



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 18, 2020

- Purpose: [] Presentation/Report [] Recognition [x] Discussion/ Possible Action
[] Closed/Executive Session [] Work Session [] Discussion Only [] Consent

From: Theresa Servellon, Chief Academic Officer

Item Title: Approve the 2020-2021 Campus Improvement Plans

Description: 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 at each campus led to the identification of key actions to address priorities in their Campus Improvement Plans.

Historical Data: District reviews and revises the 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 2020-2021 Campus Improvement Plans

District Goal/Strategy:

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.

Funding Budget Code and Amount: N/A

APPROVED BY: SIGNATURE DATE
Chief Officer:
CFO Funding Approval:
Superintendent:

South San Antonio Independent School District

Abraham Kazen Middle School

2020-2021 Campus Improvement Plan



Mission Statement

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

Vision

Panthers are passionate and use their talents to strengthen the community....

Core Beliefs



KAZEN PANTHER GOALS

**WE WILL WORK TOGETHER BY LISTENING, COOPERATING,
AND COLLABORATING WITH ALL CONTENT AREAS IN
ORDER TO CREATE INTERDISCIPLINARY LESSON PLANS
THAT PROMOTE STUDENT GROWTH AND IMPROVEMENT.**

WE CREATE A POSITIVE ENVIRONMENT THAT

**WE CREATE A POSITIVE ENVIRONMENT THAT
ENCOURAGES ALL TO PARTICIPATE AND RESPECTIVELY
ENGAGE COLLABORATIVELY.**

**A POSITIVE COMMUNITY STARTS WITH YOU! TO STRIVE
FOR A POSITIVE CULTURE, PANTHERS WILL CELEBRATE
SUCCESSSES AND PROVIDE SERVICE OPPORTUNITIES THAT
MAKE A DIFFERENCE.**

#PANTHERSTRONG

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	8
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	15
Parent and Community Engagement	16
School Context and Organization	17
Technology	19
Priority Problem Statements	20
Comprehensive Needs Assessment Data Documentation	23
Goals	24
Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	24
Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	25
Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	30
Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	35
Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.	40
Goal 6: SSAISD will provide supplemental support and resources to low performing campuses.	42
Campus Funding Summary	44

Comprehensive Needs Assessment

Revised/Approved: August 12, 2020

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. The school is rich in tradition and community connections. The district closed the school in 2016-2017 due to declining enrollment and budgetary concerns. The school remained closed for two years and was used as a Red Cross - hurricane shelter site as well as Bexar County Sheriff's training facility. During the following two years, the community rallied to reopen Kazen MS. The community was successful in getting Kazen MS re-opened during the 2019-2020 school year. Due to our unique situation, we have a concentration of students that require additional resources and services to meet their individual needs such as higher representation in Special Education, English Language Learners, and students with Attendance and Behavioral concerns. We are the 2nd year of reconstructing and re-vitalizing the campus and building to match the rich tradition and strong community culture.

Type of Campus: Middle School

Campus Size: Zoned for approximately 450 students

Currently has 210 students.

Grade Span: 6-8

6th- 75 students

7th- 72 students

8th- 63 students

Ethnicity: 97% Hispanic, 1% White, 1% African American, and 1% other

% Discipline: 62%

- 200 (2019-2020) students / 124 students with discipline record or referral = 62%

% Economically Disadvantaged: 92%

% Special Education: 14%

- 6th (12) / 7th (8) / 8th (10) = 30 students

% English Language Learners: 20%

- 6th (15) / 7th (18) / 8th (10) = 43 students

% Mobility Rate: 20%

Students reside in single parent homes with the support of extended family (grandparent, aunts) members. We also serve 7 apartment complexes (Costa Mirada / Hunter's Glen / Alta Vista / Fair Meadows / Remigio/ Alta Vista / Artisan) Due to the stressors of poverty, many of our students are in need of social emotional support and learning.

Kazen Middle School staff will includes:

- The front office staff (principal, assistant principal, counselor, counselor's secretary, attendance clerk).
- 2 instructional coaches / 9 core teachers; 2 special education teachers, 1 ESL teacher, and elective teachers (may include CTE, Art, PE, computer, Spanish) We also split 4 teachers from the highschool.

Demographics Strengths

Demographics Strengths:

- strong community support
- strong board commitment to sustaining and reconstructing the campus
- opportunity to build and establish a path forward with new goals and identity
- low enrollment - ability to foster strong relationships and connections with students and families

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low enrollment. **Root Cause:** students zoned to attend other schools remained at their school of choice -students already committed to attend sister schools.

Problem Statement 2 (Prioritized): Re-constructing and revitalizing campus to be a leader in academics and athletics. **Root Cause:** Lack of clear vision, and process for short-term and long-term goals with deliverables.

Student Achievement

Student Achievement Summary

Because Kazen was closed for two years, data and data points are dated. Students that were previously attending Dwight and Zamora had the opportunity to choose Kazen or remain. This caused Kazen to begin with a student body that was reluctant to attend or were forced to attend because enrollment was denied due to attendance, behavior, or academics. All surrounding middle schools were identified as Improvement Requirement campuses for the 2018-2019 school year. Teachers and Admin will use several data points to include: formative assessments, universal screeners, common formative assessments, discipline and attendance data as well.

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

Starting from scratch - identifying a baseline to demonstrate progress.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading STAAR performance is below district average. **Root Cause:** Tier 1 instruction does not reflect high quality instruction and research based instructional strategies.

Problem Statement 2 (Prioritized): Math STAAR performance is below district average. **Root Cause:** Teachers are not content masters, basic content knowledge and skills are not apparent.

Problem Statement 3 (Prioritized): Sub- Populations are not demonstrating progress and scores are below district average. **Root Cause:** Effective - Tier 1 instruction with

embedded differentiation need more support. Use of resources and interventions are non-existent.

School Culture and Climate

School Culture and Climate Summary

Teachers and staff volunteered to transfer to Kazen MS - some teachers were placed in content areas where they did not have experience. Year 2 at Kazen we will work to establish a strong sense of community, common core beliefs, and a shared vision developed by all stakeholders. This is especially challenging due to the pandemic and staff turn-over. We are starting from scratch and in planning stages

School Culture and Climate Strengths

Strengths:

Full admin team - principal / assistant principal / academy coordinator

2 content specific instructional coaches for: (ELAR / SS) and (Math / Sci)

Master Schedule that includes weekly PLC time and individual planning with IC support.

New to district, new to campus mentoring program.

Social Emotional Learning YAG calendar with lessons developed by the counselor using Sanford - Harmony as the main curriculum.

Social Emotional Learning lessons provided everyday in every period for the 1st 15-minutes.

AVID WICOR YAG - with research-based instructional strategies and focus for the entire year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Kazen does not have a clear vision, mission or common purpose to drive the campus. **Root Cause:** Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently the campus has two teachers per content area, with ELAR having three. Content areas are supported by a dedicated instructional coach. Each new staff member to the district is assigned a mentor. There are 2 special education teachers that serve as Co-Teachers and support. We have 1 ESL teacher along with an ESL aide. Most teachers have taught 5 years or less and some with varying certifications and new to their content area.

Staff Quality, Recruitment, and Retention Strengths

- 2 dedicated instructional coaches
- learning walks, coaching and feedback
- PLC
- ESL and Special Education supporting in the general ed classroom

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staff is new to content and need additional support with content knowledge and expertise **Root Cause:** Limited experience with high quality instructional coaching

Problem Statement 2 (Prioritized): Professional Development plan was limited. **Root Cause:** Lack of focus on professional development and zoning in on campus needs due to first year reopening.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment decisions are created by the district and implemented with fidelity by the campus. Kazen uses Texas Resource, the District Curriculum Guides, and units developed by teachers in Nearpod with support of Instructional Coaches and colleagues. Hybrid learning is a challenge and is not directly addressed in the districts given Guides. Interventions and resource (SpED / ELL) are few and not well planned out as well as how students are identified and staff selected to teach.

Curriculum, Instruction, and Assessment Strengths

STRENGTHS:

- Instructional coaches and instructional leaders will support teachers individually, weekly
- master schedule allows professional learning communities weekly - to review data and drive instructional decisions.
- District curriculum guides
- District made common assessments
- Campus YAG - AVID and WICOR strategies

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Delivery of high quality instruction. **Root Cause:** New teachers to grade level or content.

Problem Statement 2 (Prioritized): Lack of interventions for reading and math. **Root Cause:** Need to research viable intervention programming.

Parent and Community Engagement

Parent and Community Engagement Summary

Kazen MS was re-opened in part because the community demanded its re-opening. Even with the support of the community, Kazen MS struggles with perception due to the concentration of special pops and zoning. KMS struggles with low-enrollment and parent engagement. To remedy this, Kazen opened Architecture, Construction, and Design Academy. According to parent feedback- parents and teachers felt student behavior is a major problem. We combat this perception by social media blast of the things that are happening on campus such as showcasing Panther of the Week students, establishing our Athletics program with all sports, and highlighting academics and special projects occurring on campus. We hold monthly parent meetings alongside our Whole-Child support team (SAYouth / CIS/ Gear UP / SACADA), during these meetings parents are given the opportunity to complete surveys so we can continually improve our outreach efforts. We provide information and school events in English and Spanish, we operate with an open-door policy and many students and families have Administration personal cell phones so they can contact them directly.

Parent and Community Engagement Strengths

STRENGTHS:

1. Social Media platforms : Facebook / Twitter / Remind / Blackboard
2. monthly calendar and newsletters
3. monthly meetings to address needs
4. surveys for input and continual improvement
5. decor and beautification of campus

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent engagement and participation in school -wide events and meetings **Root Cause:** YAG parent engagement plan

Problem Statement 2 (Prioritized): Low enrollment and attendance. **Root Cause:** Lack of systemic processes to target absences.

School Context and Organization

School Context and Organization Summary

KMS master schedule reflects weekly PLC and individual planning periods with teachers. Due to COVID- we institute a block schedule to allow for longer instructional time with less rotations. We also have established 2-hour mid-day Learning opportunity time- where students can catch up on work, receive intensive tutoring and re-teaching and address social emotional needs they have. We have established a Student Intervention Plan to handle behavior issues by eliminating the need for students to be removed from the classrooms. We have a solid school safety plan to include all drills and COVID preparations and sanitation. This year our goal is to focus on ESF lever #3 Positive School Culture. We are in our 2nd year of reconstructing and establishing a vision and direction that can be articulated by all stakeholders. Teachers were pulled from duty so they can focus on instruction and maximize instructional time. We also developed a Whole -Child support team that meets bi-weekly to review and discuss how we can meet the needs of students most "At-Risk" which we call "strivers".

School Context and Organization Strengths

STRENGTHS:

1. weekly PLC time
2. Weekly individual planning time
3. weekly PLC time with electives
4. Master schedule reflects additional tutoring and learning pod time
5. No- Duty for teachers
6. structured SIP plan
7. safety and school drills
8. proactively and preventative measures to deescalate potential student conflicts
9. set intervention time for Math and Reading

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Intervention time - identification of students enrolled in interventions. **Root Cause:** Absence of strategic planning.

Problem Statement 2 (Prioritized): Master Schedule is not balanced - some classes are over crowded and some are very low in numbers **Root Cause:** No systematic approach to filling and creating master schedule.

Technology

Technology Summary

WiFi and Chromebooks are available for each of our students to accommodate 1:1 instructional use. We are in the process of learning best-practices for hybrid learning and utilizing technology to meet remote learning needs. Our biggest challenge is with spotty WiFi and Google technology issues. We also are missing additional accessory componets to make the most out of technology such as head phones, LMS, amplification devices, swivls. microphones, charging beds and storage. Technology PD is available to all district members through the district and GEAR up.

Technology Strengths

STRENGTHS:

- ONE TO ONE chromebook device
- interactive whiteboards and mounted projectors
- one to one technology for teachers
- one computer lab equipped with 25 desktops
- professional development available 24/7 through the district
- software purchase such as test banks / Near Pod / we video

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Effective use of technology in the classroom. **Root Cause:** Lack of professional development in technology integration

Problem Statement 2 (Prioritized): Not enough technology for a one to one initiative for on-line learning for all students. **Root Cause:** The COVID 19 epidemic.

Priority Problem Statements

Problem Statement 1: Re-constructing and revitalizing campus to be a leader in academics and athletics.

Root Cause 1: Lack of clear vision, and process for short-term and long-term goals with deliverables.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Math STAAR performance is below district average.

Root Cause 2: Teachers are not content masters, basic content knowledge and skills are not apparent.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Reading STAAR performance is below district average.

Root Cause 3: Tier 1 instruction does not reflect high quality instruction and research based instructional strategies.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Sub- Populations are not demonstrating progress and scores are below district average.

Root Cause 4: Effective - Tier 1 instruction with embedded differentiation need more support. Use of resources and interventions are non-existent.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Low enrollment.

Root Cause 5: students zoned to attend other schools remained at their school of choice -students already committed to attend sister schools.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Kazen does not have a clear vision, mission or common purpose to drive the campus.

Root Cause 6: Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Staff is new to content and need additional support with content knowledge and expertise

Root Cause 7: Limited experience with high quality instructional coaching

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Professional Development plan was limited.

Root Cause 8: Lack of focus on professional development and zoning in on campus needs due to first year reopening.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Delivery of high quality instruction.

Root Cause 9: New teachers to grade level or content.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Lack of interventions for reading and math.

Root Cause 10: Need to research viable intervention programming.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Low parent engagement and participation in school -wide events and meetings

Root Cause 11: YAG parent engagement plan

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Low enrollment and attendance.

Root Cause 12: Lack of systemic processes to target absences.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Intervention time - identification of students enrolled in interventions.

Root Cause 13: Absence of strategic planning.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: Master Schedule is not balanced - some classes are over crowded and some are very low in numbers

Root Cause 14: No systematic approach to filling and creating master schedule.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: Effective use of technology in the classroom.

Root Cause 15: Lack of professional development in technology integration

Problem Statement 15 Areas: Technology

Problem Statement 16: Not enough technology for a one to one initiative for on-line learning for all students.

Root Cause 16: The COVID 19 epidemic.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

Goals

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

Performance Objective 1: By June 2021, 80% of students will make progress, with a concentrated effort on all special populations (LEP and Special Education), on established standards on the state assessments.





Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Summative Evaluation: None

<p>Strategy 1: LEP and Special education students will be tracked ,monitored, reviewed for progress performance on formative assessments .</p> <p>Strategy's Expected Result/Impact: increase in progress performance for our Special Education and LEP population</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches and instructors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will maintain, monitor and utilize a "Panther Progress Map" the map tracks students attendance, discipline, formative assessments, and special population students.</p> <p>Strategy's Expected Result/Impact: increase in progress performance for our special education and LEP students</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 2, 3</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: International systematic research-based Interventions for both Reading and Math to be used during small group and intervention period.</p> <p>Strategy's Expected Result/Impact: Istation Imagine Math CBA data- Formative assessment</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: - 211 Title I, Part A, - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Re-constructing and revitalizing campus to be a leader in academics and athletics. Root Cause: Lack of clear vision, and process for short-term and long-term goals with deliverables.
Student Achievement
Problem Statement 1: Reading STAAR performance is below district average. Root Cause: Tier 1 instruction does not reflect high quality instruction and research based instructional strategies.
Problem Statement 2: Math STAAR performance is below district average. Root Cause: Teachers are not content masters, basic content knowledge and skills are not apparent.
Problem Statement 3: Sub- Populations are not demonstrating progress and scores are below district average. Root Cause: Effective - Tier 1 instruction with embedded differentiation need more support. Use of resources and interventions are non-existent.

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





Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.

Targeted or ESF High Priority

Evaluation Data Sources: TTESS

Summative Evaluation: None

<p>Strategy 1: Acquire AVID certification for all campus teachers. Strategy's Expected Result/Impact: Improved student performance on assessments. Staff Responsible for Monitoring: Administration Coaches Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 Funding Sources: AVID certification and training for 13 staff - 211 Title I, Part A - \$9,425</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Create a Year at a Glance of AVID- WICOR strategies to be taught, implemented, and reviewed. Strategy's Expected Result/Impact: improved student achievement Staff Responsible for Monitoring: Administration Teachers Instructional coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Reviews			
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	Nov	Jan	Mar	June

<p>Strategy 3: Master Schedule has built in time for weekly PLC and 1:1 planning for teachers.</p> <p>Strategy's Expected Result/Impact: improve teacher efficacy, Staff Responsible for Monitoring: Instructional coaches Admin Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Book Studies : Jennifer Servallo / 7-Steps to Language Acquisition / PD: Lead4ward resources - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Teachers will engage in GEAR up Virtual PD during EPIC Saturday and PLC time.</p> <p>Strategy's Expected Result/Impact: improve teacher efficacy improve student achievement</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
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<p>Strategy 5: Provide timely feedback and coaching through learning walks, Instructional Rounds, Power Walks using Get Better Faster protocols.</p> <p>Strategy's Expected Result/Impact: improved teacher efficacy improve student achievement</p> <p>Staff Responsible for Monitoring: Administration Leadership Team Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Get Better Faster PD - book study - 211 Comprehensive Support</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Low enrollment. **Root Cause:** students zoned to attend other schools remained at their school of choice -students already committed to attend sister schools.

Problem Statement 2: Re-constructing and revitalizing campus to be a leader in academics and athletics. **Root Cause:** Lack of clear vision, and process for short-term and long-term goals with deliverables.

Student Achievement

Problem Statement 1: Reading STAAR performance is below district average. **Root Cause:** Tier 1 instruction does not reflect high quality instruction and research based instructional strategies.

Problem Statement 2: Math STAAR performance is below district average. **Root Cause:** Teachers are not content masters, basic content knowledge and skills are not apparent.

Problem Statement 3: Sub- Populations are not demonstrating progress and scores are below district average. **Root Cause:** Effective - Tier 1 instruction with embedded differentiation need more support. Use of resources and interventions are non-existent.

School Culture and Climate

Problem Statement 1: Kazen does not have a clear vision, mission or common purpose to drive the campus. **Root Cause:** Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff is new to content and need additional support with content knowledge and expertise **Root Cause:** Limited experience with high quality instructional coaching

Problem Statement 2: Professional Development plan was limited. **Root Cause:** Lack of focus on professional development and zoning in on campus needs due to first year reopening.

Curriculum, Instruction, and Assessment

Problem Statement 1: Delivery of high quality instruction. **Root Cause:** New teachers to grade level or content.

Problem Statement 2: Lack of interventions for reading and math. **Root Cause:** Need to research viable intervention programming.

Parent and Community Engagement

Problem Statement 1: Low parent engagement and participation in school -wide events and meetings **Root Cause:** YAG parent engagement plan





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

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Targeted or ESF High Priority

Evaluation Data Sources: improvement on STAAR scores

Summative Evaluation: None

<p>Strategy 1: Incentivize ESL certification for ELAR teachers by supporting studying and prep time in addition to paying for certification and exam.</p> <p>Strategy's Expected Result/Impact: Improved teacher Efficacy</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 2, 3</p> <p>Funding Sources: Certification Exam cost / Prep studying time - 199 Local - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Incentivize Generalist 4-8 certification for teachers who do not have this certification.</p> <p>Strategy's Expected Result/Impact: Improved Teacher efficacy</p> <p>Staff Responsible for Monitoring: improved student achievement</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Generalist Certification - 199 Local - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Re-constructing and revitalizing campus to be a leader in academics and athletics. Root Cause: Lack of clear vision, and process for short-term and long-term goals with deliverables.</p>
Student Achievement
<p>Problem Statement 1: Reading STAAR performance is below district average. Root Cause: Tier 1 instruction does not reflect high quality instruction and research based instructional strategies.</p>
<p>Problem Statement 2: Math STAAR performance is below district average. Root Cause: Teachers are not content masters, basic content knowledge and skills are not</p>

apparent.

