       Evaluation Data Source(s) 1:

       Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Purchase incentive awards for students with weekly perfect attendance (Academy, Oriental Trade	2.4, 2.5, 2.6	Admin, Data Clerk, Teachers	Increase/growth in student achievement				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Truancy Officer conduct home visits	2.6	Admin and Truancy Officer	Increase student attendance and student achievement				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CIS /guest speakers come talk to parents about consequences on bad attendance every 9-weeks at Attendance Recovery	2.4, 2.5, 2.6	Admin, CIS, Truancy Office	Increase student attendance, increase student achievement				

Title I Personnel

Name	Position	Program	FTE
Nelda Gaston	Instructional Coach		100%
Pat Granado	At-Risk Paraprofessional		100%

Campus Leadership Team

Committee Role	Name	Position
Administrator	Florinda Castillo	Principal
Classroom Teacher	Melissa Soto	Kinder
Administrator	Liz Pineda	Vice Principal
Classroom Teacher	Dulce Marines	2nd grade
Classroom Teacher	Vanessa Saldana	4th grade
Classroom Teacher	Gloria Galvan	5th grade
Classroom Teacher	Miguel Quintanilla	Special Ed.
Classroom Teacher	Stephanie Rice	PE Coach
Classroom Teacher	Paulina Gutierrez	Pre-K Teacher
Classroom Teacher	Norma DeHoyos	1st grade teacher
Classroom Teacher	Monica Serrata	3rd Teacher

PBIS Team

Committee Role	Name	Position
Administrator	Florinda Castillo	Principal
Administrator	Liz Pineda	Vice Principal
Classroom Teacher	Miguel Quintanilla	Special Ed. Teacher
Classroom Teacher	Lydia Ybarra	Librarian
Counselor	Ruby Lopez	Counselor
Classroom Teacher	Melissa Soto	Kinder
Classroom Teacher	Norma DeHoyos	1st grade
Classroom Teacher	Lisa Garcia	5th grade
PE Coach	Stephanie Rice	PE Coach
Community in Schools	Courtney Klueber	CIS

South San Antonio Independent School District

Dwight Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: D

Mission Statement

Dwight Middle School fosters independence, responsibility and self-reliance by focusing on an integrated results-based curriculum. Through a supportive environment, students are encouraged to confidently take risks using innovation to become the leaders of tomorrow.

Vision

Our vision is to create a supportive environment that inspires students to reach their full potential by accepting responsibility and creating future leaders within the community.

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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dwight Middle School serves 650 students from the southwest constituency of San Antonio, Texas. Since 1958, Dwight has been considered the "Pride of the Southside." Although the demographics have change considerably over the decades, our focus to provide our community with high quality instruction, an array of student and parent support services and safe, nurturing school environments have remained at the forefront of our mission.

We receive Title I, Part A school-wide funding, since our students are:

- 98.5% are Economically Disadvantaged
- 9.8% are English Language Learners (ELL)
- 73.4% are At-Risk
- 17.9 % Transient

In 2018-2019, the campus employed approximately 42 teachers, 4 professional support staff, 1 counselor, 2 campus administrators, 6 educational aides, and 19 auxiliary staff for a total of 59 employees. The teacher turnover rate is 9%.

Demographics Strengths

Due to the rezoning of the middle school campus student and families are electing to attend Dwight Middle School due to the STEM Academy and traditional positive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parental involvement is low. **Root Cause**: Lack of organization has negatively impacted parent volunteers and Parent Teacher Association to increase family and community participation.

Student Achievement

Student Achievement Summary

Dwight Middle School received an overall D rating for state accountability for the school year 2018-2019. This was an increase from the previous year rating of a F.

2017-2018 school year scores included: overall score 59%, student achieve 58%, school progress 66% and closing the gaps 59%. 2018-2019 school year scores included: overall score of 61%, student achieved 64%, school progress 72% and closing the gaps to 36%.

Student Achievement Strengths

Student achievement strengths would include 100% approaches in Algebra, 6% increase approaches for Grade 8 Math, 7% increase approaches for Grade 8 Reading, 13% increase approaches for Grade 8 Science, 33% meets and 10% masters Grade 8 Science and 5% increase approaches for Grade 8 Social Studies.

Increase in Grade 6 Reading of 3% increase and 15% increase approaches for Grade 6 Math, 58% approaches 30% meets 14% masters Grade 7 Reading, 53% approaches 22% meets 7% masters Grade 7 Writing and 4% increase approaches and 5% increase masters Grade 7 Writing. Overall Reading score for campus was 76% and Math scores of 72%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Inadequate number of students achieving meets and/or masters on the Math state assessment. **Root Cause**: Weak foundational skills, use of effective strategies with fidelity and authentic student engagement.

Problem Statement 2: Inadequate number of students achieving meets and/or masters on Reading state assessment. **Root Cause**: Weak foundational skills, use of effective strategies with fidelity and authentic student engagement.

Problem Statement 3: Too few special population students achieved academic growth in state assessments. **Root Cause**: Lack of resources to include personnel, intervention resources and specific strategies for whole group, small group and individual instruction.

School Culture and Climate

School Culture and Climate Summary

2019-2020 school year has support system development through daily PLC and staff members assisting each other cross curricular. Student grade level meetings were held to inform student body of campus expectations and incentives for positive behavior, academic success and attendance. PBIS system utilized for students exhibiting consistent positive behavior through a point system that allows children to accumulate points to be used at athletic events and PBIS store (PBIS app is required); Quarterly campus survey will be administrated to staff to determine area of needs and concerns that will be immediately addressed by campus administrative team. Currently campus does not have parent volunteers and/or a Parent Teacher Association which would lend itself to increased parent involvement.

School Culture and Climate Strengths

Positive Behavior Intervention Support program to promote positive student climate through the use of PBIS app for points, outside activities, school dances, attendance incentives, point usage for entry to school events.

Retraining of campus personnel for safety procedures

Awards ceremony for A honor roll, A/B honor roll, attendance and 9 week improvement and 8th grade Bridging ceremony.

GEAR UP program for 7th & 8th grade students to expose students to careers, colleagues, CTE programs, community service and academic assistance.

Communities In School provides students with school supplies, counseling services, clothing and community outreach organizations.

Staff surveys every 9 weeks to evaluate personnel satisfaction with campus culture.

Coffee with the Counselor every month with community members to discuss campus events.

Meet the Teacher and progress report handout every 9 weeks.

Red Ribbon week to promote non drug use.

Grade level with the highest attendance will receive an incentive at every 3 week mark.

At the end of every quarter students will be recognized for attendance, academic success and social behavior

Anti-Bullying week to promote culture of acceptance.

On Campus Food Bank/Community Closet to provide needed resources for local families.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parent involvement is low and inconsistent. **Root Cause**: Since parent connection decreases at the middle school level, heightened efforts are needed to engage parents.

Problem Statement 2: Low teacher moral concerning administrative assistance. **Root Cause**: Office referrals were not being addressed.

Problem Statement 3: PBIS app not currently available **Root Cause**: Fund not yet released

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2018-2019 Dwight Middle School staff consisted of 32 Hispanic teachers and 6 white teachers. Staff demographics were reflective of our student demographics. All of the teachers were certified with the majority of staff having 1-5 years of experience. There were five instructional paraprofessionals who served special education and ESL student population. We had 27% turnover going into the 2019-2020 school year. The district provides a week of training to newly hired teachers prior to the start of the school every year. Our campus has two instructional coaches that are assigned to support teachers with instructional and management strategies. Core teachers have been provided with daily PLC daily to collaborate and plan with the instructional coaches. Ongoing professional development is offered by the district and at the campus level for teachers.

2019-2020 Campus staff: 2 administrators, 1 STEM Coordinator, 2 Instructional Coaches, 1 counselor, 1 librarian, 1 nurse, 33 classroom teachers, 5 instructional para professionals, 4 office para professional, 1 CIS Campus Coordinator and 1 GEAR Up Campus Coordinator and 5 custodial staff members.

Staff Quality, Recruitment, and Retention Strengths

Our campus has two instructional coaches that are assigned to support teachers with instructional and management strategies; Core teachers have been provided with daily PLC daily to collaborate and plan with the instructional coaches; Ongoing professional development is offered by the district and at the campus level for teachers; Immediate feedback from weekly walk throughs; Instructional resources provided; Goal setting training and discussion.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Level of questioning not rigorous or consistent **Root Cause**: PLC training to increase staff effectiveness in the core classroom

Problem Statement 2: Co-teach training for core classes is limited. **Root Cause**: Additional training for Special Education and General Education teachers to work cohesively for academic growth.

Problem Statement 3: Teachers require additional training to improve content knowledge. **Root Cause**: Lack of training opportunities existed in the previous year.

Problem Statement 4: Teachers not equipped for vast number of special population in classroom setting for both academic and social growth. **Root Cause**: Special population training for teachers is needed.

Problem Statement 5: Average class size for core classes are 26; average class size for electives are 35. **Root Cause**: Need additional staffing for electives

Problem Statement 6: Lack of highly qualified applicants **Root Cause**: Noncompetitive pay scale

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Math and Science STAAR scores increase due to the weekly PLC, data analysis, core content planning and regular campus developed assessments. Special populations continued to struggle with state assessments which resulted with an F rating for closing the gaps. Campus initiative is for all tested core subjects to utilize the co-teach model to increase student academic achievement for our special populations.

In its 2nd year the STEM Academy with its 145 6th grade students and 112 7th grade students

Curriculum, Instruction, and Assessment Strengths

Accountability rating went from a state rating of an F to a D.

Math and Science showed largest gains in state assessments this is due to 3 week, 6 week and 9 week Campus assessments.

Master schedule incorporates PLC for all tested core subjects allowing for departments to meet daily to plan, create engaging lessons, review data and support co-teachers.

Planning meetings with contracted entities for Math and Science to review data, dissect the TEKS and filter through STAAR released questions.

Students are exposed to post-secondary opportunities through the Career Exploration class for 8th grade, GEAR Up for 7th & 8th grade and the AVID program and STEM elective for students part of the STEM Academy.

CIS program is available to all enrolled Dwight MS students; CIS campus coordinator provides tutoring opportunities, time management skills, campus assessment review, goal setting and classroom supplies.

Imagine Math and Accelerated Reader are computers programs used inside and outside the classroom for student academic growth.

Balanced Literacy, a district initiative, is used through the daily ELAR block in the form of reading workshop, writing workshop and guided group instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: TELPAS testing causing confusion for students during test administration with regards to speaking, reading and writing. **Root Cause**: ESL students not familiar with online testing

Problem Statement 2: Special Education, 504 and ESL students were not able to take advantaged to online state assessments **Root Cause**: Online assessment platform for campus and/or district assessments are not available for special population due to a lack of resources

Problem Statement 3: Outdated or lack of adequate technological equipment for daily instruction. **Root Cause**: Lack of funds for technology equipment.

Problem Statement 4: Overall reading levels are low. **Root Cause**: Teachers need additional leveled resources for differentiating instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Dwight MS staff recognize the importance of expanding parent engagement opportunities. The following events have been created to encourage parent and family participation:

Bobcat Cub Camp, Meet the Teacher, Open House, Awards ceremony, GEAR Up week (0923-0927), STEM night, Band Concerts, Talent Show, Fall Festival, Spring Festival, Coffee with the Counselor, CIS meetings, Pizza with the Principal, Apple Pie with the Assistant Principal and the 8th grade Bridging Ceremony.

Parent and Community Engagement Strengths

Administration and faculty response to parent concerns and/or questions is timely occurring with 24 business hours; Campus office staff is courteous and professional for parent and community concerns providing information or assisting with answering questions.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low student interaction with community **Root Cause**: Lessons do not incorporate community engagement.

Problem Statement 2: Low community interaction with campus. **Root Cause**: Unfavorable community perception of educational establishments.

Problem Statement 3: Low parent involvement **Root Cause**: Inadequate marketing of events.

School Context and Organization

School Context and Organization Summary

Dwight MS staff have assessed the state of the campus and have identified the following trends:

- Teacher leaders are voted into the Campus Instructional Leadership Team (C.I.L.T).
- Teachers were given a survey to address campus needs and high impact areas of improvement.
- Instructional coaches work closely with departments to disseminate information and initiatives.
- PLC periods are a part of the master schedule and are frequent and planned.
- Based on accountability our area of highest need is closing the GAP with special populations.
- Lack of resources to address the needs of special populations in the classroom.
- Co-Teach is provided for all core classrooms and all ELs who scored at intermediate or beginning will provided with a language development lab.
- ELAR classes are double blocked to provide adequate time for instruction.
- Provide parents with a campus survey to gauge and address perceptions of the campus.

School Context and Organization Strengths

Collective efforts across the campus has led to the following strengths:

- PLC meetings are established in the master schedule and frequent and planned out.
- Frequent opportunities for growth through walk-throughs, observations and immediate feedback.
- Opportunities for staff development are embedded and offered in the district and outside.
- Student recognition is planned frequently to identify and celebrate student victories.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Train teachers to provide targeted interventions through guided group learning. **Root Cause**: Teachers are not trained on providing targeted instruction and implementing strategies for special populations.

Problem Statement 2: Teachers need more modeling and exposure to the Co-teach model of classroom instruction. **Root Cause**: Teachers have never utilized the Co-teach model in the classroom.

Problem Statement 3: Closing the gaps with special population students has been our lowest in accountability. **Root Cause**: There is a lack of resources to address the needs of special populations in the classrooms.

Technology

Technology Summary

- Dwight MS staff has assessed the state of the campus with regard to technology and have identified the following trends: Replace aging classroom technology for teachers across the campus:
- Headphones are needed are for interventions software for special populations
- Software to address the needs of special populations for language development
- Technology to mimic the STAAR online testing program for special populations to build familiarity
- Laser printer, projector and document camera for Instructional Coaches to provide teachers with frequent student data, ongoing professional development
- Upgrade radios for administration to be able to communicate more effectively

Technology Strengths

- Staff has identified the following strengths to prepare students for 21st Century Learning:
- We have school wide Wi-Fi for teacher and student use.
- STEM program has 1-1 chromebooks.
- Every classroom has a Chromebook cart
- STEM Maker Labs are provided for use in the 7th and 8th grade STEM program
- Students are offered career applications as a course.
- All students are provided with a school email
- Teachers are able to use Google Classroom for their students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Outdated hardware limits the frequency of technology use in daily instruction. **Root Cause**: Outdated hardware across the campus.

Problem Statement 2: There is a lack of online targeted intervention for special populations. **Root Cause**: Software to provide targeted interventions is not provided.

Problem Statement 3: Teachers do not have access to quick, detailed data reports on a frequent basis. **Root Cause**: Lack of equipment to print and share detailed data reports is not available.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Keep school community members informed of campus current and upcoming events and promote positive perception of the campus.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Utilize Campus social media (Webpage, Facebook & Twitter) updated at least twice weekly to communicate current and upcoming events. Send out weekly newsletters to keep parents updated of campus events and positive things happening on campus. Newsletter is shared through the campus webpage.		Oliver, Gary	Keep parents involved and informed of campus events.				
2) 1. Utilize campus robo-call to notify parents of current and upcoming events.		Sandoval, Elizabeth	Keep parents involved and informed of campus events.				
3) Campus events open to the community such as Meet the Teacher, Fall Festival, Open House, STEM night, Gear Up, Science Fair, etc.		Administrators	Build positive partnerships and promote positive perception of the school.				
4) Utilize parent surveys to get feedback regarding campus culture and climate.		Administrators	Provide parent's opportunities to voice their concerns and adjust strategies based on the feedback we receive.				
5) Repair and/or replace digital marque to effectively communicate with community members, parent and students.		Gary Oliver	Updated and viewable from the exterior area of the campus will provide immediate information for community members.				

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

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1: Teacher Evaluation

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) STEM Lab will be purchased for 7th grade STEM Cohort students which includes: chairs, monitors, kits, furniture and supplies.		STEM Coordinator and STEM Teacher	Exposing students to STEM career options and for students to engage in the 21st Century 4 Cs which are: communication, collaboration, creativity and critical thinking.				
2) Purchase of rovers and drones to enhance students learning utilizing technology.		STEM Coordinator & STEM Teacher	Introduce students to new technology for the purpose of learning how to code, conduct experiments and to engage in the 21st Century 4 Cs which are: communication, collaboration, creativity and critical thinking.				
3) Purchase Nearpod online program to enhance lesson delivery and increase student engagement.		Instructional Coaches	Improve lesson delivery and enhance student engagement in the classroom through technology.				
4) Purchase language development software and an online testing program with accommodations for special population students.		Administrator, special education teachers, ESL Teacher	Provide support for our special population students and increase domain 3 scores.				
5) Replace outdated document cameras and projectors which are utilized for classroom instruction.		Administration	Technology is used to integrate modeling during instruction and to use visuals for learning.				

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

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 2: Walkthrough documentation & Campus assessments

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Daily PLC is provided for content area teachers.		Instructional Coaches & Administrators	Improve teacher efficacy.				
2) Instructional coaches provide professional development, observation feedback and lesson plan support and classroom modeling.		Instructional Coaches and Administrators	Improve teacher and student growth and close gaps.				
3) Send Instructional Coaches to PLC training. Coaches will train department heads.	2.4	Instructional Coaches & Administrators	To grow the capacity of the instructional coaches and teacher leaders.				
4) Administration will facilitate a book study to increase the capacity of leadership team.		Administrators	Teacher leaders will conduct professional development for staff to implement effective instructional strategies in the classroom.				
5) Purchase a reading and math screener to identify student's academic strengths and needs.		Administrators, reading and math teachers, Instructional Coaches	Provide targeted prescribed interventions.				
6) Purchase technology needed for presentations and professional development provided by Instructional Coaches.		Instructional Coaches Campus Administration	Increase rigorous classroom instruction				
7) Purchase office equipment, supplies and materials needed to support teachers by providing data reports.		Campus Administration Instructional Coaches	Utilized data will lead instruction and increased student achievement.				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 8) Purchase GIMKIT online software		Instructional Coaches	Through the use of GIMKIT teachers will be able to retrieve data to focus on areas of need.				

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

Specific Result 3: Expand the STEM Program to prepare for the incoming 6th grade cohort.

   Evaluation Data Source(s) 3: Enrollment numbers and student retention in the program.

   Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Promote through campus visits, tours, robo calls, marketing, flyers, brochures, parent meetings at multiple locations, STEM Night, STEM semester showcase, participation in San Antonio STEM Council through Region 20 service center.		STEM Coordinator	Increase critical thinking, creativity, collaboration and communication among students in program				

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

Specific Result 4: Incorporate critical thinking and problem solving activities to be utilized in and outside of the classroom.

Evaluation Data Source(s) 4: Teacher evaluation

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase critical thinking and problem solving hands on activities such as chess sets, drones, engineering sets and board games.		Campus Administration	Students will apply problem solving and critical thinking strategies to real world situations.				
Comprehensive Support Key Action **Targeted Support Key Action** **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Purchase materials and supplies to provide rigorous classroom instruction and interventions.	2.4, 2.5, 2.6	Instructional coaches and administration	Teachers will have access to what they need to provide rigorous lessons and interventions.				

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

Specific Result 5: Improved classroom instruction in Science

    Evaluation Data Source(s) 5: Teacher evaluation and 8th grade Science STAAR

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase instructional materials to provide student centered and rigorous classroom instruction.		Campus Administration Instructional Coaches	Improved campus, district and STAAR assessments.				

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

Specific Result 6: Improved classroom instruction in Social Studies

    Evaluation Data Source(s) 6: Teacher evaluation and 8th grade Social Studies STAAR

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase instructional materials to provide student centered and rigorous classroom instruction.		Campus Administration Instructional Coaches	Improved campus, district and STAAR assessments.				

Strategy 3: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Provide student incentives for positive behavior and good attendance.

Evaluation Data Source(s) 1: Number of office and attendance

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase PBIS program and incentives to promote positive behavior.		Campus Administration PBIS team	Lower referrals and increase student				
2) Purchase PBIS program and incentives to promote student attendance.		Campus Administration PBIS team	Increase student attendance				
3) All 8th grade students are enrolled in Career Explorations course for exposure to various careers beyond high school.		Campus Administration Career Exploration teacher	Through inquiry activities students investigate possible careers beyond high school.				
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 4) Teachers will nominate students to recognize them as students of the month who exhibit positive behaviors, have good attendance, and make an effort to do well in their classes.							

Strategy 3: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Provide support systems for student success.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Partnership with Communities in Schools (CIS) to support students academically, emotionally and socially.		Campus Administration	Create community partnership to provide our students with academic, emotional and social supports.				
TEA Priorities Connect high school to career and college 2) Partnership with GEAR Up for classes of 2024 and 2025 to promote academic success and college/career readiness		Campus Administration GEAR Up Coordinator	Create community partnership to provide our students with academic.				
3) Implement AVID success strategies to enhance student learning, organizational skills, critical thinking and career exposure.		Campus Administration STEM Coordinator AVID site Coordinator AVID teachers					
4) Tardy students will obtain pass to document tardy not absent.		Campus Administration Office Staff	Lower number of student class absences when correctly documented as tardy.				

Strategy 3: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Provide faculty and staff incentives for going above and beyond for our students and the campus.

Evaluation Data Source(s) 3: Increase in positive feedback from student surveys on campus culture.

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Recognition of teachers and staff members of the month with a certificate and incentive.							
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 3: Positive School Culture 2) Provide staff with appreciation incentives.							

Strategy 4: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 1: Provide mental health/school safety/healthy living lessons presentations.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will provide lessons and presentations on anti-bully, anti-drug, dating violence and digital citizenship.		Campus Administration School Counselor	Lowered incidents of bullying, drugs, dating violence and inappropriate computer usage.				
2) Community In Schools (CIS) will provide social/emotional development lessons, character building and leadership.		CIS campus coordinator Campus Administration	Student's ability to focus upon academics other than social/emotional issues.				
3) Upgrade and replace current communication tools and campus surveillance.		Campus Administration	Increase student and staff safety monitoring.				

Strategy 4: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Monitor student behavior

    Evaluation Data Source(s) 2: Number of office referrals

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain efficient method of documentation with regards to student behavior.		Campus Administration Office Staff	Track student behavior and campus safety				

Strategy 5: We will provide targeted support to campuses to ensure student outcomes and improve campus state accountability rating.

Specific Result 1: Provide high quality reading tier one instruction to include rigorous activities to increase the number of students at the meets and masters level.

      Evaluation Data Source(s) 1: Campus, district and STAAR assessments

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
TEA Priorities Improve low-performing schools 1) Provide materials and supplies for implementation of Balanced Literacy in ELAR classrooms.	2.4, 2.5	Campus Administration Instructional Coaches	Campus ELAR STAAR results will indicate an increase level of students scoring meets and masters.				
TEA Priorities Improve low-performing schools 2) Provide materials and supplies needed for Imagine Math.	2.4	Campus Administration Instructional Coaches	Campus Math STAAR results will indicate an increase level of students scoring meets and masters.				
3) Purchase online testing program for campus assessment to mimic STAAR online platform for special population students.		Campus Administration 504 Coordinator Special Education teachers Instructional Coaches	Special population students will be exposed to STAAR online platform prior to state assessments.				
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum 4) Provide materials and supplies to deliver rigorous Tier 1 instruction and interventions.	2.4, 2.6	Instructional Coaches and Administration	Improved results in benchmarks and STAAR				

Strategy 5: We will provide targeted support to campuses to ensure student outcomes and improve campus state accountability rating.

Specific Result 2: Provide professional learning for campus staff to improve tier one instruction and enhance classroom activities.

    Evaluation Data Source(s) 2: Campus, district and STAAR assessments

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
TEA Priorities Improve low-performing schools 1) Provide core teachers will daily PLC.		Campus Administration Instructional Coaches	Enhanced delivered classroom instruction will result with increased student achievement.				
2) On going Balanced Literacy Training		Campus Administration Instructional Coaches	Improved daily instruction will result with increased student performance.				
TEA Priorities Connect high school to career and college Improve low-performing schools 3) AVID program strategies incorporated in STEM core classes.		Campus Administration STEM Coordinator AVID site Coordinator	Increased performance on STAAR assessments for STEM students.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Co Teach training for special education and core teachers.		Campus Administration Instructional Coaches	Increased performance on campus, district and STAAR assessments for special population students.				
TEA Priorities Recruit, support, retain teachers and principals 5) During PLC instructional coaches provide professional development based on campus needs.	2.6	Campus Administration Instructional Coaches Department Heads	Development of teacher leaders.				
6) Classroom teachers will attend professional development to improve classroom instruction.		Campus Administration Instructional Coaches	Improved classroom instruction; Increase in student performance on campus, district and STAAR assessments.				

Strategy 5: We will provide targeted support to campuses to ensure student outcomes and improve campus state accountability rating.

Specific Result 3: Provide targeted instruction for special population students to increase rating in domain three Closing the Gap..

    Evaluation Data Source(s) 3: STAAR

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Created ESOL classes for beginner and intermediate TELPAS levels.		Campus Administration ESL Teacher	Increase performance on campus, district and STAAR assessments.				
2) Purchase computer program for ESL lab for beginner and recent immigrants.		Campus Administration ESL Teacher	Increase performance on campus, district and STAAR assessments.				
TEA Priorities Improve low-performing schools 3) Special population students are provided with Co-teach core instruction.		Campus administration Core Teacher Special Education teacher	Increased performance on campus, district and STAAR assessments for special population students.				
4) Online testing program for campus assessment to mimic STAAR online platform for special population students.		Campus Administration 504 Coordinator Special Education teachers Instructional Coaches	Special population students will be exposed to STAAR online platform prior to state assessments.				

Strategy 5: We will provide targeted support to campuses to ensure student outcomes and improve campus state accountability rating.

Specific Result 4: Provide focused intervention for all students

    Evaluation Data Source(s) 4: Campus, District and STAAR assessments

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
TEA Priorities Improve low-performing schools 1) Purchase materials, supplies and snacks for after school and Saturday tutorials.	2.4, 2.6	Campus Administration Instructional Coaches Classroom teachers	Increase student performance on campus, district and STAAR assessments.				

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Be efficient in monitoring student attendance and support.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 6: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Comprehensive Support Key Actions

Strategy	Specific Result	Key Action	Description
2	4	2	Purchase materials and supplies to provide rigorous classroom instruction and interventions.

South San Antonio Independent School District

Abraham Kazen Middle School

2019-2020 Campus Improvement Plan

Mission Statement

Abraham Kazen Middle School is an educational facility where the focus will be to guide learning, work cooperatively, solve problems creatively and effectively, and prepare for participation in a an ever-changing society.

Vision

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

Core Beliefs

- **The educators and staff of Abraham Kazen Middle School will provide educational opportunities in ways that are life-changing for the students. Educators and staff will implement excellence, with high standards and urgency to achieve long term effects for the students.**
  - **The educators and staff of Abraham Kazen Middle School will persevere challenges, ensure alignment between actions and beliefs, and assume personal responsibility for the results we seek.**
  - **As a TEAM, the educators and staff of Abraham Kazen Middle School will value and care about each other, work with a generosity of spirit, and have fun in the process of working as a TEAM. We will inspire, challenge, and support each other to be our best in order to achieve all of our goals.**
  - **At Abraham Kazen Middle School, we will strive for educational equity by acknowledging the all individual's ethnicity, economic backgrounds, and other diversities, in order to create a climate of well-being and safety for all of our students.**
  - **The faculty and staff at Abraham Kazen Middle School are committed to partnering effectively with families, schools, and communities to ensure that our work advances the broader good for all children**

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kazen Middle School is located on the Southside of San Antonio, Texas. It was built in 1979 and is one of the 4 middle schools in the SSAISD. The families are predominately Hispanic, Spanish speaking and low-socioeconomic. Diabetes and heart disease is also common within families.

Type of Campus: Middle School

Campus Size: Zoned for approximately 450 students,

Currently has 202 students.

Grade Span: 6-8

Ethnicity: Anticipated 97% Hispanic, 1% White, 1% African American, and 1% other

% Economically Disadvantaged: Tentatively 92%

% English Language Learners: 15%

Mobility Rate: Anticipated 20%

Students live primarily in single parent homes with the support of extended family (grandparent, aunts).

Social emotional needs are prevalent among the students.

Kazen Middle School staff will include tentatively:

- The front office staff (principal, assistant principal, counselor, counselor's secretary, attendance clerk).
- 8 core teachers; 2 special education teachers, 1 ESL teacher, and elective teachers (may include CTE, Art, PE, computer, Spanish)

Demographics Strengths

Demographics Strengths:

- Re-opening of a middle school
- Class size will tentatively have approximately a maximum of 22 students

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have unknown enrollment numbers and student groups? **Root Cause**: The school was closed for the last two years.

Problem Statement 2: How do we re-establish community pride and increase enrollment? **Root Cause**: The school was re-opened after being closed for two years.

Student Achievement

Student Achievement Summary

Kazen is in the process of establishing a student population. Dwight and Zamora Middle Schools are where the students will come from that attend Kazen. Dwight and Zamora MS were identified as Improvement Requirement campuses for the 2018-2019 school year. Once population is set, teachers and staff will review and analyze patterns and trends according to current TAPR reports.

KMS academic concern/focus includes: 6th grade (16% Meets) 7th (26%) grade reading; 7th (36% approaches), 8th grade (37% approaches) math, and special education populations (0% in 7th/8th grade math; 0% in 6th, 7th grade).

STAAR Data - Reading - per eduphoria

1. 5th grade (current 6th grade) - April 2019 -

    1. 53% Approaches

    2. 16% Meets

    3. 6% Masters

    4. 10 LEP - (Approaches - 60%; Meets - 10%; Masters - 0%)

    5. 7 SE - 0%

2. 6th grade (current 7th grade) - April 2019

    1. 26% - Approaches

    2. 7% - Meets

    3. 2% - Masters

    4. 7 LEP - (Approaches -14%; Meets & Masters - %)

    5. 9 SE- 0%

3. 7th grade (current 8th grade) - April 2019

1. 46% - Approaches

2. 17% - Meets

3. 12% - Masters

4. 8 LEP - (Approaches - 38%; Meets - 38%; Masters - 12.5%)

5. 8 SE - (Approaches - 12.5%; Meets & Masters - 0%)

Data - STAAR Data - Math - per eduphoria

1. 5th grade (current 6th grade) - April 2019 -

    1. Approaches 69%

    2. Meets 26.5%

    3. Masters 6%

    4. 10 LEP - (Approaches 80%, Meets 20%, Masters 10%) -

    5. 7 SE (Approaches 14%, Meets & Masters 0) -

2. 6th grade (current 7th grade) - April 2019

    1. - Approaches 36.6%

    2. - Meets 5%

    3. - Masters 0

    4. 7 LEP - (Approaches 42.8%, Meets & Masters 0) -

    5. 9 SE (0%) -

3. 7th grade (current 8th grade) - April 2019

1. - Approaches 37%

2. Meets 5%

3. Masters 3.3%

4. 8 LEP - (Approaches 50%, Meets 12.5%, Masters 12.5%)

5. 8 SE - 0%

Student Achievement Strengths

A majority of the students have either previously attended Zamora or Dwight Middle School and are excited to return to Kazen Middle School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our reading STAAR performance is below district average. **Root Cause**: Lack of research based high quality instruction.

Problem Statement 2: Our math STAAR performance is below district average. **Root Cause**: Lack of research based high quality instruction.

Problem Statement 3: Our sub-population performance (special education) is below district average.

School Culture and Climate

School Culture and Climate Summary

Several teachers and staff volunteered to transfer to Kazen MS. We will reestablish core beliefs with the help of teachers and staff to articulate campus vision.

Kazen MS is re-opening after a 2-year closure.

Campus is developing clubs, activities based on student interest.

Parents were pleased with the opening due to the personal connection.

School Culture and Climate Strengths

Strengths:

Kazen will have 8 core teachers supported by instructional coaches.

Teachers will have professional learning communities scheduled into the weekly schedule.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Kazen has lost some of its community identity. **Root Cause**: Kazen was closed for two years.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus will have approximately 25 faculty and staff members - 8 core teachers, 2 special education teachers, 4-5 electives, front office staff, 2 administrators, librarian, and PE aide.

The campus will have (tentatively) 2 instructional coaches: Math/Science and ELAR/Social Studies.

Most teachers are new to the grade level or content. Most teachers are in the 0-5 years in education.

Staff Quality, Recruitment, and Retention Strengths

Kazen Middle School will have approximately 25 faculty and staff members supported by instructional coaches.

Kazen Middle School will have administrative team with experience to support the new hires, novice teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff will lack experience. **Root Cause**: The school re-opened after a 2 year closure.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment decisions will be driven by data, which includes student sub-groups.

Based on student performance, additional academic materials are needed to meet the academic needs.

Due to STAAR results, additional intervention and academic support is needed.