Problem Statement 3: Sub- Populations are not demonstrating progress and scores are below district average. **Root Cause:** Effective - Tier 1 instruction with embedded differentiation need more support. Use of resources and interventions are non-existent.

School Culture and Climate

Problem Statement 1: Kazen does not have a clear vision, mission or common purpose to drive the campus. **Root Cause:** Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff is new to content and need additional support with content knowledge and expertise **Root Cause:** Limited experience with high quality instructional coaching

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





Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

Targeted or ESF High Priority

Evaluation Data Sources: Student STAAR scores

Summative Evaluation: None

<p>Strategy 1: Develop long and short -term project plan for our ACADEMY- Architecture, Construction and Design for Year 1 / 2/ 3 deliverables and goals.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment</p> <p>Staff Responsible for Monitoring: ACD coordinator Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Wood Shed / AVID training/ Computer Lab / Software / Tools and resources - 199 Local - \$35,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Creation of Business Advisory Board to advise, support, and inspire ACD secondary career paths.</p> <p>Strategy's Expected Result/Impact: Increase enrollment Increase student achievement</p> <p>Staff Responsible for Monitoring: ACD coord. Admin Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Refreshments, incentives - 199 Local - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Kazen teachers will participate in GEAR up Virtual PD and Career Exploration Courses in 8th grade.</p> <p>Strategy's Expected Result/Impact: Improved student engagement</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Re-evaluate and establish high-quality electives that introduce and expose students to alternate or various secondary or careers paths such as: Kazen Action News / AVID vs. Quest / Police Explorers / VYP/ Band</p> <p>Strategy's Expected Result/Impact: Improve student achievement</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instruments / Technology equipment - 199 Local - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Students will be engaged blended learning opportunities and flipped classrooms for asynchronous learning opportunities.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: administration teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1 - Technology 1</p> <p>Funding Sources: Technology / Hot Spots / Chromebooks - 199 Local, Apple - 199 PIC 30 State Comp - \$1,433</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Re-constructing and revitalizing campus to be a leader in academics and athletics. Root Cause: Lack of clear vision, and process for short-term and long-term goals with deliverables.
School Culture and Climate

Problem Statement 1: Kazen does not have a clear vision, mission or common purpose to drive the campus. **Root Cause:** Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff is new to content and need additional support with content knowledge and expertise **Root Cause:** Limited experience with high quality instructional coaching

Technology

Problem Statement 1: Effective use of technology in the classroom. **Root Cause:** Lack of professional development in technology integration

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

Performance Objective 2: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

Targeted or ESF High Priority

Evaluation Data Sources: Improve identification and enrollment of advanced academic students
STAAR scores - students scoring Masters

Summative Evaluation: None

<p>Strategy 1: Provide instructional coaches and facilitators supplemental support to improve teacher quality and student academic achievement using technology devices.</p> <p>Strategy's Expected Result/Impact: Improve teacher efficacy</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: swivls, amplification devices, speakers, - 199 Local - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Students will have the opportunity to participate in Project Based Learning, through the Advanced Academics, AVID, UIL, and Science Fair.</p> <p>Strategy's Expected Result/Impact: Improve teacher efficacy STAAR scores - students scoring Masters'</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Supplies and Materials, professional development, fees - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Provide educators resources to support critical thinking and reasoning skills into lessons.</p> <p>Strategy's Expected Result/Impact: Improved STAAR results</p> <p>Staff Responsible for Monitoring: Campus administration Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: Mentoring Minds / Science / Think it UP / Lead 4ward PD - 199 PIC 30 State Comp - \$3,562</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Kazen does not have a clear vision, mission or common purpose to drive the campus. Root Cause: Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff is new to content and need additional support with content knowledge and expertise Root Cause: Limited experience with high quality instructional coaching
Curriculum, Instruction, and Assessment
Problem Statement 1: Delivery of high quality instruction. Root Cause: New teachers to grade level or content.





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

Performance Objective 1: Partner with community partners to provide services (mental health, leadership opportunities, etc.) for our at-risk students to succeed in school.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance
Discipline
Academic Scores

Summative Evaluation: None

<p>Strategy 1: Administration will meet with Whole -Child Support (CIS/ SACADA/ SA Youth/ Gear UP) team bi-weekly to review campus needs, plan for parent and student engagement,</p> <p>Strategy's Expected Result/Impact: Attendance Discipline Academic Scores</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p> <p>Funding Sources: supplies and materials - 211 Title I, Part A - \$800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Counselor will develop a Year at a Glance SEL plan to support Tier 1 SEL lessons in both whole and small group environment. Counselor will deliver and meet with classes bi-weekly. On alternate weeks the counselor will meet and follow up with students most at need.</p> <p>Strategy's Expected Result/Impact: attendance discipline</p> <p>Staff Responsible for Monitoring: Counselor Administration Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p> <p>Funding Sources: materials and supplies / books and resources - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Parent and Community Engagement
Problem Statement 1: Low parent engagement and participation in school -wide events and meetings Root Cause: YAG parent engagement plan
Problem Statement 2: Low enrollment and attendance. Root Cause: Lack of systemic processes to target absences.

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

Performance Objective 2: By July 2021, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20%.

Evaluation Data Sources: Disciplinary Referrals

Summative Evaluation: None

<p>Strategy 1: Students at-need will be referred and followed up through the District's Care Zone.</p> <p>Strategy's Expected Result/Impact: Attendance Discipline</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Kazen will establish extra-curricular activities such as athletics and clubs to support students healthy choices.</p> <p>Strategy's Expected Result/Impact: Attendance Discipline</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: Resources for Athletics and Clubs - News, Student Council, SACADA -Dance Hype - 199 Local - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Kazen does not have a clear vision, mission or common purpose to drive the campus. Root Cause: Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.
Parent and Community Engagement
Problem Statement 1: Low parent engagement and participation in school -wide events and meetings Root Cause: YAG parent engagement plan
Problem Statement 2: Low enrollment and attendance. Root Cause: Lack of systemic processes to target absences.

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





Performance Objective 3: Attendance will increase for the 2020-2021 school year due to having safety and health protocols in our schools

Targeted or ESF High Priority

Evaluation Data Sources: Attendance

Summative Evaluation: None

<p>Strategy 1: Kazen will adopt and create an attendance committee to meet bi-weekly to review data, create plans, and implement strategies.</p> <p>Strategy's Expected Result/Impact: improve attendance</p> <p>Staff Responsible for Monitoring: Administration Counselor Data-Clerk</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - Results Driven Accountability</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p> <p>Funding Sources: materials , supplies, incentives - 199 Local - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Low parent engagement and participation in school -wide events and meetings Root Cause: YAG parent engagement plan
Problem Statement 2: Low enrollment and attendance. Root Cause: Lack of systemic processes to target absences.





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

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school or district sponsored academic activity or event.

Targeted or ESF High Priority

Evaluation Data Sources: Sign-in sheets
engagement tracking data

Summative Evaluation: None

<p>Strategy 1: Kazen will hold a monthly parent meeting based on stakeholders interest and feedback. This includes events for SEL, academics, and Athletics.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - School Culture and Climate 1 - Parent and Community Engagement 1</p> <p>Funding Sources: general supplies, infographics, marketing material - 211 Title I, Part A - \$800, incentives, genal supplies for marketing and advertising - 199 Local - \$800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Kazen will hold student -led conferences 2x's this year - December and 3rd 9-weeks</p> <p>Strategy's Expected Result/Impact: Attendance Goal setting Academics</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p> <p>Funding Sources: materials and supplies - 199 Local - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Re-constructing and revitalizing campus to be a leader in academics and athletics. Root Cause: Lack of clear vision, and process for short-term and long-term goals with deliverables.</p>
School Culture and Climate

Problem Statement 1: Kazen does not have a clear vision, mission or common purpose to drive the campus. **Root Cause:** Kazen is in the process of reconstructing its identity in becoming a leader in academics, SEL, and Athletics.

Parent and Community Engagement

Problem Statement 1: Low parent engagement and participation in school -wide events and meetings **Root Cause:** YAG parent engagement plan

Problem Statement 2: Low enrollment and attendance. **Root Cause:** Lack of systemic processes to target absences.

Goal 6: SSAISD will provide supplemental support and resources to low performing campuses.

Performance Objective 1: Due to learning and investment gap - Kazen will increase their enrollment by 20% for the upcoming school year.

Targeted or ESF High Priority

Evaluation Data Sources: Registration
Enrollment

Summative Evaluation: None

<p>Strategy 1: Kazen will create a series of infographics to inform the community of our new ACD academy, learning opportunities, and SEL supports.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Re-constructing and revitalizing campus to be a leader in academics and athletics. Root Cause: Lack of clear vision, and process for short-term and long-term goals with deliverables.</p>

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
2	2	1	Certification Exam cost / Prep studying time		\$2,000.00
2	2	2	Generalist Certification		\$2,000.00
3	1	1	Wood Shed / AVID training/ Computer Lab / Software / Tools and resources		\$35,000.00
3	1	2	Refreshments, incentives		\$500.00
3	1	4	Instruments / Technology equipment		\$8,000.00
3	1	5	Technology / Hot Spots / Chromebooks		\$0.00
3	2	1	swivls, amplification devices, speakers,		\$5,000.00
3	2	2	Supplies and Materials, professional development, fees		\$0.00
4	1	2	materials and supplies / books and resources		\$0.00
4	2	2	Resources for Athletics and Clubs - News, Student Council, SACADA -Dance Hype		\$500.00
4	3	1	materials , supplies, incentives		\$500.00
5	1	1	incentives, genal supplies for marketing and advertising		\$800.00
5	1	2	materials and supplies		\$500.00
Sub-Total					\$54,800.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
2	1	1	AVID certification and training for 13 staff		\$9,425.00
2	1	3	Book Studies : Jennifer Servallo / 7-Steps to Language Acquisition / PD: Lead4ward resources		\$0.00
4	1	1	supplies and materiasl		\$800.00
5	1	1	general supplies, infographics, marketing material		\$800.00
Sub-Total					\$11,025.00

199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Apple		\$1,433.00
3	2	3	Mentoring Minds / Science / Think it UP / Lead 4ward PD		\$3,562.00
Sub-Total					\$4,995.00
211 Comprehensive Support					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Get Better Faster PD - book study		\$0.00
Sub-Total					\$0.00
Grand Total					\$70,820.00

South San Antonio Independent School District

Alan B. Shepard Middle School

2020-2021 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	19
Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	20
Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	22
Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	23
Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.	26
Goal 6: SSAISD will provide supplemental support and resources to low performing campuses.	27
Campus Funding Summary	29

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 5558 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 (76.3%). 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. The campus 504 program includes students with ADHD, Dyslexia, and other medical conditions that may delay academic success in the classrooms.

100% of the teachers at Alan B. Shepard Middle School are highly qualified. Their average years of experience are 8.6 years. Teachers at the campus are Hispanic (78.6%), White (18.8%), or two or more races (2.6%).

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: Student enrollment continues to decrease. **Root Cause:** Additional innovative programming is needed within the campus and district.

Problem Statement 2 (Prioritized): Student attendance rate is low. **Root Cause:** Greater student motivation strategies, incentives and recognition need to be implemented.

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
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

	2019	2020	2020 TEA Closing the Gaps
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	
Special Ed (Current)	0	3	
ATTENDANCE	94		95.5

Student Achievement Strengths

Students 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.

Problem Statement 3: Inadequate number of students achieving meets and/or master in Reading assessments. **Root Cause:** Weak foundational skills and lack of consistent small group instruction. 8th grade had brand new teachers to ELAR

Problem Statement 4: Inadequate number of students achieving meets and/or master in Math assessments. **Root Cause:** Weak foundational skills and lack of consistent small group instruction.

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 (Prioritized): Lack of consistency when dealing with student discipline issues. **Root Cause:** Inconsistent administrative practices in place due to changes every year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Shepard Middle School has 7 new teachers in our staff this year. Every department on campus has at least 1 new teacher. The administrative team also has a new member serving as the campus principal.

Staff Quality, Recruitment, and Retention Strengths

- Supportive instructional coaches assist new and veteran teachers in all core subjects.
- Department head teachers serve as mentors for new teachers on campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher turnover rate is at 20%. **Root Cause:** Professional development is needed to ensure teacher support toward effective classroom management and student instruction.

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 department heads and veteran teachers to be mentor teachers for new teachers on campus.

Curriculum, Instruction, and Assessment Strengths

Data analysis from IC's with eukolos to show teachers where students have preformed 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 disegregated 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 (Prioritized): Lack of protocol for lesson development and planning and data disaggregation. **Root Cause:** Coherent systems were not in place.

Problem Statement 2 (Prioritized): 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.

Problem Statement 3 (Prioritized): The number of students achieving Meets and/or Masters in state assessment is below 30%. **Root Cause:** Lack of effective differentiation strategies consistently implemented during classroom instruction.

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 Middle School has determined the following priorities:

- Offer adult learning classes
- Increase academic nights
- Promote volunteer opportunities
- Increase student performance events

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
- Community events from district

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 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
- Collaborative leadership

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Closing the gap with special populations. **Root Cause:** Lack of guided group instruction training and specific interventions.

Technology

Technology Summary

Upgrade technology at campuses to include Chromebooks for all Shepard Middle School students, so they can use at school and home due to COVID-19.
Determine a technology standard for teachers, students, administrators and classrooms.
Evaluate and monitor software programs for usage and efficacy.

Remote on-line learning is required due to COVID-19 epidemic. All students are falling behind on their TEKS in all subjects.

Technology Strengths

Shepard MS was part of the Technology Deployment Plan last year 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

This year, Shepard Middle School will work on maintaining the equipment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): The campus requires updated technology in the classroom. **Root Cause:** The absence of district wide technology plan due to the departments replacement plan.

Problem Statement 2 (Prioritized): A lack of technology for a one to one initiative for on-line learning for all students. **Root Cause:** COVID-19 epidemic.

Priority Problem Statements

Problem Statement 1: Student attendance rate is low.

Root Cause 1: Greater student motivation strategies, incentives and recognition need to be implemented.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students achieving Meets and/or Masters in state assessment is below 30%.

Root Cause 2: Lack of effective differentiation strategies consistently implemented during classroom instruction.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Limited parental engagement.

Root Cause 3: Lack of events established by the campus.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Teacher turnover rate is at 20%.

Root Cause 4: Professional development is needed to ensure teacher support toward effective classroom management and student instruction.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Improve the quality of instruction through specific face to face feedback focused on instructional practices.

Root Cause 5: Teachers and administrators lack knowledge in research based best practices, differentiation, delivery, and lesson planning.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Closing the gap with special populations.

Root Cause 6: Lack of guided group instruction training and specific interventions.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: The campus requires updated technology in the classroom.

Root Cause 7: The absence of district wide technology plan due to the departments replacement plan.

Problem Statement 7 Areas: Technology

Problem Statement 8: A lack of technology for a one to one initiative for on-line learning for all students.

Root Cause 8: COVID-19 epidemic.

Problem Statement 8 Areas: Technology

Problem Statement 9: Lack of consistency when dealing with student discipline issues.

Root Cause 9: Inconsistent administrative practices in place due to changes every year.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Lack of protocol for lesson development and planning and data disaggregation.

Root Cause 10: Coherent systems were not in place.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

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 and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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



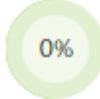

Performance Objective 1: By June 2021, 80% of all Shepard Middle School students, with a concentrated effort on all special populations, will meet established standards on the state assessments.








Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Benchmarks, Campus Formative Assessments, STAAR exams

Summative Evaluation: None

<p>Strategy 1: Increase effective instruction through the use of online intervention applications for core areas, such as Imagine Math, Raz Plus Reading, iStation Reading, and Science Starters, for 45-minutes during Opportunity Block.</p> <p>Strategy's Expected Result/Impact: Increased district benchmark scores, increased campus formative assessments, increased STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Online Programs - 211 Title I, Part A - \$10,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Provide supplemental resources for core content area teachers to use during classroom instruction, tutoring, and intervention opportunities.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Scores</p> <p>Staff Responsible for Monitoring: Campus Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Reading screener will be administered to all students in grades 6-8 in order to target reading skills. Strategy's Expected Result/Impact: Increased STAAR Scores Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 3	Reviews			
	Formative			Summative
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Strategy 4: Students in grades 6-8 will participate in online instructional programs, including Google Classroom, Nearpod, Flipgrid, etc. purchased to support implementation of remote learning and on-campus instruction. Strategy's Expected Result/Impact: increase STAAR scores Staff Responsible for Monitoring: Campus Teachers, Principal, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 2, 3	Reviews			
	Formative			Summative
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Strategy 5: Upgrade, maintain, and purchase technology, including chrome books, desktop computers, Swivels, printers, interactive projectors, and document cameras to support and enhance instruction through the use of technology. Strategy's Expected Result/Impact: increase student engagement; decrease failure rates; increase STAAR scores Staff Responsible for Monitoring: Campus Teachers, Instructional Coaches, Campus Technology Representative Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
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.
Problem Statement 3: The number of students achieving Meets and/or Masters in state assessment is below 30%. Root Cause: Lack of effective differentiation strategies consistently implemented during classroom instruction.

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






Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Lesson Plans, Assessment Data

Summative Evaluation: None

<p>Strategy 1: ELAR teachers who service ESL students will participate in SIOP training and ELPS training to gain differentiated instructional strategies.</p> <p>Strategy's Expected Result/Impact: increased TELPAS ratings; increased STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ELAR Instructional Coach, ELAR Department Head</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Curriculum, Instruction, and Assessment
<p>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.</p>

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

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: Teacher State Certifications

Summative Evaluation: None

<p>Strategy 1: ELAR teachers pending their ESL certification will participate in test prep training and SIOP professional development to prepare for certification exam.</p> <p>Strategy's Expected Result/Impact: all ELAR teachers ESL certified</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LPAC Coordinator</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Shepard Middle School staff will participate in campus, district, regional, and state offered professional development workshops based on staff needs, including, PLCs, grade level planning, data analysis meetings, content area PD, classroom management, etc.</p> <p>Strategy's Expected Result/Impact: increase staff retention rates; increase STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher turnover rate is at 20%. Root Cause: Professional development is needed to ensure teacher support toward effective classroom management and student instruction.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of protocol for lesson development and planning and data disaggregation. Root Cause: Coherent systems were not in place.
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.






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

Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

HB3 Goal

Evaluation Data Sources: Lesson Plans, Student Schedules

Summative Evaluation: None

<p>Strategy 1: All 8th grade students will be enrolled in Exploring Careers course to investigate higher education and career options in their areas of interest.</p> <p>Strategy's Expected Result/Impact: 8th grade student schedules to include Exploring Careers class. Increased college awareness.</p> <p>Staff Responsible for Monitoring: Principal, School Counselor</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of protocol for lesson development and planning and data disaggregation. Root Cause: Coherent systems were not in place.







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

Performance Objective 1: Partner with community partners to provide services (mental health, leadership opportunities, etc.) for our at-risk students to succeed in school.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance Rates, Student Grades, Promotion Rates

Summative Evaluation: None

<p>Strategy 1: Shepard Middle School will partner with Care Zone to provide mental health support to our students and families throughout the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: increase student attendance; decreased discipline incidents</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Shepard Middle School will partner with GEAR-UP and SA Youth Program to provide tutoring and other student support to all students grades 6-8.</p> <p>Strategy's Expected Result/Impact: increased student grades, increased assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student attendance rate is low. Root Cause: Greater student motivation strategies, incentives and recognition need to be implemented.






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

Performance Objective 2: By June 2021, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20%.