Curriculum, Instruction, and Assessment Strengths

Instructional coaches and instructional leaders will support teachers.

Flexible schedule will allow for more opportunity for professional learning communities and student support through intervention.

Teachers will be part of weekly professional learning communities to plan - review data and make instructional adjustments as needed.

Teachers will have common conference periods to encourage and support curriculum planning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Delivery of high quality instruction. **Root Cause**: New teachers to grade level or content.

Parent and Community Engagement

Parent and Community Engagement Summary

KMS will communicate with parents through various modes of communication.

KMS will host school wide events.

Parents are encouraged to participate in campus committees.

Parent and Community Engagement Strengths

Parents are excited about the reopening of KMS due to their personal history in attending the school.

KMS communicates information through twitter and webpage.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: More parents involved in their child's education **Root Cause**: Communicating opportunities to parents

School Context and Organization

School Context and Organization Summary

Kazen MS will establish a master schedule that allows for bell to bell instruction. In addition, conference periods for departments are connected to allow for more planning time and opportunity to learn and share concerns to provide solutions for academic deficiencies.

Kazen MS will be re-opening for the 2019-2020 school year after being closed for 2 years.

KMS has a PBIS committee to review campus procedures.

Social emotional education is needed.

School Context and Organization Strengths

Kazen Middle School will have committees (campus SBDM, PBIS, Attendance, Social) for parents, staff, and community members to be involved in decision making.

Teachers will have common planning period.

Technology

Technology Summary

- KMS technological infrastructure is currently being rewired - updated.
- For the 2019-2020 school year 6th, 7th, & 8th graders will be equipped with a chrome book.
- Students will need audio visual equipment.
- Teachers require additional training in technology integration.

Technology Strengths

KMS students will have one to one device.

KMS classrooms will have projectors and interactive boards.

All classrooms will have a projector.

All classroom teachers will be equipped with laptops.

Problem Statements Identifying Technology Needs

Problem Statement 1: Effective use of technology in the classroom. **Root Cause**: Lack of professional development in technology integration

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Implement school community feedback tools - such as surveys, feedback forms.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Parents and community members will be provided surveys to give feedback on practices, activities, and parent involvement activities.		Campus Administration Team	Increased parent involvement as KMS will provide activities and events as suggested by parents.				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Expand parent engagement programs that utilize staff, students, and community members - such as Meet the Teacher, Open House, Academic nights, and Cafecitos

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Implement Cafecitos with parents to discuss campus practices, events, activities, and parent concerns		Campus Administration; Counselor	Increase parent involvement and engage in a dialogue with parents on campus practices, events, activities, and parent concerns				
2) Implement opportunities for parents to volunteer, attend campus events(open house), and/or be part of Student Success Teams (Parent Advisory Council - volunteer, SBDM, PBIS, Attendance committees)		Campus Administration; Counselors	Increase parent involvement on campus; Increase parent involvement in decisions of campus events, incentives, practices)				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community - utilizing twitter, Facebook, webpage, blackboard.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Create procedures and protocols that ensure high quality customer service to ensure appropriate planning and clear communication

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create training programs on relevant customer service models for all staff and students.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
TEA Priorities Recruit, support, retain teachers and principals 1) Provide instructional coaches and facilitators supplemental support to improve teacher quality and student academic achievement.		Principal Assistant Principal	Improve teacher efficacy				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide professional learning opportunities for content teachers to address the needs of all sub-population groups.	2.4	campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Provide accelerated instruction for struggling and at-risk students.

      Evaluation Data Source(s) 5:

      Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide reading and math intervention classes for at-risk students.	2.4	Campus administration					
2) After school tutoring will be provided for students not meeting academic standards and/or STAAR standards from the previous year.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Implement teaching strategies that promote high levels of student engagement.

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Partner with community partners to provide services (mental health, etc.) for our at-risk students to succeed in school.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Provide Mental Health/School safety/Healthy Living professional development and/or materials to promote safe and secure schools.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Establish a volunteer program that utilizes staff, student and community membership.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Implement mentor programs and internship that offer student leadership.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 5: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 1: Create and implement safety standards that promote safe facilities and equipment.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

South San Antonio Independent School District

Alan B. Shepard Middle School

Accountability Rating: D

2019-2020 Campus Improvement Plan

Mission Statement

Shepard Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Vision

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

Value Statement

We believe supportive leadership promotes a culture of high and consistent expectations, creating an enriched learning environment.

We believe high quality instruction led by prepared and passionate teachers fosters an environment where everyone succeeds.

We believe a respectful school community engages in effective communication to produce campus unity.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

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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 6th and 7th 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 8th 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 5552 Ray Ellison in San Antonio, Texas. Our enrollment at Shepard ranges between 495-550 students from 6th, 7th, and 8th grade. At this current time we have an enrollment of 568 students. The Hispanic population mostly mirrors the overall student population. The majority of students are economically disadvantaged and at-risk. The mobility rate is 21.9% and Attendance Rate was 93.3%

Student Populations:

Hispanic-96%

African American-2%

White-1.6%

Asian-0.2%

American Indian-0%

Pacific Islander-0%

Economically Disadvantaged-91.2%

At-Risk-63.7%

ELL-16.9%

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. Our at-risk populations is 76.3% and our 504 programs include 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. The majority of our teachers are Hispanic, 78.6%; with 18.8% being White, and 2.6% being two or more races.

Demographics Strengths

Our student population is diverse and therefore, robust programs have been created to meet the needs of our students-Fine Arts Academy, and programming in GT, ESL and special education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment continues to decrease. **Root Cause**: Charters have opened in the vicinity. Additional innovative programming is needed within the district.

Student Achievement

Student Achievement Summary

2019 8th STAAR ELAR

60.11 Approaches

29.79 Meets

13.3 Masters

6th ELAR

63.55 Approaches

21.51 Meets

10.22 Masters

	2019	2020	2020 TEA Closing the Gaps
Reading	Percent	Goal %	Target %
All Students - Meets Grade Level	25	30	44
All Students - Masters Grade Level	12	18	NA
Hispanic - Meets Grade Level	25	30	37
Econ Disadvantage - Meets Grade Level	25	30	33
EL (Current and Monitored)	10	15	29
Special Ed (Current)	0	10	19
Continuously Enrolled - Meets Grade Level	28	46	46
Non-Continuously Enrolled - Meets Grade Level	19	30	42
Math			
All Students - Meets Grade Level	28	35	46
All Students - Masters Grade Level	4	10	NA

	2019	2020	2020 TEA Closing the Gaps
Hispanic - Meets Grade Level	27	35	40
Econ Disadvantage - Meets Grade Level	28	35	36
EL (Current & Monitored) - Meets Grade Level	20	25	40
Special Ed (Current)	6	10	23
Continuously Enrolled - Meets Grade Level			47
Non-Continuously Enrolled - Meets Grade Level			45
Social Studies			
All Students - Meets Grade Level	20	25	
All Students - Masters Grade Level	9	15	
Hispanic - Meets Grade Level	20	25	
Econ Disadvantage - Meets Grade Level	20	25	
Continuously Enrolled - Meets Grade Level			
Non-Continuously Enrolled - Meets Grade Level			
Science			
All Students - Meets Grade Level	31	36	
All Students - Masters Grade Level	8	14	
Hispanic - Meets Grade Level	30	36	
Econ Disadvantage - Meets Grade Level	29	33	
Continuously Enrolled - Meets Grade Level			
Non-Continuously Enrolled - Meets Grade Level			
Writing			
All Students - Meets Grade Level	27	33	
All Students - Master Grade Level	5	10	
Hispanic - Meets Grade Level	26	31	
Econ Disadvantage - Meets Grade Level	26	31	
EL (Current and Monitored)	6	10	

	2019	2020	2020 TEA Closing the Gaps
Special Ed (Current)	0	3	
ATTENDANCE	94		95.5

Student Achievement Strengths

Student's outcomes increased on the 8th grade Math STAAR test.

A Distinction was gained for 8th grade Social Studies.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR Reading scores in approaches and meets standard are low. **Root Cause**: Training in differentiation instruction is needed to support the reading instructional block.

Problem Statement 2: 6th grade math STAAR scores at approaches and meets continue to be low. **Root Cause**: Additional training is needed to close the achievement gap in math.

School Culture and Climate

School Culture and Climate Summary

Based on CILT input discipline was an area of concern for improvement. Campus culture was also found to be an area of concern. Parent input suggested that discipline procedures be evaluated.

School Culture and Climate Strengths

Teachers and CILT are part of the decision- making process.

Teachers are celebrated for their accomplishments.

Support is immediately provided when teachers request professional learning and other resources.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers were not informed as to why decisions were made. **Root Cause**: Communication structures were not in place.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Shepard Middle Schools have 14 new faces to our staff. Every department on campus has at least 50% new staff while 90% of the front office staff is new as well. The administrative team is also new with (2) new instructional coaches and a new Principal and Vice Principal.

Since the majority of the staff is new to the campus, Lever 1 was chosen as priority lever in the Effective Schools Framework.

Staff Quality, Recruitment, and Retention Strengths

- CILT collaborated and made improvements to the schools policies and procedures.

- Supportive instructional coaches assist new and veteran teachers in all core subjects.

- Department head teachers have a mentor period to assist new and veteran teachers with classroom strategies to improve instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The turnover rate of new teachers has increased. **Root Cause**: Additional support is needed to ensure new teachers have the capacity to support students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During our learning walks and staff meetings, CILT identified areas of improvement to target instructional strategies and use of Instructional Coaches. CILT believed our focus for instructional improvement should center on supporting new teachers. Therefore, we were able to assign CILT members in core areas to have a mentor period to assist teachers.

Curriculum, Instruction, and Assessment Strengths

Data analysis from IC's with eukolos to show teachers where students have performed in the past versus where they are presently performing. Data provides information on students' ability to perform and actual performance which informs teaches of their potential.

Through PLC, each department desegregated last year's STAAR data to conduct needs assessment and created a plan of action per department. Their input was consolidated and added to the campus plan.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of protocol for lesson development & planning and data disaggregation. **Root Cause**: Coherent systems were not developed.

Parent and Community Engagement

Parent and Community Engagement Summary

Increase the number of engagement opportunities for parents and community members, including parent classes to improve student academic achievement.

Shepard MS has determined the following priorities:

-Offer adult learning classes

-Increase academic nights

-Promote volunteer opportunities

Parent and Community Engagement Strengths

There are a number of strengths that Shepard MS staff has identified:

- CIS on site

- Gear up on site

- Teachers welcoming to parents

- Facilities used by city for zumba

- Community events from district

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Limited parental engagement. **Root Cause**: Lack of events established by the campus.

School Context and Organization

School Context and Organization Summary

The master schedule allows for a common planning time for all departments. Tutoring is held for identified students after school. The campus is focused on student achievement since we are a comprehensive campus.

School Context and Organization Strengths

Shepard MS has numerous strengths in school context and organization this year:

- Expansion of Fine Arts Academy

- Staff who are committed to student success

- Transparent processes

- Open door policy

- Collaborative leadership

Technology

Technology Summary

Upgrade technology at campuses to include Chrome books for all Fine Arts Academy students, so they can use at school and home
Determine a technology standard for teachers, students, administrators and classrooms
Evaluate and monitor software programs for usage and efficacy

Technology Strengths

Shepard MS was part of the 2019-2020 Technology Deployment Plan which provided the following:

- New laptops being issued to staff

- New document cameras being issued to staff

- New smart projectors being issued to staff

- New boards being installed so new technology can be used throughout the campus

Problem Statements Identifying Technology Needs

Problem Statement 1: The campus requires updated technology in the classroom. **Root Cause**: The absence of district wide technology plan due to the department's replacement plan.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to create an inclusive environment for all students.

Specific Result 1: Engage key leaders in making school climate improvements

> **Evaluation Data Source(s) 1:**
>
> **Summative Evaluation 1:**
>
> **Targeted or ESF High Priority**

Strategy 1: We will engage all school community members through transparency and effective communication to create an inclusive environment for all students.

Specific Result 2: Utilize websites, social media and other channels to effectively communicate with all school community members.

> **Evaluation Data Source(s) 2:**
>
> **Summative Evaluation 2:**

Strategy 1: We will engage all school community members through transparency and effective communication to create an inclusive environment for all students.

Specific Result 3: Establish parental-family engagement opportunities.

> **Evaluation Data Source(s) 3:**
>
> **Summative Evaluation 3:**

Strategy 1: We will engage all school community members through transparency and effective communication to create an inclusive environment for all students.

Specific Result 4: Provide Teacher incentives

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

    Targeted or ESF High Priority

Strategy 2: We will develop a strong support system offering opportunities across the curriculum to create an innovative school experience, teaching students to value their education and motivate them to achieve excellence.

Specific Result 1: Develop a professional development requirement for all staff who impact instruction.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 2: We will develop a strong support system offering opportunities across the curriculum to create an innovative school experience, teaching students to value their education and motivate them to achieve excellence.

Specific Result 2: Provide resources to create an innovative school experience.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Create innovative and rigorous instructional opportunities that enable students to be college and workforce ready.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Provide technology-based learning experiences that promote critical thinking and problem solving.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 5: Effective Instruction	2.4	campus administration					
1) PLC training for teachers and administration.							
2) Provide chrome books for core subject teachers for instructional purposes.	2.4	Campus admin					

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Implement teaching strategies that promote high levels of student engagement and achievement.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide software to promote positive school culture and student engagement to improve academic achievement							

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Implement instructional frameworks to support special populations in attaining high achievement across the content areas.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Part time tutor to support at risk students in core subjects

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Review planning process and implementation of
infrastructure for sustainability.

Series for 2019-2020 will be attended by the Principal and 2 CILT team members to ensure alignment of PLCs and data product from PLC meetings

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Teach staff members how to disaggregate data and identify trends using first district common assessment.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Implementation of teacher led PLC's

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide resources for teachers when planning lessons.	2.4	Administration and Instructional coaches					

Strategy 3: We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: Provide accelerated instruction for struggling and at-risk students.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase materials for instructional use to increase academic achievement	2.4	Campus Admin					
2) Provide academic software to improve instruction	2.4	Campus Admin					

Strategy 4: We will prioritize district revenues to guide student future choices.

Specific Result 1: Create a needs based budget that supports the guidance of student future choices.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 5: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 5: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 5: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 5: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

South San Antonio Independent School District

Robert C. Zamora Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C

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

- *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.*

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

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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 12.5%.

Zamora Middle School is a traditional middle school campus servicing 6th through 8th grade with an optional Health Science Academy as a school within a school servicing 6th & 7th grade currently with plans to expand to 8th grade next year.

Our current enrollment is 566 total students with 170 students enrolled in the Health Science Academy and daily average attendance of 92.85%. Our student ethnicity is composition is 97.7% Hispanic, 1.4% White and 0.7% African American. Our student population is changing as our economically disadvantaged has risen to 89.9%, our English Language Learners have risen to 19.9% and 9.4% of our students receive Special Education Services.

Demographics Strengths

- Class size 19-30 students per section
- Health Science Academy increased 6th grade student enrollment by 53 students
- 8 period daily schedule
- Accepted 89 traditional students to Zamora 81 from other campuses in district and 8 from out of district

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increased percentage of English Language Learners. **Root Cause**: Mobility of single parent families.

Problem Statement 2: High levels of students coded as economically disadvantaged. **Root Cause**: Many families live in single parent homes or with extended family members.

Student Achievement

Robert C. Zamora Middle School Met Standards with a State grade of "C" at 71% for the 2018-2019 school year. STAAR test scores in the meets category reflect a:

decrease in 7th grade reading and writing; 8th grade science

minor increase (less than 5%) in 6th grade math and reading, 7th grade math

moderate (5-9%) Algebra I

significant (10% or greater) 8th grade math, reading, and social studies

when compared to the 2018 STAAR data. The increased scores at the meet level lag behind the state STAAR scores while there is a significant lag behind state STAAR scores at the Masters level of proficiency.

Student Achievement Strengths

8th grade STAAR Scores (1st administration)

Math 71% Approaches 35% Meets 3% Master

Reading 67% Approaches 41%Meets 19% Master

Algebra 1 98.36% Approaches 77% Meets 29.5% Master 40/61 eco. dis. (No ELL or Spec Ed participation)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Fifty percent of students state teachers do not ask enough challenging questions. **Root Cause**: The lack of high quality, rigorous and targeted instruction.

Problem Statement 2: Forty percent of students state that teachers do not conference with them about their progress. **Root Cause**: Systems for student-teacher conferences are not established.

School Culture and Climate

School Culture and Climate Summary

During the summer the campus layout was re-organized and campus beautification conducted to create a more welcoming and open environment. The campus has planned monthly morale improving events and celebrations for both faculty and students. Teachers and students have reported an improvement in school climate an official survey will be conducted at the end of each nine weeks to collect data.

Each content area is hosting one academic night in the evening each semester to welcome the community to the campus and provide educational activities that families can do together.

We are also planning to bring back the fall festival currently scheduled for November 15, 2019.

School Culture and Climate Strengths

The following was reported as related to school culture and climate strengths:

-retention of staff

-collaboration between departments

-tutoring

-student involvement with incentives

-engagement with school community

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Thirty-eight percent of Zamora teacher do not feel valued as professionals. **Root Cause**: Teachers not involved in decision making.

Problem Statement 2: Two thirds of Zamora students are not excited to come to school. **Root Cause**: Systems for extra-curricular activities/clubs must be established.

Problem Statement 3: One fourth of Zamora students do not feel respected by adults. **Root Cause**: Professional development in Understanding Adverse Childhood Experiences needed at campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Implement systems & training programs to recruit and retain highly qualified staff

The campus has approximately 44 teachers, 2 professional support staff, 3 campus administrators, 2 Instructional Coaches/Facilitators and 4 educational aides (3 out of 38 teachers=8% turner over this year). The teacher turnover rate was 9% (3 out of 32 teachers), last year.

Staff Quality, Recruitment, and Retention Strengths

Changed the interview process to include a department representative on interviews and a writing sample and mini-lesson (10 minutes) for teachers.

Staff have recommended and recruited friends and co-workers for campus vacancies, including hiring a former student teacher

New teachers and teachers new to campus have been assigned a mentor

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of highly qualified staff for core positions (ELAR, Math) **Root Cause**: The low number of teacher applicants

Problem Statement 2: Retention rate of teachers. **Root Cause**: Systems for teacher input and allow for flexibility in the classroom.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers use district curriculum delivering high quality first time instruction supported by our campus instructional initiatives; critical reading, intentional monitoring and probing questions. Common assessments are conducted at the end of each unit and teachers analyze the data from these common assessments to address instructional gaps.

Curriculum, Instruction, and Assessment Strengths

- Campus instructional initiatives; critical reading, intentional monitoring and probing questions

- Core teachers meet weekly for Professional Learning Communities (PLC)

- Common Formative Assessments followed by data analysis

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Limited systems and procedures to address to learning gaps. **Root Cause**: System for lesson planning requires update.

Problem Statement 2: Implementation of the co-teach model to support special education is not consistent. **Root Cause**: Master schedule challenges and training for Spec/Ed and content teachers.

Parent and Community Engagement

Parent and Community Engagement 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.

Parent and Community Engagement Strengths

-Flyers sent home

-Blackboard Messenger

-Social Media regularly updated: Webpage, Twitter and Facebook

-Gear-Up Partnership

-Communities In School Partnership

-Hosting of parent meetings, STAAR nights

-Schoolwide events (Meet the Teacher, CCVYP, Electives Night, Holiday Show, community involvement activities, etc.)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Seventy-six percent of 23 parents don't feel free to make suggestions to the administrators at Zamora. **Root Cause**: Parent surveys were not part of the evaluation process.

Problem Statement 2: Seventy-three percent of 23 parents don't feel that their child has an adult to turn to if he/she has a problem. **Root Cause**: System to identify students in need of social emotional support is limited.

Problem Statement 3: Fifty-three percent of 23 parents stated that teachers don't let me know about my child's progress in their classes. **Root Cause**: Systems to provide progress reports to parents is limited.

School Context and Organization

School Context and Organization Summary

Definition

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Students in South San Antonio ISD attend 9 elementary schools, three middle schools, and one high school campuses. The district is divided into four clusters according to a feeder pattern. All feeder patterns go into one high school.

Zamora Middle is a Title I 6th-8th grade campus with staff members including Principal, 2 Vice Principal, 2 Counselors, 2 Instructional Coaches, teachers, and paraprofessionals.

School Context and Organization Strengths

Systems in place to meet student academic and behavioral needs/Positive Behavior Support (PBIS)

*SBDM-CILT/COMMITTEE teams

*Time for core subject planning and PLCs

*Common formative assessments/ action plans developed for reading, math, writing, and science on Google classroom

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of systems and procedures to address campus challenges. **Root Cause**: Leadership committees did not meet on a consistent basis.

Problem Statement 2: Shared Leadership across the campus needs to be strengthen. **Root Cause**: Department Chairs must be more active with their departments.

Technology

Technology Summary

-Upgrade technology to include laptops, digital tablets and wireless access points

-Determine a technology standard for teachers, students, administrators and classrooms

-Evaluate and monitor software programs for usage and efficacy?

-Academy students on a one to one Chromebook initiative.

Technology Strengths

-Use of chrome books in all core departments

-Google classroom used across campus by administration and teachers

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology usage is low. **Root Cause**: Technology in the classrooms requires additional units.

Problem Statement 2: 120 Chromebooks were damaged this year. ($85 cost to fix each one). **Root Cause**: Lack of teacher check in and check out process for technology.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Create nurturing and safe school climates.

> **Evaluation Data Source(s) 1:**
>
> **Summative Evaluation 1:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Improve the climate of Zamora Middle School and create a safer, more positive environment that is conducive to learning by attending professional development, establishing and implementing consistent procedures through our campus based discipline plan, the Campus Discipline Committee, and Campus Instructional Leadership Team (CILT).		The Campus Leadership team will establish a discipline flowchart. Each administrator will ensure to adhere to the discipline flowchart. Create a new master schedule, bell schedule, and campus map that are more conducive to a safer, more positive school environment. All staff will follow the campus discipline flowchart. All staff will follow the campus discipline procedures.	Communicate clear expectations to all staff, students and parents. Expectations will be explicitly taught to the students. All adults will consistently uphold expectations. Discipline referrals will decrease in 2018-2019.				
2) Provide field trip opportunities as incentives for perfect attendance.		Establish Campus Discipline Committee. Establish specific guidelines and procedures for tardy sweeps and communicate those to all parents, students, and staff.	Tardy sweep procedures will have been implemented in each hallway and communicated to all parents, students, and staff thus showing a reduction of tardies.				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Key Action 3) Improve the climate and culture by reorganizing and streamlining discipline procedures through the PBIS program. Using the student ID badge, faculty can scan the badge using the PBIS REWARDS system and reward points to students.		PBIS team	Lower discipline referrals, lower absenteeism				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Utilize websites, social media and other channels to effectively communicate with all school community members.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize School Messenger/Twitter to announce pertinent messages about campus events and school information to the school community.		Campus Administration	Increase in participation at campus events Sign-in sheets				
2) Monitor and update school website with current school activities and events to keep parents and members of the community aware.		Mr. Liu Campus Administration	Increase in participation at campus events Sign-in sheets				
Comprehensive Support Key Action 3) Improve culture of inclusivity by purposefully engaging families and community members to determine the next steps to becoming a magnet school.		Campus Administration Design Committee	Increase in family and community participation Sign-in sheets				
4) 4) Improve school communication by offering a cross curricular opportunity using technology-based newscast for school announcements.		Campus Admin Teacher(s) Students	Increase awareness of campus events, sporting events, updates, tutoring schedules, lunch, PBIS motivation, and any important information for faculty, staff and students.				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students and community members.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create events that promote positive family-school relationships. Work with partner agencies such as PRESA and CIS to further engage families. Principal's Coffee meetings to discuss Title I funding		Campus administration, Counselor, CILT	School Calendar Sign In Sheets Parent Attendance At School Functions				
2) Hold parent meetings to increase parent involvement and educate them on different topics.							

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 4: Establish a communication system that creates a strong brand that is disseminated across the city and state.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 2: We will develop a strong support system offering opportunities across the curriculum to create an innovative school experience, teaching students to value their education and motivate them to achieve excellence.

Specific Result 1: Objective 2.1: Develop a professional development plan for all staff who impact instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) The quality of instruction will be improved through face to face feedback given to teachers within 48 hours of each classroom observation.		Campus Administration	Strive data				
Comprehensive Support Key Action 2) Teachers, counselors, staff, and administrators will engage in professional development opportunities aimed at increasing teacher effectiveness in instructional delivery and improving outcomes in student academic achievement and State standardized assessments ie, KILGO, College Board, etc.		Campus Administration Instructional Coach/Facilitator	Common assessments, district assessments, DOL's, STAAR results				
3) Membership fees for administration to support campus leadership team.	2.4	Campus administration					

Strategy 2: We will develop a strong support system offering opportunities across the curriculum to create an innovative school experience, teaching students to value their education and motivate them to achieve excellence.

Specific Result 2: Objective 2.2: Establish resources to create an innovative school experience.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide students with opportunities to participate in field trips that connect what they are learning in class to the real world.		Campus Administration, Department Chairs	Lesson Plans; use of LO and DOL s; field trip planner to include pre, during and post activities.				
2) Purchase poster maker to allow teachers to create instructional resources for high quality instruction.		Campus Administration	Text rich environment				
3) Create Common Formative Assessments in core content areas to measure student progress and identify learning gaps. Use various assessment resources to aide to teachers in building assessment. Purchase Mentoring Minds, STAAR Math		Teachers, Instructional Coach and Instructional Facilitator, Administration	CFA's Administered Every 3 Weeks A Bank of Assessment Collection				
4) Provide supplemental materials for student use to improve instruction.							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Create innovative and rigorous instructional opportunities that enable students to be college and workforce ready.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers in 6th - 8th grade will participate in review lessons for the purpose of improving instruction		Instructional Coaches Department/Chair Campus Administration	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments				
2) Use STAAR formatted word problems for warm-Ups to spiral in low performing SEs. Reteach/Remediate students who are at risk in an intervention setting.		Departments/Chair and Campus Administration,	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments				
3) Teacher will implement warm-ups to reinforce and reteach lessons by using vertically aligned STAAR formatted questions.		Department/Chair, Campus Administration	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments				
4) Hire Part-time Employee (Certified) to work under general supervision to assist students and teachers in the educational setting.		Campus Administration	Lesson Planning, Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments Student sign in sheets				
Additional Targeted Support Key Action 5) Create four Extended Learning Classes to reinforce instructional goals to get targeted students from approaches to meets.	2.4, 2.5, 2.6	ELAR Coach Administration	Achieve3000 growth				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Key Action 6) Create three math labs one for each grade level to reinforce key math concepts to get targeted students from approaches to meets.	2.4, 2.5, 2.6	Math Coach Administration	CFA and Benchmark data				
Comprehensive Support Key Action 7) Provide resources to provide engaging lessons for students in core subjects.							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Implement a collaborative instructional model that integrates technology and hands on experiences.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The quality of instruction will be improved by implementing Google Chromebooks, document cameras, LCD projectors to answer demonstration of learning (DOL) questions and used for interactive teaching.		ELAR, Math, Social Studies, Science Department/Chair, Campus Administration	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments				
Additional Targeted Support Key Action 2) Implement reading program (i.e., technology driven programs such as Achieve3000) to strengthen struggling readers, readers at approaches and propel students at grade level to Mastery.		ELAR Coach, ELAR Department/Chair, Campus administration	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments, AR participation and growth				
3) Promote critical thinking and problem solving by purchasing and utilizing technology resources, and technology based programs like Brain Pop, Problematic, and Quizalize/Zzish.		Teachers, Campus Administration.	Data Reports, Walk-throughs				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Improve classroom instruction through personalized teacher training. Create engaging online professional learning for teachers that builds a bridge to instructional practice in the classroom. (T-TESS Cube) (Nearpod) (Rosetta stone)	2.4	Campus administration	Learning Walk demonstrating Instructional improvement				
Comprehensive Support Key Action 2) The Campus Leadership Team will define what meaningful and innovative instruction looks like through campus-led professional development in August 2018, to implement the use of LOs, DOLs, and multiple response strategies (MRS) in every classroom on campus.		Campus Administration	1. Training agendas for August 2018 Campus PD will show an emphasis on LOs, DOLs, and MRS. 2. Walkthrough Data 3. PLC Data - Meetings should indicate continued PD of LO/DOL/MRS				
Comprehensive Support Key Action 3) Intervention Strategies: Implementation of Friday night tutoring targeting specific SEs for high success on state assessments (STAAR).		Core Departments, CILT Team, Campus Administration	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments				
Comprehensive Support Key Action 4) Intervention Strategies: Implementation of after school tutoring targeting specific SEs for high success on district, state assessments (STAAR), and classroom grades.		Teachers, CILT Team, Campus Administration	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, State Assessments				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Implement a standards-based curriculum that promotes critical thinking and problem-solving focusing on authentic literature in both Reading and Social Studies to enhance ESL learners.		ELAR Teachers, ESL Teacher, Social Studies Dept Chair, Campus Administration	Walkthroughs, 9 week grades, Classroom Assessments, Mini-Assessments, District Assessments, State Assessments				
6) Campus administration will attend professional developments to improve instruction at the school.	2.4						

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create programs that inform and support parental involvement in district initiatives.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental resources to be used by teachers to assess student academic levels across all subject areas.	2.4						

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the CLT to manage campus budgets to ensure that funds are allocated and spent according to student/campus needs and district guidelines.		Campus administration CLT/DC's	Allocation of campus budget, requisitions/POs				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and internship that offer student leadership.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

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

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 6: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 6: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 6: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 6: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Comprehensive Support Key Actions

Strategy	Specific Result	Key Action	Description
1	1	3	Improve the climate and culture by reorganizing and streamlining discipline procedures through the PBIS program. Using the student ID badge, faculty can scan the badge using the PBIS REWARDS system and reward points to students.
1	2	3	Improve culture of inclusivity by purposefully engaging families and community members to determine the next steps to becoming a magnet school.
2	1	2	Teachers, counselors, staff, and administrators will engage in professional development opportunities aimed at increasing teacher effectiveness in instructional delivery and improving outcomes in student academic achievement and State standardized assessments ie, KILGO, College Board, etc.
3	1	7	Provide resources to provide engaging lessons for students in core subjects.
3	3	2	The Campus Leadership Team will define what meaningful and innovative instruction looks like through campus-led professional development in August 2018, to implement the use of LOs, DOLs, and multiple response strategies (MRS) in every classroom on campus.
3	3	3	Intervention Strategies: Implementation of Friday night tutoring targeting specific SEs for high success on state assessments (STAAR).
3	3	4	Intervention Strategies: Implementation of after school tutoring targeting specific SEs for high success on district, state assessments (STAAR), and classroom grades.

South San Antonio Independent School District

South San Antonio High School

2019-2020 Campus Improvement Plan

Accountability Rating: C

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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduates who will qualify for community college/university, military, or industry certification will increase annually 4.5 percentage points from 67.5% to 90% by 2022. (Graduating class of 2022).

Goal 2

The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase 2.2 percentage points each year from 9% to 20% by 2022.

Goal 3

The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase 2.4 percentage points each year from 8% to 20% by 2022.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

District Demographics

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.

According to Texas Academic Performance Report 2017-2018, SSAHS ethnic distribution is as follows: 96.5% Hispanic, .8% White, 1.6% African American, 0.2% American Indian, 0.1% Pacific Islander, and 0.1% Asian. Our student population is 77.1% Economically Disadvantaged; in addition, 9.3% are ELL, and 67.9% are At Risk. The 2018 Annual Dropout Rate for our high school (grades 9-12) is 2.8%. Attendance rate for 2017-2018 was 93.4%, while the Region had an attendance rate of 94.6%.

Demographics Strengths

Over the last three 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. We also graduated our first Early College Academy cohort which saw more than 60% of its students graduate with an Associate's Degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Graduation and attendance rates are slowly diminishing. **Root Cause**: Students are in need of alternative learning environments or options.