Targeted or ESF High Priority

Evaluation Data Sources: Discipline Reports

Summative Evaluation: None

<p>Strategy 1: Shepard Middle School will purchase and implement PBIS program to improve campus culture by decreasing the number of discipline incidents on campus.</p> <p>Strategy's Expected Result/Impact: decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lack of consistency when dealing with student discipline issues. Root Cause: Inconsistent administrative practices in place due to changes every year.






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

Performance Objective 3: Attendance will increase for the 2020-2021 school year due to having safety and health protocols in our schools

Targeted or ESF High Priority

Evaluation Data Sources: Attendance Rates, Promotion Rates

Summative Evaluation: None

<p>Strategy 1: Shepard Middle School will purchase technology equipment needed for in-building and remote instruction to ensure students participate in daily instruction during COVID-19.</p> <p>Strategy's Expected Result/Impact: increased attendance rates, increased promotion rates</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Representative</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Technology 2</p>	Reviews				
	Formative			Summative	
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 0%					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Student attendance rate is low. Root Cause: Greater student motivation strategies, incentives and recognition need to be implemented.
Technology
Problem Statement 2: A lack of technology for a one to one initiative for on-line learning for all students. Root Cause: COVID-19 epidemic.







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

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school or district sponsored academic activity or event.

Targeted or ESF High Priority

Evaluation Data Sources: Sign-In Sheets, Attendance Rates

Summative Evaluation: None

<p>Strategy 1: Shepard Middle School will schedule school events for parents to meet teachers and staff, including Meet the Teacher in the fall and Open House in the spring.</p> <p>Strategy's Expected Result/Impact: increased parent participation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Shepard Middle School will schedule Fine Arts events to highlight the choice academy courses for parents and the community, including band concerts, choir concerts, theater productions, and dance performances.</p> <p>Strategy's Expected Result/Impact: increased parent participation, increase student enrollment in choice academies</p> <p>Staff Responsible for Monitoring: Principal, Fine Arts Coordinator, Fine Arts Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Limited parental engagement. Root Cause: Lack of events established by the campus.

Goal 6: SSAISD will provide supplemental support and resources to low performing campuses.






Performance Objective 1: As a designated targeted assistance campus, Shepard Middle School will increase 10% in the area of school progress.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores, Benchmark scores

Summative Evaluation: None

<p>Strategy 1: Shepard Middle School will provide on-campus and virtual tutoring after school and during Opportunity Block for students needing extra support in the core area classes.</p> <p>Strategy's Expected Result/Impact: increased student grades, increase assessment scores, increased promotion rates</p> <p>Staff Responsible for Monitoring: Core Area Teachers, Principal, Department Heads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1, 2, 3 - School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of protocol for lesson development and planning and data disaggregation. Root Cause: Coherent systems were not in place.
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.
Problem Statement 3: The number of students achieving Meets and/or Masters in state assessment is below 30%. Root Cause: Lack of effective differentiation strategies consistently implemented during classroom instruction.
School Context and Organization
Problem Statement 1: Closing the gap with special populations. Root Cause: Lack of guided group instruction training and specific interventions.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Online Programs		\$10,000.00
2	1	1			\$0.00
Sub-Total					\$10,000.00
Grand Total					\$10,000.00

South San Antonio Independent School District

DAEP

2020-2021 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	5
Priority Problem Statements	8
Goals	9
Goal 1: DAEP will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	9
Goal 2: DAEP will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	9
Goal 3: DAEP will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post secondary educational or career paths.	10
Goal 4: DAEP will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	11
Goal 5: DAEP will collaborate with parents and community to ensure all students receive a gold standard education.	12
Campus Funding Summary	14

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

During the 2019-2020 academic school year at the DAEP we focused on the top 10 tested TEKS for 8th grade in all core content areas which were Math, Science, English, and Social Studies. We also focused on the top 10 tested TEKS for 9th grade in all core content areas as well. We were able to determine the top 10 tested TEKS by using the lead4ward resource as well as the TEA resource. We focused on the last 5 years of release test data. We decided to go with this curriculum because we only have our students for a short period of time between 15 to 30 days. We wanted to help our students decrease the accountability gap as well as focus on TEKS that they would see in their STAAR Exam or their EOC(s) at the high school.

This curriculum unfortunately did not help grow our teachers or provide resources for our teachers to use to help continue to grow and support our students on the grade level they were currently on. We were not able to get the support we needed from district as to the IC(s) helping the teachers on the TEKS that needed to get covered or the teachers attending grade level PLC(s) for their individual content. We also have data from 73 parent surveys and 77 student surveys that even though from our pre tests to post tests the students gained 21 points and our subpopulations showed growth as well, that some of the students felt they had fallen behind while attending the DAEP. Out of the 77 student surveys, 22% indicated this.

Now, for our 2020-2021 school year at the DAEP, we are focused on following the District's Scope and Sequence for the 6th, 7th, and 8th grade curriculum in all core content areas which are Math, Science, Social Studies, and English. We will still pre test and post tests the students on the Unit that the District through the Scope and Sequence indicates that where the students should be. Also, this format will allow for the DAEP teachers to attend weekly PLC(s) for their specific content as well as get IC(s) support for their specific content. We also feel that this format will benefit the student and their Home Campus Teacher by keeping the student on grade level as well as ensuring that when the student returns back from the DAEP, the student is not behind in their class, hopefully reducing any stress it puts on the student or the teacher of record.

Also, for our high school students, we will be placing all high school students in Plato Courseware. For our students that need credit retrieval, they will be placed solely in those courses to gain any credit missing. They will be placed in no more than 2 courses at a time. This will give them a lot of opportunity to gain the missing credit. If a student is placed at the DAEP and is on level not missing any credits, they will be placed in all core content classes which will be Math, Science, Social Studies, and English. Our hope is that if a student is placed at the DAEP for 15 days they can earn up to a 1/2 credit and if they are placed here for 30 days they can earn up to 1 credit. Our goal is to help support the high schools and high school students in moving towards graduation and hoping to reduce the drop out rate and to increase the graduation rate. As the students are placed at the DAEP, they will work on their content specific course in Plato based on the class they are in. For example: If I am in Math class, I will work on my Math course in Plato. This will allow the student to get support from a certified teacher in that content while I am in their class. When I go to the Social Studies's class, I will then work on my Social Studies course in Plato.

Student Achievement Strengths

All tested core subject areas saw growth across all grade levels.

Across campus and all disciplines students that were pretested earned 46% and post tested with a 67% upon discharge

Subpopulations showed growth. Limited English Language (LEP) scored an average of 44% and post tested with a 70%

Special Education students pretested at a 36% and post tested a 57%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 22% of students based on the student surveys indicated that they felt as if they regressed academically while attending the DAEP in 2019-2020 school year. **Root Cause:** A curriculum that was not focused on the District's Scope and Sequence and the lack of support from PLC attendance and IC(s).

School Culture and Climate

School Culture and Climate Summary

One of the major components of the DAEP is our Social and Emotional approach. We strongly feel that it is imperative that we build the positive relationships with our students and really try to find out what adversities they are facing that is holding them up to being successful on their home campus and that got them placed at the DAEP. Last school year we implemented a curriculum called (DBT- Dialectical Behavior Training) and they had this curriculum once a day for 30 minutes a day. It focused on character education, making decisions, peer pressure etc. The students and the teachers loved this, and they excelled tremendously. We were also able to get data from 73 parent surveys and 77 student surveys that focused a lot on our Climate and Culture. Many of the surveys pointed to 100% in regards to the school culture and climate and 80% of the parent surveys indicated that they would like counseling for their son/daughter.

This year we really want to implement a curriculum more in depth for our students to really strive in. So, we decided that on Mondays we are going to devote the entire day to a Social and Emotional Learning Day. The teachers will plan together, and each teacher will have part of the lesson on the given topic. So as the students move through the day, the topic is getting more in depth and meaningful for them. This will also give us an opportunity to incorporate Restorative Circles. Our hopes are that on Mondays when they return, we can address any issues they may have had over the weekend. We believe that with this approach and the academic approach we are focusing on the overall needs of our students. This will allow us to support Goal#4 of the District's Strategic Goal which states: Goal#4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success: The hopes are when they leave us, we can send them back to their home campus with services, supports, and interventions that they need to be successful. We have collaboration with all campus counselors, CIS, Care Zone, and Rise Recovery to hopefully get our students and parents provided with any service that they may need.

Some additional supports we are hoping to get for our students are the following:

Community Leadership Program (Motivation Mondays)- I would love to bring in different members of the community to speak with our students and act as mentors to them as they may be able to relate to our students and the adversities that they may have faced and how they overcame them.

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

Snack with the Staff- We would implement this program monthly to have any parents come in and sit down with us and discuss the program, their hopes and desires of the program, what we did well, what we need to build on, and any suggestions that they may have to help us continue to build a better DAEP. This will give us an opportunity to expand to our stakeholders and their vision. This will also help support the feedback we get from the Parent/Student Surveys as the students exit from the DAEP.

Supports: Goal#5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education:

Bringing on a Counselor- To be able to have a counselor on our campus that focuses strictly on the Social and Emotional state of our students and family would be game changing. Right now, each campus is supposed to send their counselor once a week to the DAEP to check in with their students. This did not get done consistently nor where the check ins done in depth.

I want the counselor on our campus to really sit down with our students individually to really get to the root of what is going on. I want the counselor to get the family involved in DAEP

the sessions as well. The counselor through his/her assessments and sessions would be able to see what services or organizations we can get the family involved with, so we are supporting our students and families in any way possible.

The counselor would also be able to do circles with our students and group sessions. The hopes is that when they leave us the counselor has put together a “BIP” Behavioral Intervention Plan for each student that will follow them back to their home campus so they can continue to receive the supports and services that were identified and provided at the DAEP. I believe if we can provide this for our students and families our recidivism rate coming back to the DAEP would go down immensely and they will be on the right track of being successful.

I would offer this service to the parents and students at the hearing to get the consent forms signed. I tell them that for every counseling session that they participate in, I give them an extra 3 points towards their release at the DAEP. This worked well when I offered Rise Recovery or the Care Zone to our students at the hearings.

Supports: Goal#4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success:

Goal#1: SSAISD will increase academic achievements for all students and thus closing the gap between student populations in pursuit of advanced performance:

Bringing on a Liaison- This staff member would be the person that tracks our students from the DAEP back to their home campus. Making sure that the services and supports are still be implemented if needed at the home campus, meeting with the student and families on a regular basis, and still providing any supports and services needed for the families.

This staff member would also collaborate with the student’s counselor at their home campus to make sure we are providing everything that we can for the student and their families and we are there to support the home campus in any way possible. I believe this would also be a deterrent for them returning to the DAEP and keeping them on track and focused on being successful.

Supports: Goal#4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success:

Goal#1: SSAISD will increase academic achievements for all students and thus closing the gap between student populations in pursuit of advanced performance:

Celebrating Student Successes- The staff will develop a rubric that focuses on certain incentives to recognize a student for their successes. We will hand out Pride Paws which is a paw the students will receive if they accomplish one of the following a week:

- 100% Attendance
- Random act of kindness
- Completion of work completed in all subjects
- Earned credit for high school students through Plato

We believe this will help foster a supportive Climate and Culture for our students and staff. This will also help support the following goals:

Supports: Goal#4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success:

Goal#1: SSAISD will increase academic achievements for all students and thus closing the gap between student populations in pursuit of advanced performance:

School Culture and Climate Strengths

From seventy three parental surveys 100% stated that their children were treated with kindness and respect

97% of parents stated that their children were able to focus in class.

100% of parents stated that teachers and Principal Long created a positive work environment

100% of parents stated that their child had a positive experience at the DAEP

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There was a large percent of students that returned back to the DAEP in the 2019-2020 school year on second offenses at a 21% rate. **Root Cause:** 1) Lack of in depth individualized social and emotional strategies and supports offered at the DAEP. 2) Not utilizing the resources needed such as counseling from the students' Home Campus and having a tracking system in place to make sure that the student is receiving the services and supports identified while attending the DAEP.

Problem Statement 2: There was a large percent of students that returned back to the DAEP in the 2019-2020 school year on second offenses at a 21% rate. **Root Cause:** Not utilizing the resources needed such as counseling from the students' Home Campus and having a tracking system in place to make sure that the student is receiving the services and supports identified while attending the DAEP.

Priority Problem Statements

Problem Statement 1: 22% of students based on the student surveys indicated that they felt as if they regressed academically while attending the DAEP in 2019-2020 school year.

Root Cause 1: A curriculum that was not focused on the District's Scope and Sequence and the lack of support from PLC attendance and IC(s).

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There was a large percent of students that returned back to the DAEP in the 2019-2020 school year on second offenses at a 21% rate.

Root Cause 2: 1) Lack of in depth individualized social and emotional strategies and supports offered at the DAEP. 2) Not utilizing the resources needed such as counseling from the students' Home Campus and having a tracking system in place to make sure that the student is receiving the services and supports identified while attending the DAEP.

Problem Statement 2 Areas: School Culture and Climate

Goals

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

Performance Objective 1: By June 2021, 80% of all our high school students that attended the DAEP will have earned at least a 1/2 credit in their credit retrieval courses.

Evaluation Data Sources: We will use the Plato System to run individual reports on the students' progress and credits earned.

Summative Evaluation: None

Strategy 1: Provide Credit Recovery software program for students. Strategy's Expected Result/Impact: Receiving credit for core subject areas to graduate with their graduation class. Staff Responsible for Monitoring: DAEP principal and teachers. Title I Schoolwide Elements: 2.6 Problem Statements: Student Achievement 1 Funding Sources: Edmentum - 199 PIC 30 State Comp - \$5,665	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 22% of students based on the student surveys indicated that they felt as if they regressed academically while attending the DAEP in 2019-2020 school year. Root Cause: A curriculum that was not focused on the District's Scope and Sequence and the lack of support from PLC attendance and IC(s).

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

Performance Objective 1: By the end of the 2021 school year, 80% or higher of the teachers assigned to the DAEP Campus will be retained.

Evaluation Data Sources: T-TESS evaluations and Feedback

Staff Professional Development feedback and strategies being used in the classroom.

Edmentum Training

Teacher Survey feedback focused on the Climate and Culture, Support and Leadership of the campus, such as Discipline Support, Process and procedures, and communication from the administrator.

PLC Meeting Attendance and IC Support and the implementation of the strategies discussed in these meetings.

Summative Evaluation: None

<p>Strategy 1: T-TESS evaluations and Feedback Staff Professional Development both Individual and Campus Attendance Edmentum Training Teacher Survey focused on the Climate and Culture, Support and Leadership of the campus, such as Discipline Support, Process and procedures, and communication from the administrator. PLC Meeting Attendance and IC Support</p> <p>Strategy's Expected Result/Impact: To obtain and retain highly qualified instructional staff.</p> <p>Staff Responsible for Monitoring: District and Campus Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 22% of students based on the student surveys indicated that they felt as if they regressed academically while attending the DAEP in 2019-2020 school year. Root Cause: A curriculum that was not focused on the District's Scope and Sequence and the lack of support from PLC attendance and IC(s).</p>

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

Performance Objective 1: By June 2021, 80% of all our high school students that attended the DAEP will have earned at least a 1/2 credit in their credit retrieval courses.

Evaluation Data Sources: We will use the Plato System to run individual reports on the students' progress and credits earned.

Summative Evaluation: None

<p>Strategy 1: Receiving credit for core subject areas to graduate with their graduation class using the Plato System.</p> <p>Strategy's Expected Result/Impact: That we are able to help assist with increasing the graduation rate and decreasing the drop out rate by supporting the students in obtaining credits in any credit retrieval courses such as Math, English, Science, and Social Studies.</p> <p>Staff Responsible for Monitoring: DAEP Administrator and teachers.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - 199 PIC 30 State Comp - \$5,665</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 22% of students based on the student surveys indicated that they felt as if they regressed academically while attending the DAEP in 2019-2020 school year. Root Cause: A curriculum that was not focused on the District's Scope and Sequence and the lack of support from PLC attendance and IC(s).</p>

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

Performance Objective 1: By June 2021, we will reduce our recidivism rate from 22% in 2019-2020 to 17% in 2020-2021.

Evaluation Data Sources: The percentage of students that get placed to the DAEP for the second time in 2020-2021 using hearing data and discipline referrals.

Summative Evaluation: None

<p>Strategy 1: That we are able to help provide the supports and services to our students and their families in regard to any social and emotional needs using resources such as CIS, Care Zone, Rise Recovery, Home Campus Counselors, and weekly restorative lessons.</p> <p>Strategy's Expected Result/Impact: That we are able to decrease our recidivism rate from 22% in 2019-2020 to 17% in the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: DAEP Administrator, District Counselors, outside services such as Home Campus Counselors, CIS where available, Care Zone, and Rise Recovery.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:



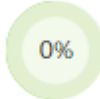




School Culture and Climate
<p>Problem Statement 1: There was a large percent of students that returned back to the DAEP in the 2019-2020 school year on second offenses at a 21% rate. Root Cause: 1) Lack of in depth individualized social and emotional strategies and supports offered at the DAEP. 2) Not utilizing the resources needed such as counseling from the students' Home Campus and having a tracking system in place to make sure that the student is receiving the services and supports identified while attending the DAEP.</p>

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

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school or district sponsored academic activity or event.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs
 Open House (1x a semester)
 Snacks with Staff (1x a month)

Summative Evaluation: None

Strategy 1: To get the parent/guardians engaged in their child's education and to also gain any feedback to help drive decisions. Strategy's Expected Result/Impact: To get more parent/guardian involvement in their child's education. Staff Responsible for Monitoring: The DAEP Administration and teachers. Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - School Culture and Climate 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 22% of students based on the student surveys indicated that they felt as if they regressed academically while attending the DAEP in 2019-2020 school year. Root Cause: A curriculum that was not focused on the District's Scope and Sequence and the lack of support from PLC attendance and IC(s).
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Campus Funding Summary

199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Edmentum		\$5,665.00
3	1	1			\$5,665.00
Sub-Total					\$11,330.00
Grand Total					\$11,330.00

South San Antonio Independent School District

Athens Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	13
School Context and Organization	15
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Athens will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	21
Goal 2: Athens will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	22
Goal 3: Athens will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	24
Goal 4: Athens will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	26
Goal 5: Athens will collaborate with parents and community to ensure all students receive a gold standard education.	28
Goal 6: Athens will provide supplemental support and resources to low performing sub-groups.	30
Campus Funding Summary	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

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. Our population consists of 95.4% Hispanic, 4.2% White and .5% African-American. Diabetes, heart diseases and mental health issues are common in the community. Projected enrollment should be 215 students within the following grade levels:

Head Start/Pre-K - 1 Dual Language (PK) & 1 Regular Ed (HS)

Kindergarten - 1 Dual Language & 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 follows:

At-Risk Students (97.2%), English Language Learners (27.3%), Students Receiving Special Education Services (11.1%). Additionally, our student population includes: Dual Language, Bilingual, RTI, Homeless, Eco. Disadvantage, 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 Full Time Instructional Coach (Reading)
1 Part Time Instructional Coach (Math)
1 Reading Teacher
1 Counselor
1 Assistant Principal
1 Principal

Demographics Strengths

We have a diverse teaching group that is well balanced to understand the socioeconomics of our community. Several staff members live within the South side of San Antonio, and many have similiar backgrounds as our Athens' community.

Our teaching staff year's of experience range from 3 to 38 years of teaching.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special program (DL, Sp Ed, RTI) lessons need to align with our core content areas of Reading and Math. **Root Cause:** Athens is in year 2 of reopening and the 2 year closure caused alignment gaps between needs of our students and needs of our special programs (i.e. Dual Language, BIL, GT, Sp Ed, 504, Dyslexia, Migrant).