Student Achievement

Student Achievement Summary

District Name: SOUTH SAN ANTONIO ISD

2017-2018 EOC results

		State	District	Campus	Hispanic	White	Special Ed	Econ Disadv	EL (Current & Monitored)
End of Course English I At Approaches Grade Level or Above	2018	65%	53%	53%	52%	*	20%	51%	*
	2017	64%	55%	55%	55%	*	36%	54%	*
At Meets Grade Level or Above	2018	44%	30%	30%	30%	*	14%	29%	*
	2017	43%	29%	29%	30%	*	30%	29%	*
At Masters Grade Level	2018	7%	3%	3%	3%	*	9%	3%	*
	2017	8%	3%	3%	3%	*	16%	2%	*
End of Course English II At Approaches Grade Level or Above	2018	67%	59%	59%	59%	*	34%	58%	36%
	2017	66%	56%	56%	56%	*	*	54%	*
At Meets Grade Level or Above	2018	48%	38%	38%	38%	*	28%	37%	14%
	2017	45%	28%	28%	28%	*	*	27%	*
At Masters Grade Level	2018	8%	4%	4%	4%	*	11%	4%	3%
	2017	6%	2%	2%	2%	*	*	1%	*
End of Course Algebra I At Approaches Grade Level or Above	2018	83%	74%	70%	69%	*	37%	71%	65%

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	Year								
	2017	83%	71%	67%	67%	*	44%	66%	*
At Meets Grade Level or Above	2018	55%	39%	32%	31%	*	18%	31%	24%
	2017	48%	28%	20%	20%	*	29%	19%	*
At Masters Grade Level	2018	32%	14%	10%	9%	*	10%	9%	6%
	2017	26%	10%	6%	6%	*	22%	5%	*
End of Course Biology At Approaches Grade Level or Above	2018	87%	80%	80%	80%	*	60%	79%	60%
	2017	86%	79%	79%	79%	*	57%	79%	69%
At Meets Grade Level or Above	2018	59%	38%	38%	37%	*	26%	36%	24%
	2017	57%	41%	41%	41%	*	38%	41%	24%
At Masters Grade Level	2018	24%	8%	8%	8%	*	9%	8%	5%
	2017	21%	10%	10%	10%	*	13%	10%	4%
End of Course U.S. History At Approaches Grade Level or Above	2018	92%	94%	94%	94%	*	*	93%	84%
	2017	91%	90%	90%	90%	*	*	90%	*
At Meets Grade Level or Above	2018	70%	57%	57%	57%	*	*	56%	40%
	2017	66%	53%	53%	53%	*	*	53%	*
At Masters Grade Level	2018	40%	17%	17%	17%	*	*	15%	15%
	2017	35%	13%	13%	14%	*	*	13%	*
All Grades All Subjects At Approaches Grade Level or Above	2018	77%	63%	69%	69%	83%	40%	68%	52%
	2017	75%	64%	67%	67%	69%	42%	66%	52%
At Meets Grade Level or Above	2018	48%	29%	38%	38%	60%	22%	36%	21%
	2017	45%	29%	33%	33%	40%	27%	32%	17%
At Masters Grade Level	2018	22%	9%	8%	8%	23%	10%	7%	5%

	Year								
	2017	20%	9%	6%	6%	9%	13%	6%	2%
All Grades ELA/Reading At Approaches Grade Level or Above	2018	74%	59%	56%	55%	71%	27%	54%	36%
	2017	72%	61%	55%	55%	*	32%	54%	*
At Meets Grade Level or Above	2018	46%	30%	34%	34%	57%	20%	32%	14%
	2017	44%	29%	29%	29%	*	21%	28%	*
At Masters Grade Level	2018	19%	9%	4%	4%	18%	10%	3%	2%
	2017	19%	10%	2%	2%	*	11%	2%	*
All Grades Mathematics At Approaches Grade Level or Above	2018	81%	66%	70%	69%	*	37%	71%	65%
	2017	79%	66%	67%	67%	*	44%	66%	*
At Meets Grade Level or Above	2018	50%	28%	32%	31%	*	18%	31%	24%
	2017	46%	28%	20%	20%	*	29%	19%	*
At Masters Grade Level	2018	24%	9%	10%	9%	*	10%	9%	6%
	2017	22%	9%	6%	6%	*	22%	5%	*
All Grades Science At Approaches Grade Level or Above	2018	80%	67%	80%	80%	*	60%	79%	60%
	2017	79%	68%	79%	79%	*	57%	79%	69%
At Meets Grade Level or Above	2018	51%	32%	38%	37%	*	26%	36%	24%
	2017	49%	32%	41%	41%	*	38%	41%	24%
At Masters Grade Level	2018	23%	9%	8%	8%	*	9%	8%	5%
	2017	19%	9%	10%	10%	*	13%	10%	4%
All Grades Social Studies At Approaches Grade Level or Above	2018	78%	72%	94%	94%	*	*	93%	84%
	2017	77%	70%	90%	90%	*	*	90%	*

At Meets Grade Level or Above	2018	53%	37%	57%	57%	*	*		56%	40%
	2017	49%	36%	53%	53%	*	*		53%	*
At Masters Grade Level	2018	31%	13%	17%	17%	*	*		15%	15%
	2017	27%	11%	13%	14%	*	*		13%	*

Student Achievement Strengths

Based on the 17-18 TAPR, students showed gains in most areas were not too far of the state scores. There were significant gains in Algebra which had been historically low for the HS.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Significant gaps in 9th grade coming in from 8th.

Problem Statement 2: Experiencing academic growth and closing on the state comparisons. **Root Cause**: Need to increase levels of rigor in the instruction.

School Culture and Climate

School Culture and Climate Summary

Based on climate surveys, most students and teachers feel safe and are satisfied with the school. All feel as though they have voice and have exercised that right.

School Culture and Climate Strengths

We are extremely proactive with safety, running numerous drills throughout the year.

All teachers go through empathy, ethics, and sensitivity training.

Leadership works collaboratively with teachers regarding effective communication.

Offer multiple student organizations that meet the needs of various students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Promote self-efficacy throughout the campus. **Root Cause**: Increase support systems and mental health awareness.

Problem Statement 2: Need for capacity and density. **Root Cause**: Increase opportunities for teacher to develop leadership skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Since 2015, faculty turnover has decreased from 21% to 11% in 2019.

All teachers are certified and meet the highly qualified requirements.

However, we are not fully staffed and are continuously searching for highly qualified candidates.

Staff Quality, Recruitment, and Retention Strengths

We have increased capacity and roles for lead teachers.

Department chairs have become a part of the instructional support.

An increase in teachers interested in leadership roles.

Expanding leadership training to teachers.

Creating opportunities for teachers to practice leadership, coaching, and instructional support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Hire for hard to fill areas such as core content and specialized CTE positions. **Root Cause**: Hiring pools are scarce.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Targeted planning and supports utilizing DOL, CFA, Eukolos, and CA data.

PLCs for each tested core content area.

Expanding PLCs to non-tested core areas.

Teacher led Learning Walks.

Hess's CRM as a foundation for instruction and planning.

Lesson plan feedback.

Individualized growth plans.

Curriculum, Instruction, and Assessment Strengths

Teachers collaborate with admin to design and develop curriculum.

Lesson plan and instructional feedback is more timely and specific.

Higher levels of rigor in all areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Need for higher levels of rigor in lessons and assessments. **Root Cause**: Need for follow up loops and feedback cycles.

Parent and Community Engagement

Parent and Community Engagement Summary

South San High Schools continues to include opportunities including Festivals, Tailgates, Family nights, Transition Nights, Senior Night Monthly coffee with the principal, and Monthly Parent Booster Club meetings coupled with grade level performances. Other events included meet the teacher held right before the school year begins and open house. The CILT discussed the efforts and while most were well attended, there is still a lack of involving the parents to support academic achievement.

In addition, South San High School now includes positive communication in the community through the use of Twitter, Facebook, school messenger automated system and Remind 101. Highlights and reminders for events will be messaged out on at least a weekly basis.

Parent and Community Engagement Strengths

Open door policy.

Implemented several new community/school traditions:

Lighting of the S

Ring Ceremony

Cording Ceremony

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent involvement. **Root Cause**: Lack of opportunities for parents to become involved.

School Context and Organization

School Context and Organization Summary

South San HS is on a block schedule to allow time for experiments and/or hands-on activities to provide real-world experiences for students.

Duty rosters and administration schedules are in place to ensure a safe school climate.

Administrators are assigned specific tasks to monitor as well as specified content areas to support.

All report to the Executive Principal.

School Context and Organization Strengths

Block scheduling has been very successful. Our academic scores have increased over the last three years.

Capacity and density has been developed and built over time.

Increase support roles and personnel.

Technology

Technology Summary

- Upgrade technology at all campuses to include laptops, digital tablets and wireless access points
- Determine a technology standard for teachers, students, administrators and classrooms
- Evaluate and monitor software programs for usage and efficacy
- Incorporate the use of technology in all classrooms to enhance and supplement instruction

Technology Strengths

1:1 device initiative Instructional

Technology Coach Google

Campus

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all of the technology in the teachers' classrooms is updated. **Root Cause**: Funding

Problem Statement 2: Need to increase the use of technology in the classrooms. **Root Cause**: Teacher comfort levels with how to incorporate technology.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Expand parent engagement programs that utilize staff, students, and community members.

    Evaluation Data Source(s) 1: Cafecitos

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly cafecitos with parents, which includes training provided to parents.	3.1	Campus administration and school counselors					

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Establish a communication system that creates a strong brand that is disseminated across the city and state.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

   Evaluation Data Source(s) 1:

   Summative Evaluation 1:

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Create training programs on relevant customer service models for all staff and students

   Evaluation Data Source(s) 2:

   Summative Evaluation 2:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide teachers with an on-line homework system to improve AP coursework and instruction.	2.4	campus Administration					
2) Provide supplemental resources and materials to enhance and improve instruction.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals	2.4	Campus principal					
1) Provide membership fees for campus administration to support Leadership.							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create and foster Instructional Leadership Teams at all levels of the district and school community.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction	2.4	campus administration					
1) Provide teachers training in instructional coaching.							
ESF Levers Lever 5: Effective Instruction	2.4	Executive Principal					
2) Membership fees for administration to enhance Leadership quality.							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Provide acceleration instruction for struggling and at-risk students.

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for students to recover lost credits.	2.4	Campus administration					
TEA Priorities Improve low-performing schools 2) Provide STAAR study guides to enhance instruction and supplement EOC Eng I and II.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Implement teaching strategies that promote high levels of student engagement.

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental resources/supplies to engage students in hands-on experiences in all core subjects.	2.4	Campus administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Establish and sustain a comprehensive Early College Model.

    Evaluation Data Source(s) 8:

    Summative Evaluation 8:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: Immerse students in meaningful learning experiences by relating projects and lessons to real-world applications through project-based learning.

    Evaluation Data Source(s) 9:

    Summative Evaluation 9:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Provide Mental Health/School safety/Healthy Living professional development and/or materials to promote safe and secure schools.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Establish a volunteer program that utilizes staff, student and community membership.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Implement mentor programs and internship that offer student leadership.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 1: Establish systemic plans and procedures that ensure a safe and healthy learning environment for all.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Create and implement safety standards that promote safe facilities and equipment across the campus.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

South San Antonio Independent School District

District Improvement Plan

Accountability Rating: C

2019-2020

Vision

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

Core Beliefs

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.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduating students who meet at least one College, Career, and Military-Readiness (CCM-R) indicator will increase from 35% to 45% by August 2023.

Goal 2

The percentage of students who attain "Meets" level performance on 3rd grade Math STAAR will increase from 26% to 41% by August 2023.

Goal 3

The percentage of students who attain "Meets" level performance on 3rd grade Reading STAAR will increase from 27% to 42% by August 2023.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

South San Antonio Independent School District (SSAISD) 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 with many single parent households or grandparents raising their grandchildren. Many of neighborhoods have older and dilapidated homes. Many of our schools are over 25 years old.

District enrollment has declined approximately by 1,200 students in over the past 5 years.

According to Texas Academic Performance Report 2018-2019, SSAISD ethnic distribution is as follows: 97.0% Hispanic, 1.4% White, 1.2% African American, 0.1% American Indian, and 0.1 Asian. Fifteen campuses in our district receive Title I funding, since our students are 90.9% Economically Disadvantaged; the district is reopened Athens Elementary and Kazen Middle School for the 2019-2020 school year.

Furthermore, 17.5% are English Language Learners (ELL), and 69.9% are At Risk. The 2018 Annual Dropout Rate for our high school (grades 9-12) is 2.8%. The district has a total enrollment of ~8,500 students. Our mobility rate is about 20%

Also according to the Texas Academic Performance Report 2018-2019, SSAISD has class averages of: K-20.3, 1st-19.4, 2nd-19.5, 3rd-19.8, 4th-18.9, 5th-19.8, and 6th-17.2. Our secondary campuses have the following class sizes per subject: ELA-20.5 Mathematics-21.1, Science-21.1, and History-20.5.

The district is comprised of 1 early college high school, 4 middle schools, and 10 elementary schools. In 2018-19, the district employed approximately 529.9 teachers, 134.4 professional support staff, 33.4 campus administrators, 16.6 central office administrators, 103.8 educational aides, and 326.3 auxiliary staff for a total of 1,144.3 employees. The teacher turnover rate is 14.7%.

The district has had many mental health outcries from students, parents and community partners. The data has shown for an increase in support for students in this area. The need to partner with outside agencies and to increase access to wrap-around services and provide social emotional support throughout the community is vital.

With a rise in social emotional outcries and mental health concerns community outcries and various data points have shown an increase in students with emotional trauma.

The district has many low-income families who struggle to meet school readiness goals. Low-income are entering the SSAISD preschool program knowing fewer upper-case letters and possessing a significantly limited expressive vocabulary.

It is projected that Americans with diabetes will double or triple by 2050, if current life style trends continue, as stated by the City of SA Metropolitan Health District. These Individuals are at higher risk for serious health complications such as obesity, kidney failure, stroke, blindness, loss of toes, feet or legs, and heart disease. South San Independent District is taking the initiative in providing an environment to assist students at high-risk for diabetes to delay or avoid developing type 2 diabetes by losing weight through regular physical activity and a diet low in fat and calories.

Demographics Strengths

The district, although a district of innovation, has maintained small classroom sizes. The drop-out rate has decreased by almost 2%.

The school district and school board are part of the Lone Star Governance Framework (LSG).

Problem Statements Identifying Demographics Needs

Problem Statement 1: The total number of students enrolled have declined the last several years. **Root Cause**: The lack of schools of choice for students.

Student Achievement

Student Achievement Summary

Results for all students in grades 4 and 7 who tested in writing for spring 2019 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Writing	4	67%	35%	11%
District			48%	21%	5%
State		7	67%	41%	14%
District			52%	22%	3%

SSAISD writing scores receiving Meets standard dropped from 39% to 35% and are below State averages.

Results for all students in grades 5 and 8 who tested in science for spring 2018 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Science	5	75%	49%	24%
District			56%	23%	7%
State		8	81%	51%	25%
District			71%	30%	10%

Results all students tested during the primary administrations in mathematics for spring 2019 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Math	3	79%	49%	25%
District		3	63%	30%	10%
State		4	75%	48%	28%
District		4	59%	31%	16%
State		5	90%	58%	36%
District		5	82%	37%	18%
State		6	81%	47%	21%
District		6	62%	24%	6%
State		7	75%	58%	17%
District		7	61%	22%	6%
State		8	88%	57%	15%
District		8	82%	37%	0.36%

Although math scores went up in general for all three scoring standards, they still are behind State averages.

Results all students tested during the primary administrations in reading for spring 2019 are as follows:

	SUBJECT	GRADE	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State		3	76%	45%	27%
District		3	59%	27%	14%
State		4	75%	44%	22%
District		4	57%	25%	10%
State		5	86%	51%	25%
District	Reading	5	75%	54%	29%
State		6	68%	37%	18%
District		6	49%	22%	9%
State		7	76%	49%	29%
District		7	55%	28%	14%
State		8	86%	55%	28%
District		8	80%	38%	17%

Reading will continue to be a focus through the district's balance literacy initiative.

Results for all students tested in spring 2018 are as follows:

	Course	Approaches Grade Level (or higher)	Meets Grade Level (or higher)	Masters Grade Level
State	Algebra I	85%	61%	37%
District		80%	50%	25%
State	Biology	88%	62%	25%
District		86%	48%	12%
State	English I	68%	50%	11%
District		61%	37%	4%
State	English II	68%	49%	8%
District		59%	38%	3%
State	U.S. History	93%	73%	45%
District		91%	64%	28%

Many of our Meets and Masters %s went up from the previous school year, but are still behind State averages.

Headstart: Based on the LAP-3 data, the Cognitive, Language and Social Domains will be the focus. In most cases, low-income students are coming into the preschool program fully one standard deviation below average.

Student Achievement Strengths

5th Math STAAR: 82% at the approaches level and 18% at the Masters level.

Algebra EOC: 80% approaches level and 25% Masters level.

Biology EOC: 86% approaches level

U.S History EOC: 91% approaches level and 28% Masters Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students receiving a Meets score on their STAAR/EOC test in Math is 18% below State average. **Root Cause**: Limited use of math manipulatives and implementation of process standards did not allow students to develop conceptual understanding of math concepts..