Student Achievement

Student Achievement Summary

Athens, along with all schools in South San Antonio ISD, converted from Face-to-Face learning to Virtual Learning starting March 6, 2020. TEA cancelled STAAR testing for school year 2019-2020 due to COVID-19. As a result of this cancellation, and the school closure since May 2017, Athens has not had Accountability Ratings for over 3 years. Athens will continue to gather data from various sources. Athens did collect student data via District Benchmark testing in December and February for MOY testing:

District Benchmarks				
Subject	Approaches	Meets	Masters	Date Taken
3 rd Grade Math	23.81%	0%	0%	Dec 2019
3 rd Grade Spanish Math	60%	0%	0%	Dec 2019
3 rd Grade Reading	15%	10%	5%	Dec 2019
3 rd Grade Spanish Reading	80%	20%	0%	Dec 2019
4 th Grade Math	30.77%	19.23%	15.38%	Dec 2019
4 th Grade Spanish Math	50%	37.5%	25%	Dec 2019
4 th Grade Reading	23.8%	7.69%	0%	Dec 2019
4 th Grade Spanish Reading	37.5%	25%	12.5%	Dec 2019
5 th Grade Math	28.12%	6.25%	3.12%	Feb 2020
5 th Grade Spanish Math	50%	0%	0%	Feb 2020
5 th Grade Reading	30.77%	6.25%	3.12%	Feb 2020
5 th Grade Spanish Reading	50%	50%	33.33%	Feb 2020

Student Achievement Strengths

4th Grade Spanish Math and 5th Grade Spanish Reading had commendable scores at the Meets and Masters level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Teachers in grades PK-3rd lack data for student performance in math and reading. **Root Cause:** Aggregation of consistent data was disrupted, and needs to be a priority for SY 20-21

Problem Statement 2 (Prioritized): An instructional gap on how to best serve the needs of all students has occurred. **Root Cause:** The lack of a strategically designed Learning Platform has negatively affected the provision of differentiated interventions.

School Culture and Climate

School Culture and Climate Summary

Overall teachers and staff feel welcomed and supported at Athens ES. A vast majority of teachers returned to their "home" campus after it was closed for several years. The core teachers who did return brought back a sense of pride and commitment to make Athens a safe and academically successful school for all students. The teachers at Athens make it a point to know their families and will go above and beyond to assist Athens' families in all their needs both academically and socially. Below is a summary of Athens' teacher survey conducted in June 2020:

Statement	Strongly Agree	Agree	Neutral
I enjoy working in teams (e.g. grade level, content) at my school.	75%	25%	
I feel like I fit in among other staff members at my school.	50%	37.50%	
I feel connected to the teacher at my school.	43.80%	37.50%	
Teachers at my school frequently recognize students for good behavior.	43.80%	37.50%	
Teachers at my school have high standards for achievement.	62.50%	37.50%	
My school promotes academic success for all students.	81.30%	18.80%	
All students are treated fairly by adults at my school.	50%	37.50%	
Teachers at my school treat students fairly regardless of race, ethnicity, or culture.	68.80%	31.30%	
Teachers at my school work hard to make sure that students do well.	56.30%	37.50%	

School Culture and Climate Strengths

Our strength is centered around the staff and families who continue to support one another.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The temporary closing of school has caused a disconcerted relationship within the Athens community. **Root Cause:** The goodwill efforts to

establish strong relationships with families was disrupted and need to be reestablished.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Athens priority is 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 pedagogy.

All teachers and staff from 2019-2020 wished to return to their present position. We had two teacher turnovers, 1-Special Ed Teacher and 1-4th Grade Teacher. Both positions were filled with "highly qualified" veteran teachers, and most importantly had a seamless transition into our Athens' Family of Teachers.

Staff Quality, Recruitment, and Retention Strengths

All teachers and staff wished to return to their present position.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Providing positive reinforcement and continuous support to the Athens staff has become a challenge. **Root Cause:** The temporary closing of the campus, along with the strain of video conferences disrupted the end of SY 19-20, and continues in SY 20-21. The Athens staff is a tight-knit group and a resilient group, but one who still needs positive reinforcement and continuous support.

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, Architecture, and STEM. This gives our elementary students incentive to find their educational niche and strive to improve their academics to include reaching Meets and Masters 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 (Prioritized): Limited Benchmark Data in Dec 2019 and Feb 2020 show the percentage of Grades 3rd-5th students who achieved Meets standard is below 20%. **Root Cause:** Athens needs to build a systemic structure to use all available data to make informed decisions to create intervention plans and good 1st instruction.

Problem Statement 2 (Prioritized): Students in Grades 3rd-5th who qualify for special needs services are achieving 2 to 4 years below their current grade level standards. **Root Cause:** Lack of a systematic plan to track Sp Ed data to target student skills and reinforce classroom learning was not consistently followed.

Parent and Community Engagement

Parent and Community Engagement Summary

Athens works hard to develop a "community" school, where our community feels welcomed and supported. With the advent of COVID-19, many of our Face-to-Face meetings will look different, with an emphasis on creating virtual meeting opportunities. We have created "wrap-around" services to our community by creating a system for social and emotional support, food bank services, family assistance groups, and CIS.

Parent and Community Engagement Strengths

The reopening of Athens gave us plenty of opportunities to establish strong ties within the community. We held the following campus programs:

- Meet the teachers (BBQ)
- Grand Reopening (Hot Dogs)
- Academic Nights (Reading/Science)
- Dances
- Holiday Events
- Promotion Ceremonies
- Drive-By to visit students
- Block Walks
- Cafecitos
- Parent Center

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent and school engagement was disrupted and the campus needs to find other ways to engage with families. **Root Cause:** The temporary closing of Athens due to COVID-19 disrupted SY 19-20 and created a gap between our in-person community events.

School Context and Organization

School Context and Organization Summary

We had a successful reopening of Athens ES, with our biggest asset being the teachers and staff who came back and put their heart and soul to ensure the school year was successful and ready for students to learn. Our task for SY 2020-2021 will be navigating COVID-19 and all the changes to the students' learning environment. Teachers and parents will make adjustments to ensure students are learning. The added stress of the pandemic has created socio emotional needs that teachers, staff, and parents will look out for to ensure a healthy school year for 2020-2021.

School Context and Organization Strengths

Strong teachers and staff, along with a strong community to ensure a successful School Year for 2020-2021.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Athens needs to create a system to serve students with high-needs and who lack socio-emotional skills **Root Cause:** Athens At-Risk student population is 97.2%, and as a result, students live in a high-stress area and lack socio-emotional development to help cope with their mental health.

Problem Statement 2: The number of students that attend college/universities, 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.

Technology

Technology Summary

Due to COVID-19, the campus and district had to speed up the implementation of Virtual Classrooms. This has been a learning curve that teachers, staff, families, and district personnel have worked in unison to create Google Classrooms, Seesaw Classrooms, Bitmoji Classrooms, and online virtual meetings to ensure students are connected to academics and their learning platforms. As new technology becomes available, the campus will push it out to our parents and students, so they stay actively involved in the learning process.

Technology Strengths

Teachers, staff, and district personnel working in unison to assist parents and students as they navigate the new learning environment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Poor connectivity significantly impacts virtual meetings, instruction, and extended on-line hours for students. **Root Cause:** The lack of community/district infrastructure does not support community hotspots and/or free Wi-fi access.

Problem Statement 2 (Prioritized): Access to Virtual Learning Environment is cumbersome and prohibitive. **Root Cause:** Parents and students lack training to access web platforms and how to troubleshoot minor tech problems.

Priority Problem Statements

Problem Statement 1: Our special program (DL, Sp Ed, RTI) lessons need to align with our core content areas of Reading and Math.

Root Cause 1: Athens is in year 2 of reopening and the 2 year closure caused alignment gaps between needs of our students and needs of our special programs (i.e. Dual Language, BIL, GT, Sp Ed, 504, Dyslexia, Migrant).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers in grades PK-3rd lack data for student performance in math and reading.

Root Cause 2: Aggregation of consistent data was disrupted, and needs to be a priority for SY 20-21

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: An instructional gap on how to best serve the needs of all students has occurred.

Root Cause 3: The lack of a strategically designed Learning Platform has negatively affected the provision of differentiated interventions.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The temporary closing of school has caused a disconcerted relationship within the Athens community.

Root Cause 4: The goodwill efforts to establish strong relationships with families was disrupted and need to be reestablished.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Providing positive reinforcement and continuous support to the Athens staff has become a challenge.

Root Cause 5: The temporary closing of the campus, along with the strain of video conferences disrupted the end of SY 19-20, and continues in SY 20-21. The Athens staff is a tight-knit group and a resilient group, but one who still needs positive reinforcement and continuous support.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Limited Benchmark Data in Dec 2019 and Feb 2020 show the percentage of Grades 3rd-5th students who achieved Meets standard is below 20%.

Root Cause 6: Athens needs to build a systemic structure to use all available data to make informed decisions to create intervention plans and good 1st instruction.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Students in Grades 3rd-5th who qualify for special needs services are achieving 2 to 4 years below their current grade level standards.

Root Cause 7: Lack of a systematic plan to track Sp Ed data to target student skills and reinforce classroom learning was not consistently followed.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Parent and school engagement was disrupted and the campus needs to find other ways to engage with families.

Root Cause 8: The temporary closing of Athens due to COVID-19 disrupted SY 19-20 and created a gap between our in-person community events.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Athens needs to create a system to serve students with high-needs and who lack socio-emotional skills

Root Cause 9: Athens At-Risk student population is 97.2%, and as a result, students live in a high-stress area and lack socio-emotional development to help cope with their mental health.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Poor connectivity significantly impacts virtual meetings, instruction, and extended on-line hours for students.

Root Cause 10: The lack of community/district infrastructure does not support community hotspots and/or free Wi-fi access.

Problem Statement 10 Areas: Technology

Problem Statement 11: Access to Virtual Learning Environment is cumbersome and prohibitive.

Root Cause 11: Parents and students lack training to access web platforms and how to troubleshoot minor tech problems.

Problem Statement 11 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

Goals

Revised/Approved: November 18, 2020

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







Performance Objective 1: Establish a system that provides consistent and ongoing feedback in support of reading and math instructional initiatives, resulting in a 15% increase in benchmark scores.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data, Common Assessments, District Benchmarks, Teacher Observations, RTI

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Establish screeners using MClass to provide data that will help determine efficiency and literacy skills at the beginning, middle and end of year.</p> <p>Strategy's Expected Result/Impact: Composite score improvement by 5 points between BOY, MOY and EOY.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Reading Teacher, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Establish and implement Imagine Math to provide data that will help improve math skills at the beginning, middle and end of year.</p> <p>Strategy's Expected Result/Impact: Increase percentage score from BOY to EOY by 15%</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Purchase and implement a bilingual reading program (CAPSTONE) to support our ELL students as they become emergent readers.</p> <p>Strategy's Expected Result/Impact: Monitor ELL student progress using leveled reading text and move students from A level to D level.</p> <p>Staff Responsible for Monitoring: Teacher, IC, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: CAPSTONE Reading Program - 199 Local - 199-11-6329-00-115-030-000 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Purchase Chromebooks to continue Virtual Learning Platform from varied locations, such as home or campus. Chromebooks will allow students to remain connected to lessons to complete assignments and conduct research.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance and increase in students turning in assignments.</p> <p>Staff Responsible for Monitoring: Teacher, IC, Admin, Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 2</p> <p>Funding Sources: Chromebooks - 199 Local - 199-11-6395-00-115-030-000 - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our special program (DL, Sp Ed, RTI) lessons need to align with our core content areas of Reading and Math. Root Cause: Athens is in year 2 of reopening and the 2 year closure caused alignment gaps between needs of our students and needs of our special programs (i.e. Dual Language, BIL, GT, Sp Ed, 504, Dyslexia, Migrant).</p>
Student Achievement
<p>Problem Statement 1: Teachers in grades PK-3rd lack data for student performance in math and reading. Root Cause: Aggregation of consistent data was disrupted, and needs to be a priority for SY 20-21</p> <p>Problem Statement 2: An instructional gap on how to best serve the needs of all students has occurred. Root Cause: The lack of a strategically designed Learning Platform has negatively affected the provision of differentiated interventions.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Limited Benchmark Data in Dec 2019 and Feb 2020 show the percentage of Grades 3rd-5th students who achieved Meets standard is below 20%. Root Cause: Athens needs to build a systemic structure to use all available data to make informed decisions to create intervention plans and good 1st instruction.</p>
Technology
<p>Problem Statement 2: Access to Virtual Learning Environment is cumbersome and prohibitive. Root Cause: Parents and students lack training to access web platforms and how to troubleshoot minor tech problems.</p>

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

Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff ensuring student success.

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: Teachers will be given PD opportunities through Region 20, District PD, or attend conferences. Strategy's Expected Result/Impact: 100% of teachers who want to attend PD will have that opportunity. Staff Responsible for Monitoring: Teachers, ICs, Admin, Campus Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Providing positive reinforcement and continuous support to the Athens staff has become a challenge. Root Cause: The temporary closing of the campus, along with the strain of video conferences disrupted the end of SY 19-20, and continues in SY 20-21. The Athens staff is a tight-knit group and a resilient group, but one who still needs positive reinforcement and continuous support.</p>

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

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: HR Audit Documents

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Recruit and retain high-quality teachers who are fully certified in the grade level.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will be highly qualified in their grade level.</p> <p>Staff Responsible for Monitoring: Admin, Recruiting Committee, HR</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Providing positive reinforcement and continuous support to the Athens staff has become a challenge. Root Cause: The temporary closing of the campus, along with the strain of video conferences disrupted the end of SY 19-20, and continues in SY 20-21. The Athens staff is a tight-knit group and a resilient group, but one who still needs positive reinforcement and continuous support.</p>

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








Performance Objective 1: 100% of all students will participate in a post-secondary educational or career path to expand their awareness of future opportunities, such as Career on Wheels, Endorsement Showcase, Career Exploration, Guest Speakers, Field Trips

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: O Net Interest Profiler, Campus Calendar

Summative Evaluation: No progress made toward meeting Objective

<p>Strategy 1: Create opportunities for students to participate in Career on Wheels, Endorsement Showcase, Career Exploration, and Field Trips.</p> <p>Strategy's Expected Result/Impact: 100% of students will have an opportunity to participate in a career enhancement activity.</p> <p>Staff Responsible for Monitoring: Teachers, ICs, Counselor, Admin, CIS</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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








Performance Objective 2: Develop College and Career readiness skills through collaboration and mentorship with STARBASE Kelly, UTSA, and Texas A&M San Antonio.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STARBASE Kelly data, NEPO Math data, Benchmarks

Summative Evaluation: No progress made toward meeting Objective

<p>Strategy 1: Create partnerships with STARBASE Kelly, UTSA and Texas A&M San Antonio to have students visit and learn from other learning environments.</p> <p>Strategy's Expected Result/Impact: 100% of students will have opportunity to meet or visit with College and Career mentors.</p> <p>Staff Responsible for Monitoring: Teachers, ICs, Admin, Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

Performance Objective 1: By May 2021, all students will attend lessons provided by school counselor on mental health, bullying, violence, tobacco, alcohol and other drug use.

Evaluation Data Sources: Sanford Harmony Lesson Tracking, Discipline Referrals, School Counselor Log

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: School counselor will provide lessons discussing resources available to curb mental health, bullying and other topics.</p> <p>Strategy's Expected Result/Impact: 100% of all students, PK-5th, will have received guidance from school counselor.</p> <p>Staff Responsible for Monitoring: Counselor, Admin, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:








School Context and Organization
<p>Problem Statement 1: Athens needs to create a system to serve students with high-needs and who lack socio-emotional skills Root Cause: Athens At-Risk student population is 97.2%, and as a result, students live in a high-stress area and lack socio-emotional development to help cope with their mental health.</p>

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

Performance Objective 2: Create a partnership with CARE Zone to provide services (mental health, family services, CIS, food pantry, clothing closet, etc.) for our at-risk students to succeed in school.

Evaluation Data Sources: Teacher Selection Forms, Counselor Submittals, CARE Zone Activity Log

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Provide outreach programs for our Athens families to assist with mental health resources, bereavement assistance, clothing and food banks.</p> <p>Strategy's Expected Result/Impact: Increase enrollment into CIS and CARE Zone by 10%</p> <p>Staff Responsible for Monitoring: Counselor, CIS, Admin, Teacher</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Context and Organization
<p>Problem Statement 1: Athens needs to create a system to serve students with high-needs and who lack socio-emotional skills Root Cause: Athens At-Risk student population is 97.2%, and as a result, students live in a high-stress area and lack socio-emotional development to help cope with their mental health.</p>

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

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Create parent engagement opportunities to inform parents of Title 1 funds, academic nights, cafecitios, and campus events.</p> <p>Strategy's Expected Result/Impact: 90% of parents will have attended at least 1 parent engagement event.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, CIS, Head Start Facilitator, Admin</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The temporary closing of school has caused a disconcerted relationship within the Athens community. Root Cause: The goodwill efforts to establish strong relationships with families was disrupted and need to be reestablished.
Parent and Community Engagement
Problem Statement 1: Parent and school engagement was disrupted and the campus needs to find other ways to engage with families. Root Cause: The temporary closing of Athens due to COVID-19 disrupted SY 19-20 and created a gap between our in-person community events.

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

Performance Objective 2: Create a variety of communication and feedback tools that appeal to the audiences in the school community, culminating in EOY parent survey with 100% feedback.

HB3 Goal

Evaluation Data Sources: Blackboard School Messenger, Marquee, Website, Remind Me App, Twitter, Facebook, Newsletter, Flyers

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Conduct parent surveys to improve campus through feedback and implementation of new ideas. Strategy's Expected Result/Impact: Receive 80% of surveys back from families to help generate feedback and new ideas. Staff Responsible for Monitoring: Parents, teachers, admin, counselor Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parent and school engagement was disrupted and the campus needs to find other ways to engage with families. Root Cause: The temporary closing of Athens due to COVID-19 disrupted SY 19-20 and created a gap between our in-person community events.</p>

Goal 6: Athens will provide supplemental support and resources to low performing sub-groups.

Performance Objective 1: Create Part-Time Tutoring positions to assist students with core content support in Reading and Math through small group tutoring sessions, increasing 20% in the area of school progress.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Universal Screener Data, Benchmarks, Common Assessment Data, STAAR Data, teacher observations

Summative Evaluation: No progress made toward meeting Objective

Strategy 1: Hire part-time tutors to pull-out students and support them in Reading and Math Strategy's Expected Result/Impact: Identify the At-Risk students and have 100% attend tutoring with part-time tutors. Staff Responsible for Monitoring: Teachers, ICs, Reading Teacher, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our special program (DL, Sp Ed, RTI) lessons need to align with our core content areas of Reading and Math. Root Cause: Athens is in year 2 of reopening and the 2 year closure caused alignment gaps between needs of our students and needs of our special programs (i.e. Dual Language, BIL, GT, Sp Ed, 504, Dyslexia, Migrant).
Student Achievement
Problem Statement 1: Teachers in grades PK-3rd lack data for student performance in math and reading. Root Cause: Aggregation of consistent data was disrupted, and needs to be a priority for SY 20-21
Problem Statement 2: An instructional gap on how to best serve the needs of all students has occurred. Root Cause: The lack of a strategically designed Learning Platform has negatively affected the provision of differentiated interventions.
Curriculum, Instruction, and Assessment
Problem Statement 1: Limited Benchmark Data in Dec 2019 and Feb 2020 show the percentage of Grades 3rd-5th students who achieved Meets standard is below 20%. Root Cause: Athens needs to build a systemic structure to use all available data to make informed decisions to create intervention plans and good 1st instruction.
Problem Statement 2: Students in Grades 3rd-5th who qualify for special needs services are achieving 2 to 4 years below their current grade level standards. Root Cause: Lack of a systematic plan to track Sp Ed data to target student skills and reinforce classroom learning was not consistently followed.

Goal 6: Athens will provide supplemental support and resources to low performing sub-groups.

Performance Objective 2: Create a strategic professional learning plan aligned to district initiatives and campus needs based on student outcomes, resulting in 20% increase in Reading and Math assessment scores.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data, Common Assessments, District Benchmarks, PLCs, Lesson Plans

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Create PLCs, one for reading and one for math, and have teachers and ICs review TEKS, Lessons, and Data to ensure student goals are being met.</p> <p>Strategy's Expected Result/Impact: 20% increase in reading and math assessment scores.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our special program (DL, Sp Ed, RTI) lessons need to align with our core content areas of Reading and Math. Root Cause: Athens is in year 2 of reopening and the 2 year closure caused alignment gaps between needs of our students and needs of our special programs (i.e. Dual Language, BIL, GT, Sp Ed, 504, Dyslexia, Migrant).
Student Achievement
Problem Statement 1: Teachers in grades PK-3rd lack data for student performance in math and reading. Root Cause: Aggregation of consistent data was disrupted, and needs to be a priority for SY 20-21
Problem Statement 2: An instructional gap on how to best serve the needs of all students has occurred. Root Cause: The lack of a strategically designed Learning Platform has negatively affected the provision of differentiated interventions.

Goal 6: Athens will provide supplemental support and resources to low performing sub-groups.

Performance Objective 3: Create tutoring groups that will be conducted by Athens teachers to be held after school and/or on Saturday to increase reading and math scores by 10% from student's last benchmark score.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Data, STAAR Data, Grades

Summative Evaluation: None

<p>Strategy 1: Teachers will analyze teacher-made test, benchmark data, and STAAR data to create tutoring groups, that will lead to 10% improvement from their last data points.</p> <p>Strategy's Expected Result/Impact: Increase 10% from last data points.</p> <p>Staff Responsible for Monitoring: Teachers, ICs, Reading Teacher, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: Tutors - 199 Local - 199-11-6118-00-115-030-000 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Limited Benchmark Data in Dec 2019 and Feb 2020 show the percentage of Grades 3rd-5th students who achieved Meets standard is below 20%. Root Cause: Athens needs to build a systemic structure to use all available data to make informed decisions to create intervention plans and good 1st instruction.</p>
<p>Problem Statement 2: Students in Grades 3rd-5th who qualify for special needs services are achieving 2 to 4 years below their current grade level standards. Root Cause: Lack of a systematic plan to track Sp Ed data to target student skills and reinforce classroom learning was not consistently followed.</p>

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CAPSTONE Reading Program	199-11-6329-00-115-030-000	\$10,000.00
1	1	4	Chromebooks	199-11-6395-00-115-030-000	\$6,000.00
6	3	1	Tutors	199-11-6118-00-115-030-000	\$5,000.00
Sub-Total					\$21,000.00
Grand Total					\$21,000.00

South San Antonio Independent School District

Dwight Middle School

2020-2021 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	13
School Context and Organization	14
Technology	15
Priority Problem Statements	16
Goals	20
Goal 1: Dwight Middle School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	20
Goal 2: Dwight Middle School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	29
Goal 3: Dwight Middle School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	32
Goal 4: Dwight Middle School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	33
Goal 5: Dwight Middle School will collaborate with parents and community to ensure all students receive a gold standard education.	34
Goal 6: Dwight Middle School will provide supplemental support and resources to low performing campuses.	36
Campus Funding Summary	39

Comprehensive Needs Assessment

Revised/Approved: June 25, 2020

Demographics

Demographics Summary

Dwight Middle School is a Title 1 campus with 98% of its population being Hispanic and over 91% Economically Disadvantaged. Student population includes 166 8th graders, 198 7th graders and 205 6th grader for the 2019-2020 school year. Dwight Middle school is home to the South San Antonio ISD choice middle school STEM Academy. The student enrollment projection for the 2020-2021 school year has 71% of the total population enrolled in the STEM academy. In the upcoming year we are expecting an increase in our 6th grade STEM population and we also have the first class of 8th grade STEM students.

Special population consists of 23% LEP, 1% immigrant, 1% foster care, 4% dyslexia, 11% Gifted and Talented and 12% special education attending a 8 period class day and supported by 37 classroom teachers, 6 instructional para professionals, 2 content instructional coaches and 3 campus administrators. Our students on campus are supported by various partnerships including Communities in Schools (CIS) and the GEAR Up grant that helps to prepare our students for a future in college by catering to their current needs. GEAR Up provides tutors and tutoring services throughout the year in order to strengthen our students math and reading skills. Communities in Schools is able to provide to provide counseling and health and human services to ensure that our students are supported.

The majority of office referrals are written due to student insubordination in and outside of the classroom.

Demographics Strengths

The STEM academy has increased student population at Dwight middle school. The program encourages participation of zoned students as well as students through the district and other San Antonio school districts. Dwight has state of the art STEM labs that provide hands on instruction to our students in the STEM program. The community has great pride in Dwight since it used to be the high school campus and kept the same mascot as South San High School.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Fluctuating student enrollment. **Root Cause:** Number of eligible students in our zoned area.

Problem Statement 2 (Prioritized): Low attendance **Root Cause:** Parent involvement is minimal and parent contact by school personnel needs to be increased.

Student Achievement

Student Achievement Summary

Due to COVID 19 state assessments for Spring 2020 were not administered. The following data is from district benchmark. Dwight will retain the 2018-2019 state accountability rating due to the COVID 19 situation.

8th Math - 62% Approaches, 20% Meets, 4% Masters February benchmark

LEP 51% Approaches, 13% Meets, 2% Masters February benchmark

Special Education 46% Approaches, 15% Meets, 0% Masters February benchmark

8th Reading -60% Approaches, 29% Meets, 11% Masters February benchmark

LEP 39% Approaches, 10% Meets, 7% Masters February Benchmark

Special Education 8% Approaches, 8% Meets, 0% Masters February benchmark

8th Social Studies - 42% Approaches, 7% Meets, 3% Masters December benchmark

8th Science - 75% Approaches, 49% Meets, 20% Masters December benchmark

6th Math Academy - 78% Approaches, 34% Meets, 11% Masters December benchmark

LEP 75% Approaches, 22% Meets, 7% Masters December benchmark

SE 58% Approaches , 16% Meets, 16% Masters December benchmark

6th Math -38% Approaches 3% Meets and 0% Masters December benchmark

LEP 29% Approaches, 0% Meets, 0% Masters December benchmark

SE 26% Approaches, 0% Meets, 0% Masters December benchmark

6th Reading - 52% Approaches, 25% Meets, 6% Masters December benchmark

LEP 39% Approaches, 12%, 3% Masters December Benchmark

SE 16% Approaches, 8% Meets, 0% Masters December Benchmark

7th Math Academy - 79% Approaches, 47% Meets, 8% Masters December benchmark

LEP 86% Approaches, 46% Meets, 0% Masters December benchmark

SE 25% Approaches, 25% Meets, 0% Masters December benchmark

7th Math - 40% Approaches, 8% Meets, 0% Masters December benchmark

LEP 37% Approaches, 10% Meets, 0% Masters December benchmark

SE 12% Approaches, 0% Meets, 0% Masters December benchmark

7th Reading - 51% Approaches, 22% Meets, 6% Masters December benchmark

LEP 29% Approaches, 10% Meets, 8% Meets December benchmark

SE 15% Approaches, 7% Meets, 0% Meets December benchmark

Based on the 2018-2019 STAAR data and 2019-2020 our students were are target to exceed previous year's score.

Student Achievement Strengths

Based on performance students would have met and eceed target for this 2019-2020 school year.

8th grade Reading Special Education increase from 0% Approaches to 60% and LEP 11% Approaches to 51%.

7th grade Reading Special Education increase from 8% Approaches to 15% and LEP 11% Approaches to 29%.

6th grade Reding Special Education increase from 12% Approaches to 16% and LEP 12% Approaches to 39%.

8th grade Math Special Education increase from 18% Approaches to 62% and LEP 46% Approaches to 51%.

7th grade Math Special Education increase from 17% Approaches to 40% and LEP 29% Approaches to 37%.

6th grade Math Special Education increase from 15% Approaches to 38% and LEP 11% Apporached to 29%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Inadequate number of students achieving meets and/or masters in Math assessments. **Root Cause:** Weak foundational skills and lack of consistent small group instruction.

Problem Statement 2 (Prioritized): Inadequate number of students achieving meets and/or master in Reading assessments. **Root Cause:** Weak foundational skills and lack of consistent small group instruction.

Problem Statement 3 (Prioritized): Students are scoring below the state average on the U.S. History STAAR. **Root Cause:** Teachers do not have the materials and resources needed to engage students in the learning.

Problem Statement 4 (Prioritized): Students are scoring below the state average on the 8th grade Science STAAR **Root Cause:** Teachers do not have the materials and resources needed to engage students in rigorous instruction.

School Culture and Climate

School Culture and Climate Summary

Discipline issues decreased due to heightened visibility of teachers and administration during transitions as well as throughout the day. Administrators and instructional coaches visited classrooms daily to ensure active student engagement and campus initiatives were being implemented. Administrators and instructional coaches provided teachers with immediate feedback after visiting their classrooms. Instructional coaches and department chairs lead daily PLCs that were structured for teacher collaboration, analysis student data, plan for reteach opportunities, adjusted pacing calendar based on student needs and receive professional development. Campus protocols and follow through were established for dealing with campus norms such as student discipline, tardies, teacher expectations and common area behavior. First year teacher and/or new to the district mentor program provided guidance for new hires with regards to district norms and campus expectations. When polled campus faculty provided that a positive aspect of the campus culture is the interaction administration has with the faculty and students and an area of concern lies with general communication.

School Culture and Climate Strengths

Daily professional learning community meetings content focused and organized; led by instructional coaches; curriculum planning, professional development, data analysis

Consistently monitored, predictable, immediate feedback, equitable attention,

Quarterly student recognition for academics and attendance; student and teacher of the month recognition

PBIS system was utilized by staff to reward students for their positive behaviors with points to be used at the PBIS store and entrance to after school events.

GEAR UP college exploration trip and community service opportunities; Master classes for parents focusing on college and home financial awareness.

CIS group meetings and community service; parent meetings

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Parental involvement is low and inconsistent. **Root Cause:** Lack of opportunities for parental engagement.

Problem Statement 2 (Prioritized): Minimal marketing of campus activities. **Root Cause:** Lack of designated personnel to consistently communicate campus activities via social media.

Problem Statement 3 (Prioritized): STEM Academy enrollment has fluctuated. **Root Cause:** Lack of systems in place to market and structures are not consistent.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus is composed of three administrators, one counselor, two instructional coaches, one librarian, seven English teachers, four teachers for each content area of math, science and social studies, nine elective teachers, four physical education teachers, two special education co teachers, two behavioral intervention teachers, one ISS teacher, one Life skills teacher. Dwight also have three office paraprofessionals, one ESL and six instructional aids, one nurse, one campus officer, one CIS social worker, one Gear Up non-profit organization coordinator and six custodians. The overall all retention rate for 2019-2020 school was 92% an increase from the previous year of 83%. All staff on site are certified by the state in the positions they hold. First year teachers and/or new to the district are provided with a two day training and yearlong mentor. Daily PLCs for core content teachers has been woven into the daily schedule providing professional development and content planning. The district also provides professional development training for teachers throughout the year. Teachers in need of assistance are supported by the instructional coaches and frequent walk through and feedback by the campus administrators. Teachers and their classrooms are featured through our weekly newsletter to showcase efficient strategies and student focused learning.

Staff Quality, Recruitment, and Retention Strengths

The overall all retention rate for 2019-2020 school was 92% an increase from the previous year of 83%. All staff on site are certified by the state in the positions they hold. First year teachers and/or new to the district are provided with a two day training and yearlong mentor. Daily PLCs for core content teachers has been woven into the daily schedule providing professional development and content planning. The district also provides professional development training for teachers throughout the year. Teachers in need of assistance are supported by the instructional coaches and frequent walk through and feedback by the campus administrators. Teachers and their classrooms are featured through our weekly newsletter to showcase efficient strategies and student focused learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Classroom questions are mostly low level questions. **Root Cause:** High level questions need to be planned prior to the class time.

Problem Statement 2 (Prioritized): Co teaching is not being maximized . **Root Cause:** Lack of training for co-teach with special education and classroom teachers.

Problem Statement 3 (Prioritized): Teachers and staff are not provided with funds to purchase instructional resources and supplies needed for the needs of their students. **Root Cause:** Funds have not been allocated for teachers to use for resources and materials for their classroom and students.

Problem Statement 4 (Prioritized): Student achievement on state assessments are below the state average. **Root Cause:** Opportunities to attend professional development are minimal.

Problem Statement 5 (Prioritized): Teachers are not providing quality, rigorous, engaging instruction. **Root Cause:** Teachers are not attending professional development trainings.

Problem Statement 6 (Prioritized): Staff is not equipped to manage their social emotional needs and provide students with SEL supports to help them cope with the stress of the COVID-19 Pandemic. **Root Cause:** The COVID-19 Pandemic

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Due to COVID 19 state assessments for Spring 2020 were not administered. The following data is from district benchmark. Dwight will retain the 2018-2019 state accountability rating due to the COVID 19 situation.

8th Math - 62% Approaches, 20% Meets, 4% Masters February benchmark

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Based on the 2018-2019 STAAR data and 2019-2020 our students were are target to exceed previous year's score.

Curriculum, Instruction, and Assessment Strengths

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6th grade Math Special Education increase from 15% Approaches to 38% and LEP 11% Apporached to 29%.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Inadequate number of students achieving meets and/or masters in Math assessments. **Root Cause:** Weak foundational skills and lack of consistent small group instruction.

Problem Statement 2 (Prioritized): Inadequate number of students achieving meets and/or masters. **Root Cause:** Weak foundational skills and lack of consistent small group instruction.

Problem Statement 3 (Prioritized): Immediate intervention is delayed for Reading and Math when using STAAR results. **Root Cause:** Lack of access to universal screener to

track progress in Reading and Math throughout the academic school year.

Problem Statement 4 (Prioritized): High quality, rigorous and differentiated instruction are inadequate. **Root Cause:** Teachers and staff have not participated in professional development sessions on best practices, differentiation, and other instructional strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Dwight continues to have difficulty attracting consistent parent involvement. Events offered would include Open House, STEM night, Science Fair, Chess Tournament, Coffee with the Counselor, Yaga parent meeting, Academy Open House, Fall Festival, Football games, Volleyball games, Soccer games, Basketball games, GEAR Up Spurs Games, Parent TELPAS meeting, Block walk, Early College/High school Information Meeting, End of the School Celebration, We are Family Parade, Seasonal Band Concerts, Progress Report night, Report Distribution and GEAR Up Master Classes. Communication with parents/guardian would include campus web page, Facebook, Twitter and automated call out system.

Parent and Community Engagement Strengths

GEAR Up offers master classes to parents on a monthly basis. The classes provided information concerning college financial knowledge and how it is related to a monthly home budget, as well as scholarships and grants available to students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Minimal marketing of campus activities. **Root Cause:** Lack of designated personnel to consistently communicate campus activities via social media

Problem Statement 2 (Prioritized): Unfavorable community perception of the campus. **Root Cause:** Lack of adult modeling of community service as productive member for children

School Context and Organization

School Context and Organization Summary

Dwight Middle School is a Title 1 campus with 98% of its population being Hispanic and over 91% Economically Disadvantaged. Student population includes 166 8th graders, 198 7th graders and 205 6th grader for the 2019-2020 school year. Dwight Middle school is home to the South San Antonio ISD choice middle school STEM Acadmey. The student enrollmet projection for the 2020-2021 school year has 71% of the total population enrolled in the STEM acadmey. In the upcoming year we are expecting an increase in our 6th grade STEM population and we also have the first class of 8th grade STEM students.

The campus is composed of three administrators, one counselor, two instructional coaches, one librarian, seven English teachers, four teachers for each content area of Math, Science and Social Studies, nine elective teachers, four physical education teachers, two special education co teachers, one behavioral intervention teacher, one ISS teacher, one Life skills teacher. Dwight also have three office paraprofessionals, one ESL paraprofessional and six instructional aids, one nurse, one campus officer, one CIS social worker, one Gear Up non-profit organization coordinator and six custodians. The overall all retention rate for 2019-2020 school was 92% an increase from the previous year of 83%. Co-teach is provided is Math and ELAR classes for 6th-8th grade. 8th grade students also recieve co-teach in their Science and Social Studies core classes. ELAR classes are double block.

School Context and Organization Strengths

All staff on site are certified by the state in the positions they hold. First year teachers and/or new to the district are provided with a two day training and yearlong mentor. Daily PLCs for core content teachers has been woven into the daily schedule providing professional development and content planning. The campus has implemented the Co-Teach model for our Special Educatioin students during their core content classes. Reding intervention and math intervention classes have been built into the master schedule. Dwight middle school with have a dyslexia intervention programand teacher on campus for those students needing this specific intervention.

The district also provides professional development training for teachers throughout the year. Teachers in need of assistance are supported by the instructional coaches and frequent walk throughs and feedback by the campus administrators. Teachers and their classrooms are featured through our weekly newsletter to showcase efficient strategies and student focused learning. Weekly faculty meetings are held each Tuesday during which time one professional development need is addressed through the Campus instructional coaches, campus administration, or classroom teachers.

Teacher leaders and administration make up the campus instructional leadership team (CILT) which meets monthly to review and discuss the campus improvement plan.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teachers are not providing guided group instruction. **Root Cause:** Minimum guided group instruction training for core content teachers at all grade levels.

Problem Statement 2 (Prioritized): Closing the gap with special populations has been minimal. **Root Cause:** Lack of measurable and content specific interventions for special populations.

Technology

Technology Summary

Dwight students have access to chromebooks in all courses and teachers are required to incorporate technology through their lessons. STEM academy students are 1:1 technology with heavy use of the google classrooms for daily curriculum, student to teacher communication and assessments. Parents/Guardians are encouraged to create their Skyward accounts in order to monitor their student's progress. Parents are able to enroll their students through online registration as well. Teachers utilize Nearpod for core curriculum, Voces as a resource for our ESL population, Kurqwell is an online testing platform for our special population, Career Exploration for all 8th grade students and STEM labs and Marker labs for all academy students 6th -8th grade. Campus web page is available as well as social media.

Technology Strengths

1:1 technology for academy students which means more than 70% of the campus population will be assigned a Chromebook.

During the summer of 2020 classroom hardware was replaced and/or upgraded.

Voces is a resource for our ESL population that assists with language development.

Kurqwell is an online testing platform for our special population which mimics STAAR online assessments.

All classroom teachers have a chromebook cart and/or ready access to one.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Not all teachers are utilizing google classroom option. **Root Cause:** Lack of training to integrate technology through instruction.

Problem Statement 2 (Prioritized): A lack of technology on campus for staff and students. **Root Cause:** Because of COVID-19, available technology was distributed to students leaving no technology on campus technology to replace outdated or broken Chromebooks.

Problem Statement 3 (Prioritized): Technology to provide hybrid instruction is not available to teachers. **Root Cause:** COVID-19 has forced teachers to provide instruction to students both face to face and virtually.

Priority Problem Statements

Problem Statement 1: Fluctuating student enrollment.