Problem Statement 2: The percentage of students receiving a Meets on their STAAR/EOC test in Reading is 16% below State average. **Root Cause**: Additional support is required in dissecting ELAR standards to understand student expectations and reading proficiencies in a Balanced Literacy Framework.

Problem Statement 3: The number of students that attend college/university, join the military or qualify for an industry certification is below the State average. **Root Cause**: Course sequences for College and Career Pathways need to be further established for coherence and rigorous content.

District Culture and Climate

District Culture and Climate Summary

SWISS data from PBIS team records bullying and behavior incidents throughout the year. Bullying is a current issue at our campuses, which includes classrooms, hallways, cafeteria, gym, social media, and school buses.

In the spring of 2018, the District conducted a comprehensive strategic redesign process to re-evaluate strategies, core beliefs and the Learner Profile. Students, parents, teachers, community members, business leaders and district & campus administrators provided considerable input on the trajectory of the District through focus groups, an education summit and Strategic Design Planning sessions.

As a result of the this process, revisions were made to strategies, core beliefs, the Learner Profile and minor revisions were made to the Call to Action. In addition, the Strategic Design Team drafted a School Performance Framework which allowed Leadership Teams to define excellence and determine progress measures that will move all SSAISD schools to excellence.

	OSS	Students w/OSS	Bomb threat/False Alarm	Bullying	Fighting	Property Damage/Vandalism	Use/Possesion of Combustion	Use/Possesion of Alcohol	Use/Possesion of Drugs	Use/Possesion of Tobacco	Use/Possesion of Weapons	Arson
Five Palms	8	6			6				1			1
Madla	9	6	1	4	4	7	2				3	
Hutchins	17	12			20	8	1				7	
Kindred	11	4			1							
Carrillo	34	20		5	31						4	
Armstrong	6	4		1	14	4						
Palo Alto	39	25	1	1	6	4			2	1	1	
Price	10	8		3	4	1						
Benavidez	34	20			6	2						

	OSS	Students w/OSS	Bomb threat/False Alarm	Bullying	Fighting	Property Damage/Vandalism	Use/Possesion of Combustion	Use/Possesion of Alcohol	Use/Possesion of Drugs	Use/Possesion of Tobacco	Use/Possesion of Weapons	Arson
Shepard	68	48	1	17	18	11		1	10		2	1
Dwight	252	104	3	1	78	6			8	3	3	
Zamora	246	122	1		117	9	2	1	20	2	1	

District Culture and Climate Strengths

All campuses participate in the Positive Behavior Intervention and Support (PBIS) initiatives while implementing evidence-based practices within our schools and classrooms to support positive academic and behavior outcomes for all students.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Student leadership opportunities at the campus and district levels have been limited. **Root Cause**: Missed opportunities to provide leadership opportunities for students to empower them to make decisions and be actively engaged in setting educational policies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Per 2018-2019 Texas Academic Performance Report:

Teachers (529.9), Professional support (134.4), Campus Leadership (33.4), Central Administration (16.6), Educational Aides (103.8) and Auxiliary staff (326.3). Total staff is 1,144.3. Total minority staff is 976.6

Teacher by ethnicity: AA (12.9) Hispanic (399.3), White (110.5), AI (0), Asian (1), Two more Races (6.2), Males (165.7) and Females (364.2)

Teachers by experience: Beginning (17-3.3%), 1-5 years experience (159-30%), 6-10 years experience (102-19%), 11-20 years experience (173-33%), over 20 years experience (79-15%)

Experience of Campus Leadership: Principals_5.5 years and AP_4.8

Turnover Rate for Teachers: 14.7%

Professional Development for teacher quality is either done-in house with our Instructional coaches of facilitators. Professional staff are allowed to attend PD trainings on campus or attend conferences to improve academic interventions or instructional practices.

Headstart/PK are beginning to understand and use data to improve student outcomes and drive teaching practices. They are able to utilize their data effectively to differentiate lessons and improve instruction. Headstart/PK program has recognized the importance of data which allows program to create focused professional development.

Staff Quality, Recruitment, and Retention Strengths

The addition of instructional coaches to support classroom teachers has helped with retaining our teachers and improving the quality of our teachers.

The District added another math instructional coach to increase teacher efficacy.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Stipends are not provided for teachers at high-risk campuses. **Root Cause**: The lack of or the allocation of funds to provide stipends for teachers.

Problem Statement 2: Not enough qualified and trained assistant principals to become principals. **Root Cause**: The lack of experience in instructional leadership with our teachers and APs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

South San Antonio ISD is committed to delivering high quality first instruction. District and campus leaders have focused on three key instructional actions to improve achievement: data disaggregation, lesson planning, and multiple response strategies. Campus administrators conduct walkthroughs to monitor the instructional frameworks and then, conduct feedback sessions to suggest best practices for immediate implementation. Another layer of support includes the Instructional Coaches who provide teachers professional development in data disaggregation, lesson planning, as well student support in the classroom.

Curriculum and instruction decisions are campus- based as determined by the Campus Improvement Leadership Team (CILT)

District administration team is implementing manipulatives at the elementary level through the new Instructional Math Facilitator.

Director of Teaching and Learning, Director of Strategic Planning and Innovation, collaborates with campus leadership and instructional facilitators and coaches to determine needs of campuses and design professional learning and support solutions.

Instructional coaches focus on teacher growth and support. They also provide coaching and implementation support for all professional learning initiatives.

Instructional facilitators design professional learning to meet the needs of campuses and provide follow-up support to ensure implementation.

Head Start/PK focus on the Texas PreK guidelines, which aligns with the five early learning essential domains: 1) Approaches to learning 2) Social & Emotional Development 3) Language and Literacy 4) Cognition: Mathematics Development and Scientific Reasoning and 5) Perceptual, Motor, and Physical Development. SSAISD Head Start/PK firmly believes in a teaching approach that respects both the age and the individual needs of each child.

Curriculum, Instruction, and Assessment Strengths

Lesson plan framework is complete and has been implemented since the 2017-2018 school year.

The Division of Academics has rolled out a comprehensive data protocol to enhance data driven practices across the district.

Instructional coaches have been active in providing professional development, supporting, and building capacity in teachers. More instructional coaches were added to support instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Reading shows a significant number of students not reading on grade level. **Root Cause**: Teachers and administrators lack knowledge with regards to early literacy instruction.

Problem Statement 2: Teachers are not planning and delivering high quality, differentiated instruction. **Root Cause**: Teachers and administrators lack resources and knowledge in research based best practices, differentiation, delivery and lesson planning.

Parent and Community Engagement

Parent and Community Engagement Summary

South San Antonio ISD is committed to expanding the involvement of parents and the community in our students' education.

The District continues to build relationships with parents and families based on open dialogue and meaningful involvement through activities such as:

- booster clubs
- parent organizations
- Title I parent involvement meetings
- campus and district advisory committees
- open houses and back-to-school nights
- family reading/math/science nights
- (Cafecitos) Coffee with Principals
- Health fairs
- parent-teacher conferences
- parent surveys,

The community also plays an important role in the education of SSAISD students. Through programs like Coca Cola Valued Youth, Communities in School, Family Services Association, SA Youth, After School Challenge, SA Youth, Boy Scouts of America, COFSA, Jr. Achievement, in community service projects, internships, and career fairs, partnerships with colleges and universities, and community forums, the District places a high priority on purposeful exchanges between the community and our schools.

Our district has made a commitment to collaborate with the City of San Antonio Municipal Court System for truancy prevention. Through attendance Forums, parents have become more active in solving challenges and obtaining services to promote attendance. Parents and children can sign a contract with the court, which allows them to avoid a truancy charge if they abide by its terms — usually, to avoid more absences. Behavior contracts, as well as the implementation of county-wide uniform truancy policies and counseling or other assistance are offered before a student gets to court.

The Head Start/PK program is making steady progress towards increasing its parent participation across all ten campuses. All sites were able to implement either parenting classes or nutrition classes. Also, Head Start/PK will continue to promote GED classes to our parents.

Parent and Community Engagement Strengths

Principals and counselors are having regular to monthly meeting with parents. District is making a conscience effort to have parents more involved in their child's education.

The district has two parent centers that provide ESL and GED programs.

All newsletters, documentation and presentation are provided in both English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not enough parents attend regular parent meetings. **Root Cause**: Parents do not understand the role they play in their child's education.

District Context and Organization

District Context and Organization Summary

The District has embraced the Effective School Framework to align campuses with coherent structures of best practices. We believe that it is essential that the District consistently and cohesively implements structures based on effective instruction, a high quality curriculum and a positive school culture.

The District has identified the following (3) priorities necessary to increase student outcomes:

Lever 1 Strong School Leadership and Planning

Lever 2 Effective, Well- Supported Teachers

Lever 5.3 Data Driven Instruction

The District is also shifting focus on the importance of high quality early childhood instruction. We are committed to developing early literacy and numeracy in our youngest learners. We are also aligning collective efforts to increase enrollment in our Pre-K and Head Start Programs. The total estimate of age eligible children in the 3 through 5 age group is 1,335. This shows an increase of .5% of age-and-income eligible children in the South San ISD catchment area from 1,328 in 2018.

District Context and Organization Strengths

The school board participated in the Lone Star Governance training that provides a continuous improvement model for governing teams.

The SSAISD Board of Trustees, in collaboration with the district administration, has adopted three Student Outcome Goals to be achieved by 2022.

District and campus goals are aligned in Early Literacy and Lesson Planning.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: The percentage of student receiving Advanced scores on STAAR/EOC testing is low. **Root Cause**: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

Technology

Technology Summary

The South San Antonio ISD works towards ensuring that all students achieve academic success and become lifelong learners and digital citizens in the process. Through local funds and E-Rate funding the department works on improving the utilization of technology in all aspects of the education system where faculty and staff will be provided the technology and resources to gather, analyze, and utilize data for effective decision-making and strategic planning. District expectations regarding technology are located in the District Technology Plan that is aligned to the District Improvement Plan. This plan is in place to provide guidance on meeting local, state, and national technology standards including 21st century skills.

The focus will continue to be in the four major areas of the Texas Long Range Plan for Technology; Teaching and Learning, Educator Preparation, Administration and Support Services, and Infrastructure for Technology.

Technology Strengths

- The use of chromebooks in the classroom to differentiate lessons are a common practice.
- Data network is served with a wide area network (WAN) that is constructed primarily with AT&T Gigaman services and supplemented by local private fiber that provides high speed Internet connection of 500 Mbps that is shared by all of our educational sites.
- Internet connection is secured through our CISCO firewall and Light speed Systems Web Filter; a Child Internet Protection Act (CIPA) compliant content filter for all district workstations.
- All employees and students are provided with an Active Directory account for access that allows access to data storage and shared folders on servers on the district network.
- Data Center virtual servers through VMWare virtual environment
- Administrative use of technology for department and campus organization and communication to all stakeholders; staff, parents, students and community
- Emphasis on student use and integration of technology in classrooms
- All facilities have wireless access capabilities

Problem Statements Identifying Technology Needs

Problem Statement 1: Integration and usage of technology into classroom instruction is fair. **Root Cause**: Providing professional development for teachers in technology is limited.

Problem Statement 2: District facilities are not monitored for safety and security **Root Cause**: Lack of equipment and personnel

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- STEM/STEAM 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

Employee Data

- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Black Board to increase parental engagement by announcing Academic nights, campus activities, parent involvement and family engagement functions. Blackboard is a comprehensive communication platform.	3.1	Executive Director of Curriculum & Instruction Technology Director	Increase parental engagement and attendance at district and campus events				
2) Implement a district theme and hashtag in all marketing platforms: Facebook, Twitter, Instagram, flyers, brochures. My South San, My Choice to promote our brand to the community.	3.1	Office of Communications	Retain current students and attract new students to the district.				
3) Upload SSAISD Board of Trustees Monthly Meetings for community viewing.	3.1	Technology Department	Online Live-Streaming and posted videos of Board Meetings				
4) Distribute Board of Trustee highlights (Today's South San) to the greater South San Community	3.1	Office of Communications	Monthly E-newsletter				

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Conduct satisfaction surveys to target audiences: principals, teachers, and community members for feedback on services provided.	3.1	Executive Director of School and Community Partnerships	Survey results will indicate customer satisfaction				
2) Develop an online registration form for community members to opt-in to receive SMS (text messaging) and E-News.	3.1	Office of Communications	Increased Parental Involvement				
3) Establish community open forums to solicit feedback from all key stakeholders, such as Teen Board, Key Connectors, Curriculum Council, and SSAISD Community members.	3.1	Division of Academics Office of Communications	Satisfied stakeholders who have a voice in district policies				
4) Provide Back to School Expo for parents.	3.1	Executive Director of Student Support					

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide a culture of dialogue with parents of timely communication pertaining to all aspects of students education by hosting parent training's.	3.1	Division of Academics Directors and Principals					
2) Campus and District Need Assessments and CIP/DIPs would be updated with the assistance of teachers, parents, and community and stored in Plan 4 Learning.	2.4	Principals and Directors					
3) Provide a McKinney Vento Liaison to ensure that homeless children and youth are enrolled in and have an equal opportunity to succeed in any of SSAISD schools. (VIA bus passes) (Clothing) (Leadership opportunities)	2.4, 2.5, 2.6	Executive-Director of C&I					
4) Implement school-wide interventions and support (YAGA and FAST) programs that provides 3 levels of support to promote a positive learning environment that is conducive to academic achievement.		Campus principals Director of Federal & State Programs	Increased student outcomes				
5) Increase the number of parent workshops and education sessions among all elementary campuses (Campus Committee Meetings)		Early Childhood Director					
6) Increase family and community engagement events (Literacy event, Community Night, Policy Council, Father-Daughter Dance, Mother-Son Dance, Fatherhood Initiative)		Early Childhood Director					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Engage Bilingual/ESL/Migrant parents and families to be active agents in children's education through parental involvement activities such as: Migrant Parent Advisory Committee meetings, Parent Merienda meetings, and LPAC (Language Proficiency Assessment Committee) Parent trainings.	2.4, 2.6, 3.1, 3.2	Director of Bilingual/ESL/Migrant Bilingual Facilitators Migrant Specialist	Increase parent engagement and increased student outcomes				
8) Conduct community resource fairs to provide transition support and resources available to parents and students after graduation	2.4, 2.6	Special Education Director Special Education Facilitators Teachers Administrators	Flyers Website Parent phone calls Phone Blast High School Community Center				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 1: Utilize a variety of communication and feedback tools that appeal to the audiences in the school community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a community open forum to solicit feedback from all key stakeholders, such as Teen Board, Key Connectors, Curriculum Council, and SSAISD Community members.		Office of Communications					
2) Utilize marketing platforms: Facebook, Twitter, Instagram and Black Board to promote District and campus highlights using hashtag: My South San, My Choice		Office of Communications	Retain current students and attract new students to the district				
3) Promote and recruit for Head Start program.		Headstart staff					
4) All documentation provided to parents/guardians will be in languages that are appropriate for our community.							

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Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 2: Develop a system of accountability measuring the quality of customer service.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct satisfaction surveys to target audiences: principals, teachers, and community members for feedback on services provided.	3.1	Executive Director of School and Community Partnerships	Survey results will indicate customer satisfaction				
2) Ask the Superintendent Link on the District Webpage. Dr. Alexandro Flores welcomes questions, suggestions, concerns, and compliments.	3.1	Office of Communications	100% Customer Satisfaction				

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Specific Result 4: Create training programs on relevant customer service models for all staff and students.