Root Cause 1: Number of eligible students in our zoned area.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Low attendance

Root Cause 2: Parent involvement is minimal and parent contact by school personnel needs to be increased.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Inadequate number of students achieving meets and/or master in Reading assessments.

Root Cause 3: Weak foundational skills and lack of consistent small group instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Parental involvement is low and inconsistent.

Root Cause 4: Lack of opportunities for parental engagement.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Minimal marketing of campus activities.

Root Cause 5: Lack of designated personnel to consistently communicate campus activities via social media.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Classroom questions are mostly low level questions.

Root Cause 6: High level questions need to be planned prior to the class time.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Co teaching is not being maximized .

Root Cause 7: Lack of training for co-teach with special education and classroom teachers.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Inadequate number of students achieving meets and/or masters.

Root Cause 8: Weak foundational skills and lack of consistent small group instruction.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Immediate intervention is delayed for Reading and Math when using STAAR results.

Root Cause 9: Lack of access to universal screener to track progress in Reading and Math throughout the academic school year.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Minimal marketing of campus activities.

Root Cause 10: Lack of designated personnel to consistently communicate campus activities via social media

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Unfavorable community perception of the campus.

Root Cause 11: Lack of adult modeling of community service as productive member for children

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Teachers are not providing guided group instruction.

Root Cause 12: Minimum guided group instruction training for core content teachers at all grade levels.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Closing the gap with special populations has been minimal.

Root Cause 13: Lack of measurable and content specific interventions for special populations.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: Not all teachers are utilizing google classroom option.

Root Cause 14: Lack of training to integrate technology through instruction.

Problem Statement 14 Areas: Technology

Problem Statement 15: Students are scoring below the state average on the U.S. History STAAR.

Root Cause 15: Teachers do not have the materials and resources needed to engage students in the learning.

Problem Statement 15 Areas: Student Achievement

Problem Statement 16: Teachers and staff are not provided with funds to purchase instructional resources and supplies needed for the needs of their students.

Root Cause 16: Funds have not been allocated for teachers to use for resources and materials for their classroom and students.

Problem Statement 16 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 17: A lack of technology on campus for staff and students.

Root Cause 17: Because of COVID-19, available technology was distributed to students leaving no technology on campus technology to replace outdated or broken Chromebooks.

Problem Statement 17 Areas: Technology

Problem Statement 18: Student achievement on state assessments are below the state average.

Root Cause 18: Opportunities to attend professional development are minimal.

Problem Statement 18 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 19: High quality, rigorous and differentiated instruction are inadequate.

Root Cause 19: Teachers and staff have not participated in professional development sessions on best practices, differentiation, and other instructional strategies.

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: Students are scoring below the state average on the 8th grade Science STAAR

Root Cause 20: Teachers do not have the materials and resources needed to engage students in rigorous instruction.

Problem Statement 20 Areas: Student Achievement

Problem Statement 21: STEM Academy enrollment has fluctuated.

Root Cause 21: Lack of systems in place to market and structures are not consistent.

Problem Statement 21 Areas: School Culture and Climate

Problem Statement 22: Inadequate number of students achieving meets and/or masters in Math assessments.

Root Cause 22: Weak foundational skills and lack of consistent small group instruction.

Problem Statement 22 Areas: Student Achievement

Problem Statement 23: Teachers are not providing quality, rigorous, engaging instruction.

Root Cause 23: Teachers are not attending professional development trainings.

Problem Statement 23 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 24: Inadequate number of students achieving meets and/or masters in Math assessments.

Root Cause 24: Weak foundational skills and lack of consistent small group instruction.

Problem Statement 24 Areas: Curriculum, Instruction, and Assessment

Problem Statement 25: Staff is not equipped to manage their social emotional needs and provide students with SEL supports to help them cope with the stress of the COVID-19 Pandemic.

Root Cause 25: The COVID-19 Pandemic

Problem Statement 25 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 26: Technology to provide hybrid instruction is not available to teachers.

Root Cause 26: COVID-19 has forced teachers to provide instruction to students both face to face and virtually.

Problem Statement 26 Areas: Technology

Goals

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

Performance Objective 1: By June 2021, we will increase reading and writing achievement by 10%, with a concentrated effort on all special populations, on the reading and writing state assessments.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, Teacher made tests and STAAR.

Summative Evaluation: None

<p>Strategy 1: Purchase reading and writing online interactive learning programs such as Nearpod, No Red ink, Gimkit to accommodate distance learning.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in reading and writing.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Gimkit - 211 Title I, Part A - \$1,000, Empowering Writers LLC - 211 Comprehensive Support - \$1,065</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Purchase novels for students to take home and read so teachers can engage them in a novel study in class.</p> <p>Strategy's Expected Result/Impact: Increase reading skills and fluency.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Novels - 211 Comprehensive Support</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Provide balanced literacy training and support.</p> <p>Strategy's Expected Result/Impact: Guided reading strategies will be implemented in the ELAR classrooms which will increase student achievement in reading.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Professional development for teachers in balanced literacy to include training and coaching in guided reading . - 211 Comprehensive Support</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Inadequate number of students achieving meets and/or master in Reading assessments. Root Cause: Weak foundational skills and lack of consistent small group instruction.
Curriculum, Instruction, and Assessment
Problem Statement 2: Inadequate number of students achieving meets and/or masters. Root Cause: Weak foundational skills and lack of consistent small group instruction.

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





Performance Objective 2: By June 2021, we will increase social studies achievement on district benchmarks and the STAAR by 10%, with a concentrated effort on special populations, by providing supplemental resources for social studies classrooms.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Benchmarks, STAAR

Summative Evaluation: None

<p>Strategy 1: Purchase a social studies interactive learning program to accommodate distance learning.</p> <p>Strategy's Expected Result/Impact: Increased scores on U.S. History STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: IXL Social Studies Online Program - 211 Comprehensive Support - \$7,425</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement the Lowman district purchased curriculum and provide training to support implementation.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in U.S. History STAAR.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Purchase test prep Sirius STAAR workbooks for students.</p> <p>Strategy's Expected Result/Impact: Improve U.S. History knowledge of students and strategies on answering test questions using graphic organizers and other visuals.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: Students are scoring below the state average on the U.S. History STAAR. Root Cause: Teachers do not have the materials and resources needed to

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

Performance Objective 3: By June 2021, Dwight students will increase their math performance by 10% with a concentrated effort on all special populations on the 8th grade state assessments and district benchmarks.

Evaluation Data Sources: Formative assessments, Benchmarks, STAAR

Summative Evaluation: None

<p>Strategy 1: Purchase the Imagine Math interactive learning program to accommodate for distance learning and use as a universal screener for all students.</p> <p>Strategy's Expected Result/Impact: Provide math activities for students to use for tutoring and extension and data to be analyzed by teachers and admin to monitor student progress.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Math Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement targeted planning during PLCs to focus on unpacking of the TEKS and gathering resources.</p> <p>Strategy's Expected Result/Impact: Increase rigor of math lessons, collaboration among math teachers and instructional coach by sharing lessons and resources.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews			
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Performance Objective 3 Problem Statements:











Staff Quality, Recruitment, and Retention
Problem Statement 1: Classroom questions are mostly low level questions. Root Cause: High level questions need to be planned prior to the class time.
Curriculum, Instruction, and Assessment
Problem Statement 3: Immediate intervention is delayed for Reading and Math when using STAAR results. Root Cause: Lack of access to universal screener to track progress in Reading and Math throughout the academic school year.

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

Performance Objective 4: By June 2021, we will increase performance on science by 10% with a concentrated effort on all special populations on the 8th grade state assessments and district benchmarks.

Evaluation Data Sources: Formative assessments, Benchmarks, STAAR

Summative Evaluation: None

<p>Strategy 1: Provide supplemental resources and supplies for the science classrooms and labs to use to engage students in rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student progress in science district benchmarks and science STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Periodic Table Posters - 211 Comprehensive Support</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 2: Purchase Kessler and Edusmart interactive learning program to accommodate distance learning.</p> <p>Strategy's Expected Result/Impact: Provide additional resources for science teachers and lessons for students. Increase the 8th grade state assessment scores in science.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Science Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 3: Implement targeted planning during PLCs to focus on unpacking the TEKS and discuss and share resources for instruction in science</p> <p>Strategy's Expected Result/Impact: Improve rigor of science lessons, add resources to teacher's toolboxes, and improve student performance on the science state assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Science Instructional Coach, Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 4: Students are scoring below the state average on the 8th grade Science STAAR **Root Cause:** Teachers do not have the materials and resources needed to engage students in rigorous instruction.

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





Performance Objective 5: By December 2020, we will increase access to online programs and provide students and staff with the technology needed to provide instruction virtually and face to face.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student academic performance data

Summative Evaluation: None

<p>Strategy 1: Purchase a Chromebook Cart to include 30 Chromebooks and online program licenses.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and student progress</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Technology 2</p> <p>Funding Sources: Intech Southwest: Chromebook Cart, Chromebooks, Academic licenses - 211 Comprehensive Support - \$8,658</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Purchase headphones for students to use during instruction.</p> <p>Strategy's Expected Result/Impact: Increase student focus and progress while receiving online instruction.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Technology 2</p> <p>Funding Sources: Intech Southwest - headphones - 211 Comprehensive Support - \$405</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Purchase technology to provide hybrid instruction for students who are on campus and virtual.</p> <p>Strategy's Expected Result/Impact: Increase student engagement for students who are on campus and participating virtually.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Admin</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Technology 3</p> <p>Funding Sources: Swivls, iPads, Licenses - 211 Comprehensive Support</p>	Reviews			
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Performance Objective 5 Problem Statements:





Technology
Problem Statement 2: A lack of technology on campus for staff and students. Root Cause: Because of COVID-19, available technology was distributed to students leaving no technology on campus technology to replace outdated or broken Chromebooks.
Problem Statement 3: Technology to provide hybrid instruction is not available to teachers. Root Cause: COVID-19 has forced teachers to provide instruction to students both face to face and virtually.

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

Performance Objective 6: By the end of the 2020-2021 school year, classrooms will be equipped with needed resources and teachers will be provided with supplies and materials needed to provide their students with engaging, quality instruction.

Evaluation Data Sources: Lesson plans, walkthrough documentation, increased student achievement

Summative Evaluation: None

Strategy 1: Purchase magnetic boards for core content classrooms to post objectives, post agendas and use for gallery walks. Strategy's Expected Result/Impact: Improvement in student engagement Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin Problem Statements: Staff Quality, Recruitment, and Retention 3 Funding Sources: Magnetic boards, classroom supplies, instructional resources - 211 Title I, Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide supplemental resources for teachers to enhance instruction. Strategy's Expected Result/Impact: Increase STAAR results Staff Responsible for Monitoring: campus administration Problem Statements: Student Achievement 2 Funding Sources: Mentoring Minds - 211 Comprehensive Support - \$527, Mentoring Minds - 211 Title I, Part A - \$3,334	Reviews			
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Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: Inadequate number of students achieving meets and/or master in Reading assessments. Root Cause: Weak foundational skills and lack of consistent small group instruction.
Staff Quality, Recruitment, and Retention
Problem Statement 3: Teachers and staff are not provided with funds to purchase instructional resources and supplies needed for the needs of their students. Root Cause: Funds have not been allocated for teachers to use for resources and materials for their classroom and students.

Goal 2: Dwight Middle School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.




Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.

Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: PD evaluation forms, PD Agendas, and sign in sheets

Summative Evaluation: None

<p>Strategy 1: Provide team building activities with staff. Strategy's Expected Result/Impact: Improved collaboration with staff and administration.. Staff Responsible for Monitoring: Campus administration Funding Sources: Teen Truth - 211 Title I, Part A - \$1,900</p>	Reviews			
<p>Strategy 2: Teachers will attend professional development sessions that focus on instruction and instructional strategies they will implement in the classroom. Strategy's Expected Result/Impact: Increase teacher knowledge in their specific content, teaching strategies and engaging lessons. Staff Responsible for Monitoring: Instructional Coaches & Admin Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 4 Funding Sources: Think 2020 - 211 Title I, Part A - \$500, Region 20 Language Conference - 211 Comprehensive Support</p>	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 3: Instructional Coaches and Admin will provide and attend professional development sessions to support and improve teacher quality and student academic achievement. Strategy's Expected Result/Impact: Build instructional and leadership capacity and improve teacher efficacy Staff Responsible for Monitoring: Admin, Instructional Coaches Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 4 Funding Sources: Amazon - 211 Comprehensive Support - \$336, Re-Imagine - Think 2020, supplies and materials used to provide professional development and coaching for teachers and staff - 211 Comprehensive Support</p>	Reviews			
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 No Progress

 Accomplished

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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 4: Student achievement on state assessments are below the state average. **Root Cause:** Opportunities to attend professional development are minimal.

Curriculum, Instruction, and Assessment

Problem Statement 4: High quality, rigorous and differentiated instruction are inadequate. **Root Cause:** Teachers and staff have not participated in professional development sessions on best practices, differentiation, and other instructional strategies.

Goal 2: Dwight Middle School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Staff will be provided with incentives throughout the 2020-2021 school year in order to retain and support 100% of Dwight staff.

Targeted or ESF High Priority

Evaluation Data Sources: Aesop absence reports, Panorama Staff Survey Data

Summative Evaluation: None

<p>Strategy 1: Classroom teachers will be provided with funds to purchase instructional materials and classroom supplies. Strategy's Expected Result/Impact: Increased teacher morale, increase student engagement Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 3 Funding Sources: Target: Instructional materials, classroom supplies - 211 Title I, Part A - \$228, Amazon - 211 Comprehensive Support - \$2,000, Amazon - 211 Title I, Part A - \$143, LakeShore - 211 Title I, Part A - \$217</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 3: Teachers and staff are not provided with funds to purchase instructional resources and supplies needed for the needs of their students. Root Cause: Funds have not been allocated for teachers to use for resources and materials for their classroom and students.</p>







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

Performance Objective 1: By the end of the 2020-2021 school year, 100% of 8th grade student will have selected a career pathway to focus on when they begin high school.

HB3 Goal

Evaluation Data Sources: High School 4 year/Pathway Plan

Summative Evaluation: None

Strategy 1: Promote Dwight Middle School STEM Academy Strategy's Expected Result/Impact: Increase the number of students who select the STEM Pathway Staff Responsible for Monitoring: STEM Coordinator, Counselor, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Provide resources and materials to teachers for promoting post secondary options. Strategy's Expected Result/Impact: Promotion of higher education, career pathways and military options. Staff Responsible for Monitoring: Counselor, Admin TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3	Reviews			
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Performance Objective 1 Problem Statements:



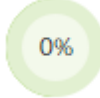




School Culture and Climate
Problem Statement 3: STEM Academy enrollment has fluctuated. Root Cause: Lack of systems in place to market and structures are not consistent.

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

Performance Objective 1: By the end of the 2020-2021 school year, 90% of teachers will have mentored a minimum of 2 students.

Evaluation Data Sources: Mentoring contact logs

Summative Evaluation: None

<p>Strategy 1: Staff will participate in a workshop that focuses on building relationships with students both in person and virtually as students return to face to face instruction.</p> <p>Strategy's Expected Result/Impact: Create positive relationships with students.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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



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

Performance Objective 1: By the end of the 2020-2021 school year, 98% of parents will have been reached out to by staff.

Targeted or ESF High Priority

Evaluation Data Sources: Parent contact logs

Summative Evaluation: None

<p>Strategy 1: Staff will reach out to parents at least once a quarter to detail student's progress, attendance, and check to check in on possible additional needs.</p> <p>Strategy's Expected Result/Impact: Create positive relationships with parents and students.</p> <p>Staff Responsible for Monitoring: Counselor, Admin</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Culture and Climate 1</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress				 Accomplished			
 Continue/Modify				 Discontinue			

Performance Objective 1 Problem Statements:







Demographics	
Problem Statement 2: Low attendance	Root Cause: Parent involvement is minimal and parent contact by school personnel needs to be increased.
School Culture and Climate	
Problem Statement 1: Parental involvement is low and inconsistent.	Root Cause: Lack of opportunities for parental engagement.

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

Performance Objective 2: By the end of the 2020-2021 school year, 98% of parents and 100% of students will have accessed Family Access on Skyward to view attendance and grades.

Evaluation Data Sources: Skyward reports, Teacher documentation

Summative Evaluation: None

<p>Strategy 1: Parents will be contacted via Robocalls at the end of each grading period to remind them to check their student's grades on Skyward.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Build positive relationships with parents</p> <p>Staff Responsible for Monitoring: Counselor, Admin</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Students will log in to their Student Access on Skyward to check their grades at the end of every grading period.</p> <p>Strategy's Expected Result/Impact: Students will monitor their grades for all of their classes.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Parental involvement is low and inconsistent. Root Cause: Lack of opportunities for parental engagement.
Parent and Community Engagement
Problem Statement 1: Minimal marketing of campus activities. Root Cause: Lack of designated personnel to consistently communicate campus activities via social media

Goal 6: Dwight Middle School will provide supplemental support and resources to low performing campuses.




Performance Objective 1: Increase special populations student scores/performance by 15% on the 2021 STAAR.






Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores

Summative Evaluation: None

<p>Strategy 1: Hire college students as tutors to provide face to face and virtual support for special education students in reading and math.</p> <p>Strategy's Expected Result/Impact: Improved reading and math skills.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Context and Organization 2</p>	Reviews			
<p>Strategy 2: Implement online district purchased screeners such as IStation and Learning A to Z to engage students during reading interventions.</p> <p>Strategy's Expected Result/Impact: Increased reading levels of students.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Universal reading screener, resources to run color reports by teacher and specific students - 211 Comprehensive Support</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
	Nov	Jan	Mar	June

<p>Strategy 3: Purchase test prep materials such as Sirius STAAR workbooks for students.</p> <p>Strategy's Expected Result/Impact: Increased knowledge in test taking strategies and increased scores in state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Sirius Education Solution - 211 Comprehensive Support - \$2,558</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
<p>Strategy 4: Provide professional development on sheltered instruction, co-teaching and other teaching strategies to focus on our special populations (special education and ELL students).</p> <p>Strategy's Expected Result/Impact: Increased progress of special populations students on state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 2</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Inadequate number of students achieving meets and/or master in Reading assessments. Root Cause: Weak foundational skills and lack of consistent small group instruction.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Co teaching is not being maximized . Root Cause: Lack of training for co-teach with special education and classroom teachers.
Curriculum, Instruction, and Assessment
Problem Statement 3: Immediate intervention is delayed for Reading and Math when using STAAR results. Root Cause: Lack of access to universal screener to track progress in Reading and Math throughout the academic school year.
Problem Statement 4: High quality, rigorous and differentiated instruction are inadequate. Root Cause: Teachers and staff have not participated in professional development sessions on best practices, differentiation, and other instructional strategies.
School Context and Organization
Problem Statement 2: Closing the gap with special populations has been minimal. Root Cause: Lack of measurable and content specific interventions for special populations.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Gimkit		\$1,000.00
1	6	1	Magnetic boards, classroom supplies, instructional resources		\$0.00
1	6	2	Mentoring Minds		\$3,334.00
2	1	1	Teen Truth		\$1,900.00
2	1	2	Think 2020		\$500.00
2	2	1	Target: Instructional materials, classroom supplies		\$228.00
2	2	1	Amazon		\$143.00
2	2	1	LakeShore		\$217.00
Sub-Total					\$7,322.00
211 Comprehensive Support					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Empowering Writers LLC		\$1,065.00
1	1	2	Novels		\$0.00
1	1	3	Professional development for teachers in balanced literacy to include training and coaching in guided reading .		\$0.00
1	2	1	IXL Social Studies Online Program		\$7,425.00
1	4	1	Periodic Table Posters		\$0.00
1	5	1	Intech Southwest: Chromebook Cart, Chromebooks, Academic licenses		\$8,658.00
1	5	2	Intech Southwest - headphones		\$405.00
1	5	3	Swivls, iPads, Licenses		\$0.00
1	6	2	Mentoring Minds		\$527.00
2	1	2	Region 20 Language Conference		\$0.00
2	1	3	Amazon		\$336.00
2	1	3	Re-Imagine - Think 2020, supplies and materials used to provide professional development and coaching for teachers and staff		\$0.00
2	2	1	Amazon		\$2,000.00

211 Comprehensive Support

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Universal reading screener, resources to run color reports by teacher and specific students		\$0.00
6	1	3	Sirius Education Solution		\$2,558.00
Sub-Total					\$22,974.00
Grand Total					\$30,296.00

South San Antonio Independent School District

Five Palms Elementary School

2020-2021 Campus Improvement Plan



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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment	4
School Processes & Programs	4
Priority Problem Statements	5
Goals	6
Goal 1: We will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	6
Goal 2: We will recruit, develop, support, and retain effective teachers and other instructional staff.	8
Goal 3: We will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	9
Goal 4: We will promote and ensure a safe and secure learning environment for all students.	11
Goal 5: We will build partnerships with parents and community to ensure all students receive a gold standard education.	12
Campus Funding Summary	16

Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

FIVE PALMS Elementary teachers consistently use the district's curriculum. Teachers have aligned the curriculum with the TEKS and identifies the specificity of each TEK at the depth and complexity needed for students to gain the expected understanding. In weekly lesson plans, teachers identify the TEKS being addressed and the type of assessment being used to check for understanding. Walkthroughs and teacher PLC discussions are used to ensure that the expected depth and complexity of instruction is being achieved. Teachers are working together to measure student achievement, identify areas of need and strength, and plan instruction to meet the needs of all students. Assessment is ongoing throughout each unit and students are encouraged and supported as they take on more responsibility with their learning. Teachers use data to drive instruction and design differentiation for students who are struggling and for students who need additional challenge. Teachers use data from both formal and informal assessments. Math and reading are the primary focus for students who have been identified based on STAAR, District Benchmarks, and teacher recommendation. In addition, tutoring opportunities are offered by teachers and assistance with classwork in both peer tutoring and small group environments.

School Processes & Programs Strengths

Priority Problem Statements

Goals

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






Performance Objective 1: By June 2021, 44% of 3rd graders will score at the meets level on STAAR Math and 34% of 3rd graders will score at the meets level on STAAR Reading.

Targeted or ESF High Priority

Evaluation Data Sources: Bench markss, BOY MOY and EOY scores, Happy Numbers Data, M-Class amplify ,idel data
Imagine math data

Summative Evaluation: None

<p>Strategy 1: Hire retired teacher to assist teachers with high priority students</p> <p>Strategy's Expected Result/Impact: Higher student scores in math and reading</p> <p>Staff Responsible for Monitoring: admin, ac</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: - 199 PIC 30 State Comp</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Create Tutoring groups for at risk students</p> <p>Strategy's Expected Result/Impact: higher student score</p> <p>Staff Responsible for Monitoring: Admin , teachers, AC</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2 - School Context and Organization 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Implement a collaborative instructional model that integrates technology and hands-on experiences. Strategy's Expected Result/Impact: Student growth through the implementation of stem scopes Staff Responsible for Monitoring: admin teachers coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:

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

Performance Objective 2: Create opportunities for parent engagement to assist in student learning

Evaluation Data Sources: parent feedback through surveys and questionnaires








Summative Evaluation: None

Strategy 1: Mentors, guest readers, educational parent nights Strategy's Expected Result/Impact: higher student performance engagement, family unity Staff Responsible for Monitoring: admin teachers coaches Title I Schoolwide Elements: 2.4, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Literacy night math night Strategy's Expected Result/Impact: higher student performance engagement, family unity Staff Responsible for Monitoring: admin teachers coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

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

Performance Objective 1: By June 2021 any openings at Five Palms Elementary will be filled.

<p>Strategy 1: Fill opening as soon as possible to assure high quality applicants</p> <p>Strategy's Expected Result/Impact: High quality applicants</p> <p>Staff Responsible for Monitoring: Administration HR Dept.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	




Performance Objective 1 Problem Statements:

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


Performance Objective 1: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives that helps guide students in their academic paths to post-secondary education.


Evaluation Data Sources: open feedback through Polls, questionnaires, face to face discussions and surveys on evaluation of all district initiatives

Summative Evaluation: None

<p>Strategy 1: Create multiple forms of feedback to gain insight on teachers view of district initiatives</p> <p>Strategy's Expected Result/Impact: produce more compliance through ownership and will create a higher performing product</p> <p>Staff Responsible for Monitoring: admin and academic coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Admin and academic coaches will participate in the Texas ILD program</p> <p>Strategy's Expected Result/Impact: create better feedback with teachers to improve the presentation of lessons and improve student outcomes</p> <p>Staff Responsible for Monitoring: Admin team, academic coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Hold a Career Day to provide students with insight into higher education and employment opportunities</p> <p>Strategy's Expected Result/Impact: Encourage students and families to increase performance in order to acquire higher education experiences or trade-skill certifications</p> <p>Staff Responsible for Monitoring: Teachers/Administration/Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue









Performance Objective 1 Problem Statements:

Goal 4: We will promote and ensure a safe and secure learning environment for all students.

Performance Objective 1: Create an environment where students will want to attend school on a regular basis of at least 96%

Evaluation Data Sources: attendance records








Summative Evaluation: None

Strategy 1: Attendance incentives for students Strategy's Expected Result/Impact: higher daily attendance rates Staff Responsible for Monitoring: admin, attendance clerk, teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 Funding Sources: - 211 Title I, Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Wrapping the outside pillars with encouraging vocabulary to promote student self-confidence Strategy's Expected Result/Impact: High educational achievement Staff Responsible for Monitoring: Admin, counselor and teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 Funding Sources: - 199 Local - \$700	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Goal 5: We will build partnerships with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: Implement school community feedback tools.

Strategy 1: create surveys, poll questions, physical comment box, parent meetings cafecitos, Strategy's Expected Result/Impact: higher community involvement, partnership with community Staff Responsible for Monitoring: admin, counselor, CILT Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Parent and Community Engagement 1 Funding Sources: - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:

Goal 5: We will build partnerships with parents and community to ensure all students receive a gold standard education.






Performance Objective 2: Expand parent engagement programs that utilize staff, students, and community members









Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: assessment scores

Summative Evaluation: None

<p>Strategy 1: Holding an N.F.L. (Night of Family Learning, N.B.A. Night (Night of Brain Activities))</p> <p>Strategy's Expected Result/Impact: Higher Assessment scores</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Five Palms Drive-in Movie night</p> <p>Strategy's Expected Result/Impact: Reconnect with community, bring families together speak to community about Five Palms what we have to offer</p> <p>Staff Responsible for Monitoring: admin. counselor teachers</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - 211 Title I, Part A - \$1,700</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Create procedures and protocols for all campuses and departments that ensure high quality customer service.</p> <p>Strategy's Expected Result/Impact: Reconnect with community, bring families together speak to the community about Five Palms what we have to offer</p> <p>Staff Responsible for Monitoring: admin. counselor teachers</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4: Phone blast, internet posting, Marquee, flyers Strategy's Expected Result/Impact: increase in attendance Staff Responsible for Monitoring: admin, counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: - 211 Title I, Part A - \$250	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 5: Create programs that inform and support parental involvement in district initiatives. Strategy's Expected Result/Impact: increase in attendance Staff Responsible for Monitoring: admin, counselor Title I Schoolwide Elements: 2.4, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$700.00
Sub-Total					\$700.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
5	1	1			\$500.00
5	2	2			\$1,700.00
5	2	4			\$250.00
Sub-Total					\$2,450.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$3,150.00

South San Antonio Independent School District

Frank Madla Elementary School

2020-2021 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Achievement	7
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	14
School Context and Organization	15
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	20
Goal 1: Madla Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	20
Goal 2: Madla Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	23
Goal 3: Madla Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	24
Goal 4: Madla Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	27
Goal 5: Madla Elementary will collaborate with parents and community to ensure all students receive a gold standard education.	30
Campus Funding Summary	33

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

- Communication procedures between home and school can be seen on social media and other platforms to keep in touch with parents.
- RTI plans are in place and updated continuously with current academic data.
- TIER II Interventions are in place for all students.
- After-school Tutorials for all At-Risk students and all populations are in place.
- Awards and Incentives are implemented to showcase students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus has low attendance rates across all grade levels. **Root Cause:** Lack of transportation and unsafe walking conditions prevent children from attending school.

Problem Statement 2 (Prioritized): Lack of participation in online instruction. **Root Cause:** COVID-19 pandemic, families are having to choose between work and school responsibilities.

Student Achievement

Student Achievement Summary

For the 2019-2020 school year Madla Elementary will keep the current accountability rating. Currently Madla Elementary is an F. Madla Elementary was 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. Although STAAR was not administered in 2020, SSAISD administered district benchmarks. The data is as follows:

2019 - 2020 Benchmarks

Benchmark	Approaches	Meets	Masters
3rd grade Math (December)	69%	39%	19%
3rd grade Reading (December)	49%	21%	5%
4th grade Math (December)	55%	32%	21%
4th grade Reading (December)	54%	30%	12%
4th grade Writing (Feb)	36%	5%	1%
5th grade Math (February)	62%	16%	5%
5th grade Reading (Feb)	38%	18%	7%
5th grade Science (December)	47%	11%	4%

2019 STAAR

Reading Grade 3	2017	2018	2019	Goal	Targets
Meets Grade Level	33%	15%	22%	32%	
Masters Grade Level	14%	8%	14%	19%	

Reading Grade 4

Meets Grade Level	38%	31%	16%	26%
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Reading Grade 3 2017 2018 2019 Goal Targets

Masters Grade Level 22% 11% 2% 10%

Reading Grade 5

Meets Grade Level 29% 40% 36% 40%

Masters Grade Level 11% 17% 12% 17%

Math Grade 3

Meets Grade Level 34% 13% 29% 39%

Masters Grade Level 11% 6% 9% 14%

Math Grade 4

Meets Grade Level 40% 27% 16% 26%

Master Grade Level 17% 7% 8% 18%

Math Grade 5

Meets Grade Level 41% 43% 34% 44%

Masters Grade Level 8% 16% 18% 23%

Writing Grade 4

Meets Grade Level 31% 15% 8% 18%

Masters Grade Level 8% 8% 0% 5%

Science Grade 5

Meets Grade Level 23% 26% 18% 28%

Masters Grade Level 9% 6% 5% 10%

Student Achievement Strengths

The campus saw academic strengths in 3rd grade reading reaching Meets at 22% and Masters at 14%. Due to covid, state assessments were not taken so we will be using last years STAAR data and benchmark data to create target goals.

This year Madla will implement a new universal screener and intervention program mClass/Amplify replacing Istation. We will continue with Happy Numbers for K-2 and implement Imagine Math for 3-5. Investigations 3 will be implemented in all K-2 classrooms. Research has shown that students using Investigations significantly improved in the areas of math concepts and communications, math computation and operations, and math process and applications.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): The low percentage of students in grades 3-5 that did not reach Meets and Masters in math and reading, 4th grade writing and 5th grade science. **Root Cause:** Lack of high-quality, differentiated instruction and not being prepared to meet grade level standards.

Problem Statement 3 (Prioritized): 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 4 (Prioritized): 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.

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 and for three years in row Madla has received the honor of Capturing Kids Hearts National Showcase School.

School Culture and Climate Strengths

Frank Madla Elementary has been named Capturing Kids Hearts National Showcase School 3 years in a row. Staff has also embraced the PBIS model school wide for the last 4 years giving our campus a uniform framework using school-wide positive behavioral interventions and support. Madla Elementary is:

- 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 3 years in a Row
- Family Night at Resturant Fundraisers
- Meet the Teacher Night
- Campus Teacher and Staff Appreciation Week, Counselors, Nurses, Cafeteria, Custodians etc.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students did not master campus protocols and student expectations. **Root Cause:** Mobility rate was high and routines had to be readdressed.

Problem Statement 2 (Prioritized): Low to moderate staff morale. **Root Cause:** Teacher team dynamics in certain grade levels negatively impacted climate.

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 retained all our teachers but lost our Instructional Coach to job advancement and two paras that left to further their education. We will continue to build relationships needed to retain teachers and paraprofessionals. Professional development will be provided to build math content and TEKS knowledge in all grade levels for teachers.

With COVID starting off our year teachers were given a framework that allowed them time to PLC with their administrator and separate PLC time to work with their Instructional Coach and their Math Coach. This would give them the opportunity to plan as a grade level team focus on TEKS, work with other teachers across the district and concentrate on one core subject.

Staff Quality, Recruitment, and Retention Strengths

Madla staff is highly qualified in research-based best practices--especially differentiation such as the use of: workstations; small group intervention; and guided reading. Another strength is the willingness of teachers and staff to work together--valuing and respecting each other's ideas. Paraprofessionals are solely dedicated to working with children by following the teacher's lesson plan and helping students be successful.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Parents, students and staff are hesitant about returning to campus after the pandemic. **Root Cause:** Communication and understanding of return precautions and procedures still need to be addressed with families and staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All Madla Elementary teachers are following the TEKS set by the state. For ELAR, the teachers are following the HMH scope and sequence. The district has created curriculum documents for K-5th grade teachers. After every unit, teachers would administer an end of unit test. The district will create a nine weeks benchmark. Prek-2nd teachers are currently using Google Meets and SeeSaw platforms. 3rd-5th grade teachers are currently using Google Meets and Google Classroom as a platform during remote instruction. K-5th grade will be using M-Class as screener. RAZ Kidz will be utilized as a supplemental/intervention tool.

At Madla teachers follow the math TEKS set by the state. All K-2nd grade teachers are using Investigation Math curriculum. For 3rd-5th grade, teachers are following a district created pacing calendar and curriculum documents. Teachers are creating their own formative assessments. PreK-2nd grade teachers are using Google Meets and SeeSaw during remote instruction. 3rd-5th grade teachers are currently using Google Meets and Google Classroom as a platform during remote instruction. K-2nd teachers will be using Happy Numbers as a screener. 3rd-5th will be using Imagine Math for their screener.

Teachers are required to submit lesson plans weekly every Friday. The administration and coaches review and provide feedback to teachers. Teachers are currently using the lesson plan that was given to the campus by the Teaching and Learning Department.

During remote learning, the teachers are currently following the Asynchronous Framework that the district approved.

Madla's 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:

- Balanced Literacy (K-4)
- Math workshop (K-5)
- PLC
- Engagement activities/MRS strategies
- Students using assessment data to monitor progress and set goals
- PBIS (CKH/CHAMPS) implementation

Curriculum, Instruction, and Assessment Strengths

Teachers are utilizing the curriculum documents and framework the district has provided for face to face and virtual instruction. We are working on alignment to support student progress and achievement in curriculum (TEKS), instruction, and Assessments (daily demonstrations of learning)

During the 2019-2020, teachers administered the district unit and benchmark with fidelity. K-4 teachers administered the Fountas and Pinnell BOY, MOY tests. EOY was not administered due to school closure. Kinder-2nd grade teachers created their own unit test for math.

PLCs were embedded to the master schedule. The campus utilized a PLC protocol and used the planning protocol (FAB 5). Last year, teachers were introduced to the new data coaching plans. This will be the second year teachers implement the coaching plan.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Classroom instruction is not being differentiated to address gaps and student learning **Root Cause:** Professional learning in scaffolding and differentiating instruction is needed.

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. Our counselor has set up monthly Cafesitos for parents as well as meetings by CIS, FAST, Head Start and SAYouth. All of these meetings will be used to ensure we maintain our family school relationships especially during these times.

Parent and Community Engagement Strengths

SA Youth at Madla is our after-school program to assist our parents in after school care. Our CIS works with parents and families and offers tutoring and support to families and provides our campus with educational support year -round. Our FAST program (Families and Schools Together) supports family bonding necessary for children to thrive.

Madla Elementary isuses all types of communication platforms. Information is shared through our Marquee, phone calls, emails, Class Dojo, Morning Announcements, Google meets, SeeSaw, Home Visits, campus website, and newsletters. Our staff has gone the extra mile reaching out to our families struggling with technology.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parental involvement and student engagement **Root Cause:** Lack of opportunities for parent programs and lack of extra curricular activities for students.

School Context and Organization

School Context and Organization Summary

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

Last year Madla Elementary received Improvement Required. CILT assisted in completing our TIP last year but with COVID we stopped in March and completed Pathway 1. In the TIP we were able to identify action steps needed to make school improvements.

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. SA Youth is our after school program and this year with COVID we are able to bring in 65 students. SA Youth program works students by helping them achieve academic success, develop their character, and promote healthy lifestyles. Madla is also fortunate to have Communities In Schools, which partners with outside community resources to assist our students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The current virtual schedule makes teacher coverage on the face to face master schedule challenging to accommodate PLCs and conference coverage. **Root Cause:** Framework for master schedule does not allow for in-depth instruction, conference periods to allow for sufficient planning, feedback. Schedule consumes the time needed to use for data when planning instruction with grade level teams.

Technology

Technology Summary

Madla Elementary has three full functioning computer labs that service students PreK-5 as well as 1 IPAD cart and 1 Chromebook cart. We have high-speed wireless Internet throughout the entire campus. 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.

Remote on-line learning is required due to COVID-19 epidemic.

Technology Strengths

Technology Inventory kept by technology computer lab aide has been key in keeping all classrooms with operating devices including 200 chromebooks to replace student computer stations in each classroom. As a result when the pandemic stuck in March of 2020, we were able to issue each family with at least one chrome book to take home for virtual learning. By May 2020, the district provided 200 more devices and Madla was able to issue devices in a 1-1 format.

The campus has maintained 3 computer labs that are key in administering monthly assessments for iStation, and for other formal assessments for STAAR and TELPAS.

All teachers from PK-5th grade have created Google sites. Teachers in grades 3-5 also utilize Google classroom while teachers in PK-2nd use SeeSaw. Teachers are becoming confident and are experiencing success with pre-recording sessions for asynchronous learning and then extending upon those videos during synchronous lessons by extending discussions.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers and staff are challenged in providing effective and engaging instruction in a virtual only and combined virtual/in-building format.

Root Cause: Lack of training, professional learning opportunities, and knowledge of resources for providing instruction in a virtual, blended learning format.

Problem Statement 2 (Prioritized): A lack of technology for a one to one initiative for on-line learning for all students. **Root Cause:** COVID 19 epidemic.

Priority Problem Statements

Problem Statement 1: The campus has low attendance rates across all grade levels.

Root Cause 1: Lack of transportation and unsafe walking conditions prevent children from attending school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of participation in online instruction.

Root Cause 2: COVID-19 pandemic, families are having to choose between work and school responsibilities.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Improve the quality of instruction by vertically aligning content across grade levels.

Root Cause 3: The lack of support systems to provide opportunities for teachers to maximize teaching time.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The low percentage of students in grades 3-5 that did not reach Meets and Masters in math and reading, 4th grade writing and 5th grade science.

Root Cause 4: Lack of high-quality, differentiated instruction and not being prepared to meet grade level standards.

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: 28% of all students scored "Meets" on the Math STAAR test.

Root Cause 6: 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 6 Areas: Student Achievement

Problem Statement 7: 28% of all students scored Meets standards on Reading STAAR.

Root Cause 7: 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 7 Areas: Student Achievement

Problem Statement 8: Students did not master campus protocols and student expectations.

Root Cause 8: Mobility rate was high and routines had to be readdressed.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Low to moderate staff morale.