      Evaluation Data Source(s) 4:

      Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Customer Service Training for all department and campus secretaries		Director of Human Resources Superintendent Secretary	Provide high quality customer service to our clients				
2) Provide Training to Substitute Teachers to ensure all district and campus policies are adhered to and students get continued high quality instruction.	2.4, 2.6	Director of Human Resources Executive Director of Curriculum & Instruction	Sustain high quality instruction in the absence of staff				
3) Conduct a New Teacher Academy at the onset of the year and provide support through bi-monthly new teacher meetings.	2.4	Director of Teaching and Learning	Support and retain high quality teachers				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide options for teachers and campus administrators to receive 6 hour GT updates through ESC 20 and district.	2.5, 2.6	Strategic Planning and Innovation, Advanced Academics Coordinator	Support G/T instruction at all levels				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: 2019 English Language Arts and Reading Textbooks for K-8.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide 2019 English Language Arts and Reading Textbooks for k-8	2.4	Director of Teaching and Learning Campus administration					

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Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Implement a collaborative instructional model that integrates technology and hands-on experiences.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Pilot and support Blended Learning Model at Price ES and Armstrong ES	2.4, 2.6	Instructional Technology Coordinator Campus administration	Increased student outcomes and proficiency in computer applications				
2) Implement a 1 -1 Initiative at South San HS to increase student outcomes and proficiency in computer applications. Utilize Chromebooks in Middle School courses: math, science, reading and social studies	2.4, 2.5	Technology Department HS Instructional Technology Coach Instructional Technology Coordinator	Increased student outcomes and proficiency in computer applications.				
3) Provide training on Individual Educational Plan (IEP) development, implementation and data collection to ensure support to campus and teachers.		Director of Special Education	Increased student outcomes and proficiency in individualized Educational Plans (IEP).				
4) Provide opportunities for schools to implement technology rich activities at the campus level. Example, audio-visual programming.	2.5						

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide instructional coaches and facilitators supplemental support to improve teacher quality and student academic achievement.		Director of Teaching and Learning Principals Director of Special Education	Improve teacher efficacy				
2) Provide an on-line system to maintain/store all required Title I documents.		Director of Federal Programs	100% compliance of Title programs				
3) Implement an on-line program for Reading interventions which also provides face to face lessons. (iStation)	2.6	Director of Teaching and Learning and Instructional Coaches	Increase student outcomes in reading				
4) Implement software to integrate student data throughout each campus in the district to facilitate, student eligibility, progress, tracking, and monitoring all Bilingual/ESL students such as	2.4	Bilingual/ESL Aides, LPAC Administrators, Bilingual/ESL Department	Increased student outcomes				
5) Provide a Bilingual Instructional Facilitator and an ESL Instructional Facilitator for supplemental support to campuses district-wide.		Executive Director of Curriculum & Instruction;	STAAR Data Common Assessment Data TELPAS				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide campuses with data to be used to measure campus and teacher academic progress. Measures of Academic Progress (MAP) Exact Path Istation Eukolos	2.4	Director of Teaching & Learning	Increase student outcomes				
7) Provide a Special Education Instructional Facilitator for supplemental support to campuses district-wide.		Director of Special Education	STAAR Data Common Assessment Data				
8) Provide updated community assessment for Head Start to identify strengths and needs for the program.	2.5	Director of Early Childhood	100% compliance of Head Start Funds				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create programs that inform and support parental involvement in district initiatives.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the number of parent workshops and education sessions among all elementary campuses (Campus Committee Meetings)		Early Childhood Director	Increase parent engagement in Pre-K and Head Start Programs				
2) Increase family and community engagement events (Literacy event, Community Night, Policy Council, Father-Daughter Dance, Mother-Son Dance, Fatherhood Initiative)		Early Childhood Director	Increase student outcomes of pre-school students				
3) Engage Migrant and Bilingual/ESL parents and families to be active agents in children's education through parental involvement activities such as: Migrant Parent Advisory Committee and Meriendas for Bilingual Parents	2.4, 2.6, 3.1, 3.2	Director of Bilingual/ESL/Migrant Bilingual Facilitators	Increase parent engagement and increased student outcomes				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Value Youth Project dropout prevention program works by identifying junior high school and high school students in at-risk situations and enlisting them as tutors for elementary school youngsters who are also struggling in school.	2.6	Executive-Direct of Parent and Community CCVYP teachers and designated principals	Increase academic success of at-risk students				
2) Create professional learning opportunities that promote innovative instructional practices in order to support the creation of 21st century learning environments.		Chief Academic Officer Executive Director of C & I Director of Federal & State Programs	Increase student outcomes				
3) Provide professional learning opportunities for Instructional Facilitators Instructional Coaches and Department Facilitators to enhance their skill set and coaching capabilities.		Director of Teaching and Learning Director of Special Education Director of Federal Programs					
4) Training for the Director of Federal and State Programs to meet and keep up with all Federal and State requirements.		Chief Academic Officer Chief Financial Officer	Ensure compliance to special program requirements				
5) Professional development and best practices in early literacy. Benchmark Assessment system to improve literacy achievement of struggling readers with leveled books and guided reading.	2.6	Director of Teaching and Learning	Improve teacher efficacy in the area of reading				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Book studies to improve educational practices. LEVERAGE LEADERSHIP 2.0, GET BETTER FASTER, ENGAGING STUDENTS WITH POVERTY IN MIND		Chief Academic Officer Executive Director of Curriculum & Instruction	Improve Leadership Practices				
7) 8th grade Math Teachers trained in instructional strategies, TEKS review and the creation of aligned lessons including a spiraling review to address gaps identified in STAAR data. (Lisa Horton-Independent Consultant)	2.4	Instructional math coaches Math facilitator Director of Teaching and Learning	Improve teacher efficacy in the area of math				
8) Create and Implement Federal Programs Training with principals, directors and secretaries in order to build capacity in regards to regulations and compliance.		Director of Federal and State Programs	Ensure compliance to special program requirements				
9) GIS software to predict student enrollment trends and build demographic maps.		Director of Federal & State Programs Director of REIS Director of Technology	Project student enrollment trends				
10) Provide professional learning on creation and delivery of TEKS aligned lessons using appropriate manipulatives/technology or supplemental book resources.	2.4	Director of Teaching and Learning	Improve the quality of standards based lessons				
11) Professional development in Strategies and Structures for Teaching Reading and Writing (Heinemann)		Director of Teaching & Leaning	Improve teacher efficacy in the area of reading				
12) Provide professional development in early literacy, PK guideline, HS ELOFS, HS performance standards, and best practices. CLASS Istation		Director of Early Childhood,	Improve teacher efficacy				
13) Training for the Director of Early Childhood to meet and keep up with all Federal and State requirements.		Chief Academic Officer Executive Director of Curriculum & Instruction	Develop the proficiency of program directors to ensure compliance to grant requirements				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
14) Provide enrolled (Pre-K - 12th grade) Migrant students with school supplies, backpacks and clothing as needed	2.6	Bilingual/ESL/Migrant Director Migrant Specialist	Ensure academic success of target students by increasing student support services				
15) Provide training to all special education staff on relevant topics such as Visual strategies, behavior strategies, STAAR ALT, accommodations, modifications support effective instructional delivery for student achievement.		Director of Special Education	Ensure academic success of target students by increasing student support services				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Establish and sustain the middle schools as Academies of Choice: Fine Arts, Health Sciences, and STEM.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide our elementary schools opportunities to support our three academies.	2.5	Campus administration Director of Federal programs CIS					
2) Provide supplies for the middle school academies to build, interact, attract and sustain the middle choice programs.		Academy Director & Coordinators; Academy Teachers					
3) Provide AVID supplies for students for thorough implementation of AVID curriculum.	2.5, 2.6	Academy Director & Coordinators; AVID Teachers					
4) Provide field trip opportunities for academy students aligned with theme of each academy: STEM, Health Science, Fine Arts, and College Readiness to extend learning opportunities and provide real-world experiences.	2.5, 2.6	Academy Director & Coordinators; Academy Teachers					
5) Provide chromebooks for academy students to allow for one-to-one technology in each academy to increase student engagement and rigor of instruction.	2.4, 2.5, 2.6	Academy Director & Coordinators; Academy Teachers					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide instructional technology tools for academy teachers to deliver high quality instruction.	2.6	Academy Director & Coordinators; Academy Teachers					
7) Provide professional development for teachers and administrators that are STEM focused, including, but not limited to UIL Competitions.	2.5	Administration					

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Create and foster Instructional Leadership Teams at all levels of the district and school community.

      Evaluation Data Source(s) 7:

      Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development for new administrators in T-TESS and T-PESS training.		Division of Academics	Increase capacity of teachers and administrators				
2) Provide professional development opportunities for district and campus administration to improve instruction.	2.4	Chief Academic Officer Executive Director of C & I Director of Teaching and Learning	Increase campus leadership capacity				
3) Provide the Migrant and McKinney-Vento stakeholders opportunities for ongoing professional development and networking (Association of Migrant Educators in Texas Migrant Conference, National Migrant Conference and the Texas Homeless Networking Conference.)	2.4, 2.6, 3.1, 3.2	Bilingual/ESL Director, Migrant Specialist	Increase support services and overall academic progress for McKinney-Vento and Migrant Students				
4) Build leadership capacity and best instructional practice with campus leadership teams (CILT) through Curriculum Council		Chief Academic Officer	Increase teacher capacity				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Contract (2) GT Specialists to provide GT services throughout the District.	2.4, 2.5	Director of Strategic Planning and Innovation, Coordinator of Advanced Academics	Increase student outcomes for GT students				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Provide accelerated instruction for struggling and at-risk students.

      Evaluation Data Source(s) 8:

      Summative Evaluation 8:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide intense Reading and phonic strategies for students. (Lexia)	2.4	Reading teachers					
2) Rti Specialist position to support evidence-based instruction and intervention at all campuses. Universal screening and current progress monitoring data indicate a significant number of students are Tier 2 and Tier 3.		Director of Teaching and Learning					
3) Implement the SSAISD Learning Framework which is tied to research based best practices to increase proficiency with lesson planning, delivery, and differentiation. Instructional coaches will provide support and feedback to teachers on planning and delivery of lessons and coach them on best practices.		Chief Academic Officer Executive-Director of C&I Director of Teaching and Learning Campus principals Instructional coaches					
4) Provide a Migrant Specialist to serve the SSAISD Migrant Education Program by tracking the progress and performance of migrant/mckinney-vento students using district and program specific databases such as the New Generation System (NGS), Eduphoria and ITTCs.	2.4, 2.5, 2.6	Director of Bilingual/ESL/Migrant	Increase student outcomes				
5) Maintain a Teen Parent Facilitator & clerk to oversee the Teen Parent Program to support new parents and ensure their success in school.		Executive-Director of C&I Executive Principal of High School					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide Summer School opportunities for students in need of remediation, STAAR & EOC support and credit recovery.	2.4	Executive-Director of C&I					
7) Software to manage student data concerning Special Education, 504, Rti meetings, testing accommodations, and student portfolios. (Frontline)		Director of Special Education					
8) Provide Math instructional support for our teachers and schools.	2.6	Principals, IC, IF, and director of teaching and learning, Director of Special Education					
9) Provide a program designed to assist teachers in planning for a daily five to nine minutes of basic math fact practice. (Ten Block Books)							
TEA Priorities Build a foundation of reading and math 10) Create campus mini-assessments for students using a common test making generator.	2.4	Campus administration Director of Teaching and Learning.					
11) Software to manage Head Start student data. Child Plus		Director of Early Childhood	Increase Attendance and Student Outcomes.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: Implement teaching strategies that promote high levels of student engagement.

    Evaluation Data Source(s) 9:

    Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Balance Literacy Initiative for K-3 and 3-8	2.4	Director of Teaching and Learning					
2) Elementary campuses will support middle school Academies of Choice by implementing Robotics, Mariachi, and Arts programs.		MS principals and Director of Strategic Planning and Innovation, Director of Student Empowerment and Choice Programs					
3) Campuses will utilize item bank to assess students on a weekly/bi-weekly in all content areas. Teachers will use data to adjust lessons and create intervention groups.		Director of Teaching & Learning Principals	Develop high quality standards-based lessons				
Utilize TEKS Resource System							
4) Implement web-based instructional programs for targeted content areas.	2.4	Executive-Director of C&I Director of Teaching and Learning					
5) Provide summer enrichment opportunities for all students by merging career and technical education, including the Arts with core		Director of STEM					
academic content to enhance reading, writing, math, science and social studies skills in a real world application.							

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide elementary campuses with STEM-Scope materials and consumables to promote achievement in science and build foundational vocabulary. Grade 3-5.		Director of Teaching and Learning					
7) Provide Leadership opportunities for students through mentoring programs. (IDRA)	2.6	Campus administration					
8) Implement and use Conscious Discipline curriculum with fidelity in all of the Prekindergarten and Head Start classrooms in order to improve classroom management.		Early Childhood Director School Readiness Mentors Classroom Teachers	Conscious Discipline				
9) Implement in all Pre-K and Head Start classrooms, LAP-3 and Brigance assessments for Beginning, Middle, and End of year checkpoints in literacy and math components. LAP - 3 and Brigance provides grouping, differentiation, and RTI strategies in order to fill the achievement gap.		Early Childhood Director; School Readiness Mentors; Classroom Teachers; and Campus Administration	Classroom Observations Student success through formative and informative assessments				
10) Provide and incorporate supplemental resources such as technology, materials, access to electronic networks, etc. into the curriculum and educational program.	2.4, 2.5, 2.6	Director of Bilingual/ESL/Migrant Bilingual/ESL Facilitators	Increase student outcomes by expanding teacher instructional knowledge and resources				
11) Implement internal audit system to ensure all Migrant students are meeting district and state academic expectations.	2.4, 2.6	Director of Bilingual/ESL/Migrant; Migrant Specialist	Increase student outcomes by ensuring proper support service placement				
12) Provide content based workshops that will ensure migrant student academic achievement such as Middle School Workshop and reading math workshops for students in grades 3-12.	2.4, 2.5, 2.6	Director of Bilingual/ESL/Migrant Specialist	Increase student outcomes in the areas of math and reading				
13) Provide a Migrant Specialist to serve the SSAISD Migrant Education Program by tracking the progress and performance of migrant students using district and program specific data bases.		Director of Bilingual/ESL/Migrant Specialist					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
14) Facilitate Identification and recruitment. Contact potential/ eligible migrant families: using family surveys, conducting community outreach, locating out of school youth including pre-school aged children and contacting other state and federal agencies that serve migrant families		Migrant Specialist	Increasing student participation in the Migrant Education Program and services provided				
15) Provide ESL/Bilingual Facilitators to train BE / ESL teachers in core content area and best practices through district PD and/or ESC-20.	2.4, 2.5, 2.6	Bilingual/Migrant Director Bilingual/ESL Facilitators	Increase student outcomes through high quality Professional Development				
16) Provide opportunities for ELAR teachers to receive ESL certification.	2.4	Director of Bilingual/ESL Facilitator Bilingual/ESL Facilitators	Increase student outcomes by reinforcing teacher comprehension in bilingual/ESL educational resources				
17) Provide technology, health, safety items and supplies to promote learning in ways that support development and learning.	2.4, 2.5	Director of Early Childhood	Increase student outcomes by expanding teacher instructional knowledge and resources				
18) Create awards to highlight achievements such as Spanish Spelling Bee and Art/Writing contest winners for Bilingual/ESL students.		Director of Bilingual/ESL/Migrant Bilingual/ESL Facilitators	Increase student outcome through positive self-esteem and parent involvement				
19) Provide instructional resources and supplemental resources to special education students receiving speech therapy, occupational services, physical therapy, adaptive physical therapy, visual impairment services, Orientation and Mobility, auditory impairment services and behavior support to effectively meet students individualized Education Plan (IEP)		Director of Special Education Special education Instructional Facilitators	Increase student outcomes by ensuring proper support service placement				
20) Purchase items for special education district personnel to support teachers and campuses with implementing instructional best practices to support goals and objectives to effectively meet students Individual Educational Plan (IEP's)		Director of Special Education					

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Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
21) Provide Cognitive, Psychological, Communication and Behavior assessment and Evaluations for students who have been identified and meet TEA guidelines for students with disabilities		Director of Special Education	Increase student outcomes by ensuring proper support service placement				
22) Purchase one meal for teaching staff to implement family style dining. Family- style dining introduces healthy foods, model healthy behaviors, and provide opportunities for teaching staff to model nutrition education to all students		Early Childhood Director					
TEA Priorities Build a foundation of reading and math 23) Provide PK teacher's supplemental resources to build language, letters and how books work through guided small-group explorations.	2.6	Director of Early Childhood Campus Principals					
24) Provide elementary, middle school and high school students opportunities to participate in UIL competitions.	2.5	Campus administration					
TEA Priorities Build a foundation of reading and math 25) Provide Bilingual Summer, in class and after school supplemental STEM, reading, writing intensified instruction and tutorials for EL students.	2.4, 2.5	Bilingual/ESL Director Bilingual/ESL Facilitators	Increase children's English Proficiency and substantially increase subject matter knowledge.				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 10: Establish and sustain a comprehensive Early College Model.