Root Cause 9: Teacher team dynamics in certain grade levels negatively impacted climate.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Parents, students and staff are hesitant about returning to campus after the pandemic.

Root Cause 10: Communication and understanding of return precautions and procedures still need to be addressed with families and staff.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Classroom instruction is not being differentiated to address gaps and student learning

Root Cause 11: Professional learning in scaffolding and differentiating instruction is needed.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Low parental involvement and student engagement

Root Cause 12: Lack of opportunities for parent programs and lack of extra curricular activities for students.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: The current virtual schedule makes teacher coverage on the face to face master schedule challenging to accommodate PLCs and conference coverage.

Root Cause 13: Framework for master schedule does not allow for in-depth instruction, conference periods to allow for sufficient planning, feedback. Schedule consumes the time needed to use for data when planning instruction with grade level teams.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: Teachers and staff are challenged in providing effective and engaging instruction in a virtual only and combined virtual/in-building format.

Root Cause 14: Lack of training, professional learning opportunities, and knowledge of resources for providing instruction in a virtual, blended learning format.

Problem Statement 14 Areas: Technology

Problem Statement 15: A lack of technology for a one to one initiative for on-line learning for all students.

Root Cause 15: COVID 19 epidemic.

Problem Statement 15 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) 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

Goals

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


Performance Objective 1: Students will show an increase of 10% on Meets in 4th grade Writing STAAR for the 2020-2021 school year.

Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: Common Assessment , Unit Assessment

Summative Evaluation: None

<p>Strategy 1: Writing conferences by teacher/student and student to student will take place using the TEA writing rubric to evaluate compositions.</p> <p>Strategy's Expected Result/Impact: Increase in Writing scores in 4th grade</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Weekly small group instruction will focus on individualized writing goals.</p> <p>Strategy's Expected Result/Impact: Increase in Writing scores in 4th grade</p> <p>Staff Responsible for Monitoring: Teacher, Counselor, Campus Administration</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Create a campus based writing committee to establish strategies to be used across grade levels.</p> <p>Strategy's Expected Result/Impact: Increase writing at all grade levels. Increase writing scores.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Materials, Books - 199 PIC 30 State Comp - \$1,000</p>	Reviews			
	Formative			Summative
	 0%	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

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.

Curriculum, Instruction, and Assessment

Problem Statement 1: Classroom instruction is not being differentiated to address gaps and student learning **Root Cause:** Professional learning in scaffolding and differentiating instruction is needed.

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








Performance Objective 2: Campus will provide accelerated instruction for struggling and at-risk students to increase growth by 15%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common assessment, unit assessments, universal screeners,

Summative Evaluation: None

<p>Strategy 1: Provide tutoring , part time support and provide support for teachers through IC to assist with struggling students. Strategy's Expected Result/Impact: Lesson Plans Grades Walk-throughs Face to Face Feedback and Data Staff Responsible for Monitoring: Administrator CILT TEAM Reading Teacher Instructional Coach, Teacher Title I Schoolwide Elements: 2.6 - 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 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Part Time Support - 211 Title I, Part A - \$10,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Implement Imagine Math for 3rd-5th grade to differentiate instruction for all students to help build problem solving skills and conceptual understanding. Strategy's Expected Result/Impact: Increase STAAR Math Scores Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Implement M-Class screener to provide targeted interventions for reading to close the gap for grades K-5th. Strategy's Expected Result/Impact: Increase reading skills Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>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</p>

for teachers to maximize teaching time.

Problem Statement 3: 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

Curriculum, Instruction, and Assessment

Problem Statement 1: Classroom instruction is not being differentiated to address gaps and student learning **Root Cause:** Professional learning in scaffolding and differentiating instruction is needed.

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





Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff ensuring student success.

HB3 Goal

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

Summative Evaluation: None

<p>Strategy 1: Teachers will be provided effective training with the use of instructional technology. Strategy's Expected Result/Impact: Teachers will become more effective in the area of instructional technology, especially in the area of virtual instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Classroom instruction is not being differentiated to address gaps and student learning Root Cause: Professional learning in scaffolding and differentiating instruction is needed.</p>

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

Performance Objective 1: Establish systems that provide support for all instructional initiatives.

Evaluation Data Sources: Surveys Teacher, Student, Parent

Summative Evaluation: None

<p>Strategy 1: Increase the number of students being accepted to the District's Academy of Choice Middle Schools.</p> <p>Strategy's Expected Result/Impact: Sign-in</p> <p>Staff Responsible for Monitoring: Administration, Counselor,</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Create Wisdom Wednesday Team Time activities for all students in the areas of GT enrichment, Art, Music, Computer lab, health career, cooking and many others.</p> <p>Strategy's Expected Result/Impact: Sign in sheets Displayed Work</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor</p> <p>Problem Statements: Student Achievement 1, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Technology will be used to enhance classroom instruction and student engagement by utilizing Smartboards, Chromebooks and Ipads into their lessons.</p> <p>Strategy's Expected Result/Impact: Students engagement during Walk-throughs</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>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.</p>
<p>Problem Statement 3: 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</p>

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

Curriculum, Instruction, and Assessment

Problem Statement 1: Classroom instruction is not being differentiated to address gaps and student learning **Root Cause:** Professional learning in scaffolding and differentiating instruction is needed.

Parent and Community Engagement





Problem Statement 1: Low parental involvement and student engagement **Root Cause:** Lack of opportunities for parent programs and lack of extra curricular activities for students.

Technology

Problem Statement 1: Teachers and staff are challenged in providing effective and engaging instruction in a virtual only and combined virtual/in-building format. **Root Cause:** Lack of training, professional learning opportunities, and knowledge of resources for providing instruction in a virtual, blended learning format.

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

Performance Objective 2: Implement teaching strategies that promote high levels of student engagement.

<p>Strategy 1: Monitor implementation of high yield strategies/best practices with use of district scope and squence, Walk throughs, pre and post conferences</p> <p>Strategy's Expected Result/Impact: STAAR results, mCLASS results, decrease in RTI Tier 3, and Walk-Throughs/T-TESS</p> <p>Staff Responsible for Monitoring: Adminstration, district adminstration, faculty</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize district benchmark data/Amplify mCLASS/Imagine Math data to determine target objectives for small group instruction using LLI and tutoring</p> <p>Strategy's Expected Result/Impact: Walk throughs, PLC, decrease in RTI Tier 3, Benchmark results, and STAAR results, mCLASS results</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Ensure students of all grade levels have the opportunity to enhance learning and real life experiences through field trips</p> <p>Strategy's Expected Result/Impact: Increase in student acheivement, increase in college and career readiness</p> <p>Staff Responsible for Monitoring: Administration, teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
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.
Curriculum, Instruction, and Assessment
Problem Statement 1: Classroom instruction is not being differentiated to address gaps and student learning Root Cause: Professional learning in scaffolding and differentiating instruction is needed.

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

Performance Objective 1: All Madla students will attend lessons provided by school counselor on mental health, bullying, violence, tobacco, alcohol and other drug use.

Evaluation Data Sources: Sanford Harmony Lesson Tracking, Discipline Referrals, School Counselor Log

Summative Evaluation: None

Strategy 1: School counselor will provide lessons discussing resources available to curb mental health, bullying and other topics. Strategy's Expected Result/Impact: 100% of all students, PK-5th, will have received guidance from school counselor. Staff Responsible for Monitoring: Counselor, Admin, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Low parental involvement and student engagement Root Cause: Lack of opportunities for parent programs and lack of extra curricular activities for students.





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

Performance Objective 2: Create a partnership with CARE Zone to provide services (mental health, family services, CIS, food pantry, clothing closet, etc.) for our at-risk students to succeed in school.

Evaluation Data Sources: Teacher Selection Forms, Counselor Submittals, CARE Zone Activity Log

Summative Evaluation: None

<p>Strategy 1: Provide outreach programs for Madla families to assist with mental health resources, bereavement assistance, clothing and food banks.</p> <p>Strategy's Expected Result/Impact: Increase enrollment into CIS and CARE Zone</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:






Parent and Community Engagement
Problem Statement 1: Low parental involvement and student engagement Root Cause: Lack of opportunities for parent programs and lack of extra curricular activities for students.

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

Performance Objective 3: Increase student knowledge in production of and recording of morning announcements. Students will learn real-time and first person perspective on broadcasting.

Evaluation Data Sources: Morning announcements

Summative Evaluation: None

<p>Strategy 1: Students will learn how to create morning announcements by pre-recording segments and eventually learn how to create live segments.</p> <p>Strategy's Expected Result/Impact: Confidence in creating and making announcements</p> <p>Staff Responsible for Monitoring: Library Clerk, Principal, Vice Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Technology 1</p> <p>Funding Sources: Green Screen, Equipment - 199 PIC 30 State Comp - \$2,400</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
 0%							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

Performance Objective 3 Problem Statements:





School Culture and Climate	
Problem Statement 1: Students did not master campus protocols and student expectations. Root Cause: Mobility rate was high and routines had to be readdressed.	
Technology	
Problem Statement 1: Teachers and staff are challenged in providing effective and engaging instruction in a virtual only and combined virtual/in-building format. Root Cause: Lack of training, professional learning opportunities, and knowledge of resources for providing instruction in a virtual, blended learning format.	

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

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Summative Evaluation: None

<p>Strategy 1: Create parent engagement opportunities to inform parents of Title 1 funds, academic nights, cafecitios, CIS, FAST and campus events. Strategy's Expected Result/Impact: 90% of parents will have attended at least 1 parent engagement event. Staff Responsible for Monitoring: Counselor, assistant principal, principal Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement FAST program to serve Pre-k-2 families. FAST will be held for 8 weeks on Thursdays and will hold a graduation at the end of the program. Strategy's Expected Result/Impact: FAST certificates Pictures Sign In Staff Responsible for Monitoring: Administrator Teacher leader Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Low parental involvement and student engagement Root Cause: Lack of opportunities for parent programs and lack of extra curricular activities for students.





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

Performance Objective 2: Create a variety of communication and feedback tools that appeal to the audiences in the school community, culminating in EOY parent survey, with 100% feedback.

HB3 Goal

Evaluation Data Sources: ESF and Capturing Kids Survey, Blackboard School Messenger, Marquee, Website, Remind Me App, Twitter, Facebook, Newsletter, Flyers

Summative Evaluation: None

<p>Strategy 1: Conduct parent surveys to improve campus through feedback and implementation of new ideas.</p> <p>Strategy's Expected Result/Impact: Receive 80% of surveys back from families to help generate feedback and new ideas.</p> <p>Staff Responsible for Monitoring: Parents, teachers, admin, counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Low to moderate staff morale. Root Cause: Teacher team dynamics in certain grade levels negatively impacted climate.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Part Time Support		\$10,000.00
3	1	3			\$0.00
3	2	2			\$0.00
Sub-Total					\$10,000.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Materials, Books		\$1,000.00
4	3	1	Green Screen, Equipment		\$2,400.00
Sub-Total					\$3,400.00
Grand Total					\$13,400.00

South San Antonio Independent School District

Hutchins Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	15
Parent and Community Engagement	17
School Context and Organization	19
Technology	21
Priority Problem Statements	23
Goals	26
Goal 1: Hutchins Elementary will increase academic achievement for all students and thus closing the gap between student in pursuit of advanced performance.	26
Goal 2: Hutchins Elementary will recruit, develop, support and retain effective teachers, principals and other instructional staff.	30
Goal 3: Hutchins Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary education or career paths	35
Goal 4: Hutchins Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	37
Goal 5: Hutchins Elementary will collaborate with parents and community to ensure all students receive a gold standard education.	40
Goal 6: Hutchins Elementary will provide targeted support and resources in the low performing Domain 1 from the state rating.	42
Campus Funding Summary	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hutchins is an elementary school in the South San Antonio ISD which serves students in Grades PK-5th Grade. Special classes and programs include a Life Skills unit capable of servicing students in grades K-5 and a Special Education Early Childhood unit servicing students with special needs who are enrolled in PreKinder. In addition to two Head Start PreK classrooms, Hutchins also houses a traditional PreK Unit. Through a district initiative, Hutchins is now a Dual Language campus and offers dual language classes in PreKinder and Kinder in addition to offering traditional, late-exit bilingual programming in grades 1st-5th. Hutchins ES has a 22% LEP rate and serves as 1 of 5 bilingual elementary schools in the South San Antonio School District.

Current enrollment at Hutchins is 409 students which is a 66 student decrease from the '19-'20 school year. This decrease is part of a 6 year decline in enrollment due in part to the building of a brand-new charter school on the next block.

Grade Level	# of Units	# of Students
PreKinder/Headstart/PPCD	4	51
Kinder Grade	3	45
1st Grade	4	57
2nd Grade	3	58
3rd Grade	3	49
4th Grade	3	56
5th Grade	4	71
Life Skills	1	9

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

Student populations:

Hispanic- 97%

African American- 0.6%

White- 0.2%

Economically Disadvantaged- 84%

At-Risk- 66%

LEP- 26%

SPED-16%

Mobility rate- 15%

Demographics Strengths

Hutchins ES is building a culture of academic and social emotional success that strives to meet the needs of the Hutchins community. Attendance rates at Hutchins have been at or above the state average (2017-96.6%, 2018-96.1%, 2019-95.3%), which is a strong indication of community and family committment. 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 (Prioritized): There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. **Root Cause:** Students come to school with different strengths and challenges both academically and socially.

Problem Statement 2 (Prioritized): There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. **Root Cause:** Barriers exist due to significant learning gaps in these special populations that are not being effectively met.

Problem Statement 3 (Prioritized): Student enrollment at Hutchins Elementary has consistently and steadily declined over the last 6 years. **Root Cause:** Reasons for student withdrawals and non-returning students are not being captured in a reliable format such as exit interviews.

Student Achievement

Student Achievement Summary

***Due to COVID-19, State-wide testing (which includes STAAR and TELPAS) for the 2019-2020 school was cancelled. Therefore, we will continue using 2018-2019 data as our primary data source.

2018-2019

Hutchins Elementary received a Letter Grade Rating of a D ("In Need of Improvement") for the 2018-19 school year. Hutchins also received a D in all three of the domains. While slight gains were made in Domain 1, Student Achievement, there were decreases in Domain 2, Student Growth and Domain 3, Closing the Gaps. Based on the "D" in Closing the Gap, Hutchins has been identified as a Target Support and Improvement School. There is a need to monitor individual student growth in both reading and math.

	State Accountability	
	2018	2019
Overall	68	65/D Needs Improvement
Domain 1- Student Achievement	58	60/D
Domain 2- School Progress	69	66/D
Domain 3- Closing the Gaps	65	63/D

2019 STAAR scores from the STAAR 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%

- The All Student, Hispanic, Economically Disadvantaged, and Students Receiving Special Education Services populations did not meet the accountability goal for Reading and Math in Grade Level Performance.
- In reading STAAR, Reporting Category 3 Understanding and Analysis of Informational Texts has been the lowest scoring reporting category for the last 3 STAAR administrations at all three grade levels (2017-55%, 2018-56%, 2019-57%)
- Generally, on the last 3 years of STAAR testing, grades 3-4 have struggled primarily with reporting category 3: Geometry and Measurement.
Grade 3:
2017-49%, 2018-45%, 2019-70% (significant improvement overall in 2019)
- Grade 4:
2017-51%, 2018-53%, 2019-49%
- Grade 5's struggle is shown in reporting category 4- Data Analysis and Personal Financial Literacy 2017-44%, 2018-53%, 2019-47%

STAAR 2019, 2018, 2017 STAAR Overall Analysis:

In an analysis of our STAAR Reading Data from the past 3 years, specifically 2019, 2018, and 2017, it is clear that we have areas to focus on.

For instance, in 3rd grade it is evident that over the years students have encountered difficulty with using text features to identify information, summarizing information in text, making inferences, and drawing conclusions. Including having to provide evidence from the text to support their understanding.

Furthermore, in 4th grade students have also repeatedly struggled with summarizing information, making inferences, and drawing conclusions providing evidence from the text to support their understanding. Another area that students struggled with was identifying the point of view, either first or third person.

Lastly, in 5th grade students encountered difficulty making inferences and drawing conclusions about the theme and genre and providing evidence from the text to support their understanding. In addition, students also faced trouble analyzing the organizational pattern of a text.

In sum, each STAAR grade level did struggle with isolated items, but they also experienced similar struggles. In fact, each grade level struggled with making inferences and drawing conclusions. As well as providing evidence to support their understanding.

With the implementation of text structures last year that was one way we were able to support teachers and students with summarizing. We had a process of first identifying the central idea and details, then building up to summarization. This was also very helpful in assisting students and teachers with text structure. By looking for keywords to identify a cause and effect relationships, compare and contrasts, or sequential order. This helped provide the guidance and tools needed to equip students with the knowledge to determine the organizational pattern of texts. Specifically by analyzing Student Expectations we are providing teachers with the knowledge needed to understand and deconstruct what and how students should learn.

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
- Benchmark assessments were administered in February 2020 to grades 4-5. The Special Education population was far below the all student population in all contents and at all grade levels

2020 Benchmark Data Analysis:

When reviewing our benchmark data it is evident that our campus was on track to meet our percentage goals and pull our school out of a D rating. Although this is a new school year, we know that the measures that were put into place last year were effective. Now it is just a matter of tweaking some items to address the needs of this year's students. This will help put us back on track and in a position to meet our new goals for this upcoming school year in regards to 3rd-5th.

There are several positive indicators that are going to contribute to moving our campus forward this school year. For instance, in 5th grade teachers were strategically placed into the grade level to meet the demands of the content and to best serve the student population. In 4th grade our team was departmentalized the previous year, and gains were made with this cohort. These are our current 5th graders and their data from last year indicates that they should continue to excel in 5th. Additionally, last year 81% of our 3rd grade students were reading on or above level at the middle of the year. We know there will be COVID related regression for students, but overall we are anticipating that the students coming into 4th grade will be in a good place to continue forward.

ELs Performance Analysis from Benchmark:

When referencing our benchmark data, our campus showed growth in 3 out of the 9 areas for our EL population from the 2nd 9 wks assessment to our Benchmark. In 5th grade our students continued to demonstrate growth in 3 out of 6 areas. Specifically in approaching and meets for math, and in approaching for reading. However, in 4th grade there was no growth in writing for any of the performance levels.

Although growth in benchmarks was not overwhelmingly witnessed, when focusing on the 1st 9 weeks to 2nd 9 weeks data for the areas not assessed in benchmarks, our EL population demonstrated growth in 11 out of 15 categories. In 3rd grade our ELs grew in all areas. In 4th grade the percentage of mastery increased in 4 out of the 6 categories. While in 5th grade, there were only gains in approaching for science.

SPED Performance Analysis from Benchmark:

When focusing on benchmark data alone, our campus demonstrated growth in 3 out of the 9 areas for our SPED population from the 2nd 9 wks assessment to our Benchmark. In 5th grade our students demonstrate growth in 2 out of 6 areas. For instance, in Math we grew in approaches and meets. Then in 4th grade we demonstrated growth in approaching in writing,

When focusing on the 1st 9 weeks to 2nd 9 weeks data for the sections not assessed in benchmarks, our SPED population experienced gains in 5 out of the 15 areas. In 3rd and 5th grade we did not experience any gains, but in 4th grade we grew in 5 out of the 6 areas.

Student Achievement Strengths

2018-2019

- 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 in part 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.
- EL students also met the goal for Student Achievement.
- ELs also met TELPAS progress rate.

Beginning 2020-2021

Hutchins will implement mCLASS with Amply as a universal screener and intervention program. This will be a new change from Istation, another reading intervention program

in which students were beginning to lack interest and engagement.

Our math intervention will be Happy Numbers for