    Evaluation Data Source(s) 10:

    Summative Evaluation 10:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sustain comprehensive Early College Academy with three pathways: Associates, College Ready, and Career Ready for 4th Cohort.	2.4	Chief Academic Officer Executive Director of C & I	Attain Increased dual credit hours				
2) Re-establish the Heath Science Academy at South San HS	2.4	Chief Academic Officer Director of Student Empowerment and Choice Programs	Increase college credit opportunities for students				

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 11: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

    Evaluation Data Source(s) 11:

    Summative Evaluation 11:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Ensure students of all grade levels have the opportunity to enhance learning and real life experiences through educational field trips experiences or mobile labs.	2.5	Director of Early Childhood, Campus Principals	Increase student achievement, increase college and career readiness				
2) Utilize Texas Performance Standards Project in GT courses	2.5	Strategic Planning and Innovation, Advanced Academics Coordinator	Increase participation in project-based learning.				
3) Host summer STEAM Camp for students in grades 3-7	2.4, 2.5	Strategic Planning and Innovation, Advanced Academics Coordinator	Increase interest in STEAM subject and careers				
4) Host STEM Night for students.	2.5	campus counselors Director of Federal programs					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Partner with community partners to provide services (mental health, etc.) for our at-risk students to succeed in school.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through a school-based coordinator, bring community resources into our schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results. (CIS)		Executive-Director of C&I					
2) Provide Opportunities for students to participate in "Learn to Swim" program with Palo Alto College.		Executive-Director of Curriculum and Instruction.					

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Provide Mental Health/School safety/Healthy Living professional development and/or materials to promote safe and secure schools.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will create a scope and sequence to address mental and social emotional issues for students. (NearPod)	2.6	Executive-Director of Curriculum and Instruction Lead Counselor					
2) Provide health and safety information/brochures to parents through the nursing department.							

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Establish a volunteer program that utilizes staff, student and community membership.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an Executive Director of School and Community Partnerships		Superintendent of Schools Chief Academic Officer	Improve volunteer program and increase the number of volunteers serving the District				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Implement mentor programs and internship that offer student leadership.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Partner with local hospitals and universities to establish internships for Health Academy Students	2.4, 2.5	Director of Student Empowerment and Choice Programs	Increase internships for high school students				
2) Partner with local business to establish internships for CTE students	2.4, 2.5	CTE Coordinator Director of STEM & Advanced Academics	Increase internships for high school students				

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 5: Create recognition programs that celebrate student and district successes.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 6: We will grow reciprocal business partnerships that offers the school community real world experiences.

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 7: Provide support for ALL students, including those not enrolled in SSAISD

    Evaluation Data Source(s) 7:

    Summative Evaluation 7:

Key Action Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) PNP Support for students.		Director of Federal and State Programs					
2) Provide training on the practical application of the Head Start Program Performance Standards: Subpart A - Eligibility, Recruitment, Selection, Enrollment and Attendance.		Director of Early Childhood	Increased enrolment and attendance in Head Start and Pre Kinder				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 1: Establish systemic plans and procedures that ensure a safe and healthy learning environment for all.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide mental and behavioral health services program for students in the South San Antonio ISD to ensure students are receiving the wrap around services necessary for social emotional wellness and academic success	2.6	Susan Arciniega Director of Federal Programs Executive-Director of C&I					
2) Implement a district-wide data management system (School-Wide Information System) to collect and aggregate discipline data that will be used for improving student academic and behavioral outcomes.		SCTG Team (Coordinator, Facilitators, Behavior Specialist)					
3) Advertise and maintain the district bullying reporting website on campuses and campus/district websites. STOP-IT		SCTG Team (Coordinator, Behavior Specialist, Facilitators) Campus Principals					
4) Provide resources and/or training for school counselors to provide mental health support to students.		Head counselor and Executive Director of C&I					
5) Provide resources and/or training for school nurses to provide a healthy school environment for students.	2.6	Coordinator of Health Services					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide video cameras and recording equipment for school buses to combat bullying and ensure students are school ready in the morning.	2.4	Director of Transportation Bus drivers					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Create and implement safety standards that promote safe facilities and equipment across the district.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The District is proposing to purchase digital radios that will give us the ability to increase communication for campuses, transportation, and ISD Police		Campus Administrators Safety and Security Coordinator Chief of Police					
2) The District is proposing to add external and internal cameras district wide on all campuses to complete the camera initiative. This will help increase safety measures for our students, staff and the community of South San Antonio ISD.		Campus Administrator Safety and Security Coordinator Chief of Police Director of Technology					
3) The district is purchasing audio/visual door lock system to control the access to our buildings. This will help increase measures for our students, staff and the community of South San Antonio ISD.		Campus front office support staff and campus administrators.					
4) The district is purchasing 3 metal detectors for help control the entry points into our athletic events and prevent any items that are prohibited into the event. This will help increase measures for our students, staff and the community of South San Antonio ISD.		Alpha Security Company and South San Antonio ISD Police.					

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Enhance our communication, floor plans, reunification plans as well as our accountability system in emergency situations.							
6) Provide professional development training for district police officers to provide unique and exceptional platform to create and foster a safe and secure learning environment.		Chief of Staff Chief of Police					

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

       Evaluation Data Source(s) 3:

       Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a Health Fair for all employees of the District		Director of Human Resources	90% attendance of staff participation in the Health Fair to improve health conditions				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Implement a structured program to connect and involve the home within the school setting.

> **Evaluation Data Source(s) 4:**

> **Summative Evaluation 4:**

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

> **Evaluation Data Source(s) 5:**

> **Summative Evaluation 5:**

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development opportunities for district/campus administration to improve instruction. Principal Leadership Academy Administrators Boot Camp	2.4	Chief Academic Officer Executive Director of C & I	Improve efficacy of campus administrators				
2) Provide professional development opportunities for new teachers to improve instruction. New Teacher Academy Bi-monthly New Teacher Trainings	2.4	Director of Teaching & Learning	Improve efficacy of campus administrators				

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

    Evaluation Data Source(s) 6:

    Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase items to organize and assist in completing paperwork needed for schools implementing PBIS.		PBIS team					
2) Implement school-wide interventions and support (PBIS, UCSA, and Family Services Association) that provides 3 levels of support to promote a positive learning environment that is conducive to academic achievement. Incentives, prevention/intervention materials.		SCTG Team (Coordinator, Behavior Specialist, and Facilitators)					
3) Provide ongoing training and coaching to campus staff on PBIS Tier I, II, and III. (PBIS, The Flippen group CKH, and Region 20)		SCTG Team (Coordinator, Behavior Specialist, and Facilitators)					
4) Provides information for parents in regards to positive behavior expectations through parent meetings and resources fairs.		SCTG Team (Coordinator, Behavior Specialist, and Facilitators)					

Strategy 6: We will provide targeted support to campuses rated Improvement Required to ensure improved student outcome.

Specific Result 1: Provide professional learning to connect TEKS, how they are assessed, and planning/delivering rigorous activities to increase the number of students who attain the "meets" and "masters" level in 8th grade STAAR math.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase TEKS Resource and accompanying training from ESC 20	2.4, 2.6	Director of Teaching & Learning Director of STEM & Advanced Academics	Improve standards based lessons for increased student outcomes				
2) Math teachers will be trained on effective use of manipulatives for use during extended learning opportunities during math intervention periods (one per grade level).	2.4	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				
3) Teachers will be trained on the Multiple Response Strategies in the Lesson Plan Cycle and Purposeful Lesson Planning	2.4	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				
4) Grade 8 teachers will be trained on high yield math strategies to increase student achievement	2.4	Principal and Instructional Coaches Department of Teaching and Learning	Improve standards based lessons for increased student outcomes				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Master schedule will include math intervention period "	2.4, 2.6	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				
6) Create high quality lessons and assessments in math utilizing the TEKS Resource System.	2.4	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				

Strategy 6: We will provide targeted support to campuses rated Improvement Required to ensure improved student outcome.

Specific Result 2: Provide professional learning to connect TEKS, how they are assessed, and planning/delivering rigorous activities to increase the number of students who attain the meets and masters level in 6th grade STAAR math.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase TEKS Resource and accompanying training from ESC 20	2.4, 2.6	Director of Teaching & Learning Director of STEM & Advanced Academics	Improve standards based lessons for increased student outcomes				
2) Math teachers will be trained on effective use of manipulatives for use during extended learning opportunities during math intervention periods (one per grade level).	2.4	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				
3) Teachers will be trained on the Multiple Response Strategies in the Lesson Plan Cycle and Purposeful Lesson Planning	2.4	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				
4) Master schedule will include math intervention period	2.4, 2.6	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				
5) Teachers will create 3-wk math common formative assessments.	2.4	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Create high quality lessons and assessments in math utilizing the TEKS Resource System.	2.4	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				

Strategy 6: We will provide targeted support to campuses rated Improvement Required to ensure improved student outcome.

Specific Result 3: Provide professional learning to increase teacher knowledge and use of comprehension strategies to increase the number of students who attain the "meets" and "masters" level in 6th grade STAAR reading.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase TEKS Resource and accompanying training from ESC 20	2.4, 2.6	Director of Teaching & Learning Director of STEM & Advanced Academics	Improve standards based lessons for increased student outcomes				
2) Teachers will be trained on the TEKS Resource System	2.4, 2.6	Principal and Instructional Coaches District Directors and Facilitators	Improve standards based lessons for increased student outcomes				
3) Teachers will be trained on the Multiple Response Strategies in the Lesson Plan Cycle and Purposeful Lesson Planning	2.4, 2.6	Campus Leadership, Instructional Coaches, and Teachers	Improve standards based lessons for increased student outcomes				
4) Teachers will be trained on Exact Path Reading Intervention Program	2.4, 2.6	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Administrators and instructional coaches will model MRS in faculty meetings, PLCs and PD sessions and teachers will integrate MRS lesson plans.	2.4, 2.6	Campus Leadership and Instructional Coaches	Improve standards based lessons for increased student outcomes				
6) Master schedule will include reading intervention period		Principal and Counselor	Improve standards based lessons for increased student outcomes				
7) A PLC schedule will be implemented for planning utilizing the TEKS Resource System	2.4, 2.6	Campus Leadership and Instructional Coaches	Improve standards based lessons for increased student outcomes				
8) Create high quality lessons and assessments in reading utilizing the TEKS Resource System.	2.4, 2.6	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				

Strategy 6: We will provide targeted support to campuses rated Improvement Required to ensure improved student outcome.

Specific Result 4: Provide professional learning to increase teacher knowledge and use of comprehension strategies to increase the number of students who attain the "meets" and "masters" level in 8th grade STAAR reading.

      Evaluation Data Source(s) 4:

      Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase TEKS Resource and accompanying training from ESC 20	2.4, 2.6	Director of Teaching & Learning Director of STEM & Advanced Academics	Improve standards based lessons for increased student outcomes				
2) Purchase TEKS Resource and accompanying training from ESC 20	2.4, 2.6	Director of Teaching & Learning Director of STEM & Advanced Academics	Improve standards based lessons for increased student outcomes				
3) Teachers will be trained on the TEKS Resource System	2.4, 2.6	Principal and Instructional Coaches District Directors and Facilitators	Improve standards based lessons for increased student outcomes				
4) Teachers will be trained on the Multiple Response Strategies in the Lesson Plan Cycle and Purposeful Lesson Planning	2.4, 2.6	Campus Leadership, Instructional Coaches, and Teachers	Improve standards based lessons for increased student outcomes				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Teachers will be trained on Exact Path Reading Intervention Program	2.4, 2.6	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				
6) Administrators and instructional coaches will model MRS in faculty meetings, PLCs and PD sessions and teachers will integrate MRS lesson plans.	2.4, 2.6	Campus Leadership and Instructional Coaches	Improve standards based lessons for increased student outcomes				
7) Master schedule will include reading intervention period	2.4, 2.6	Principal and Counselor	Improve standards based lessons for increased student outcomes				
8) A PLC schedule will be implemented for planning utilizing the TEKS Resource System	2.4, 2.6	Campus Leadership and Instructional Coaches	Improve standards based lessons for increased student outcomes				
9) Create high quality lessons and assessments in reading utilizing the TEKS Resource System.	2.4, 2.6	Principal and Instructional Coaches	Improve standards based lessons for increased student outcomes				

Strategy 6: We will provide targeted support to campuses rated Improvement Required to ensure improved student outcome.

Specific Result 5: Provide professional learning on comprehension strategies in grades 3-5 to increase the number of students performing at the "meets" and "masters" level on STAAR reading.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train K-3 teachers on Fountas & Pinnell guided reading processes.	2.4	Division of Academics ELAR Facilitator, principal & instructional coach, K-3rd teachers	Improve standards based lessons for increased student outcomes				
2) Train K-5 teachers on the TEKS Resource System	2.4	Principal and Instructional Coaches					
3) Third, Fourth and Fifth teachers will participate in comprehension strategies training delivered by Division of Academics.	2.4	Division of Academics ELAR Facilitator, principal & instructional coach, 4th & 5th teachers	Improve standards based lessons for increased student outcomes				

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Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Special education teachers will participate in Guided Reading Training	2.4	Special Education & Teaching & Learning Departments, Campus principal and instructional coaches and SE teachers	Improve standards based lessons for increased student outcomes				
5) Train K-5th teachers on Empowering Writers Framework	2.4	Campus Principals, ELAR instructional Coach, k-5 teachers, Empowering Writers Trainer, Librarian and Music Teacher	Improve standards based lessons for increased student outcomes				
6) Conduct monthly assessment / running records to monitor for reading progress using F& P Kits	2.4, 2.6	Campus Principals, ELAR instructional Coach, K-3 teachers	Improve standards based lessons for increased student outcomes				
7) Assess students in ISIP monthly to determine reading progress and use the teacher resources at centers and/or guided reading.	2.4	Campus Principals, ELAR instructional Coach, K-5 teachers	Improve standards based lessons for increased student outcomes				
8) Implement guided reading in K-3	2.4	Campus Principals, ELAR instructional Coach, K-3 teachers	Improve standards based lessons for increased student outcomes				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Third through fifth teachers will implement cognitive strategies for Figure 19 A-E	2.4	Campus Principals, ELAR instructional Coach, 3-5th teachers	Improve standards based lessons for increased student outcomes				

Strategy 6: We will provide targeted support to campuses rated Improvement Required to ensure improved student outcome.

Specific Result 6: Provide professional learning and coaching to connect TEKS, how they are assessed, and planning/delivering rigorous learning experiences to increase the number of students who attain the "meets" and "masters" level in 4th and 5th grade STAAR math.

  Evaluation Data Source(s) 6:

  Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Third, Fourth, Fifth teachers will participate in Math TEKS and "Tools for Success Training" throughout the year.	2.4	Division of Academics, Math Facilitator, Principal, math instructional coach and 3-5th teachers	Improve standards based lessons for increased student outcomes				
2) Third, Fourth, Fifth teachers will receive training on math processes for teaching and learning multiplication facts and will implement	2.4	Division of Academics, Math Facilitator, Principal, math instructional coach and 3-5th teachers	Improve standards based lessons for increased student outcomes				
3) All grade level teachers will participate in weekly PLCs to create standards-based math lessons and develop campus assessments utilizing the TEKS Resource System	2.4, 2.6	Principal, math instructional coach and K-5th teachers	Improve standards based lessons for increased student outcomes				
4) Conduct MAP testing three times yearly and analyze data to identify students' strengths and weaknesses which will be used to provide targeted interventions.	2.4, 2.6	Principal, math instructional coach and K-5th teachers	Improve standards based lessons for increased student outcomes				

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Implement math workstations to target math TEKS as determined by data from interim assessments	2.4, 2.5, 2.6	Principal, math instructional coach and K-5th teachers	Improve standards based lessons for increased student outcomes				
6) Consistent use of math manipulatives and implementation of the math process standard to build conceptual understanding so student can solve complex math problems.	2.4, 2.5, 2.6	Principal, math instructional coach and K-5th teachers	Improve standards based lessons for increased student outcomes				
7) Campus administration and coaches will conduct walkthroughs to monitor implementation of teacher professional learning and conduct feedback sessions		Principal and assistant principal	Improve standards based lessons for increased student outcomes				

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 1: Be efficient in monitoring student attendance and support.

   Evaluation Data Source(s) 1: PEIMS or TAPR

   Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental attendance resource to improve student attendance.	2.6	Director of Assessment and Accountability Truant officers					

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 2: Purchase attendance incentives to improve daily attendance.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 3: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 4: Conduct home visits and parent contact measures to ensure students come to school on a regular basis.

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

Strategy 7: We will increase attendance by promoting incentives and activities to motivate students and implement support measures such as: home visits, attendance recovery, etc.

Specific Result 5: Provide opportunities for attendance recovery.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5: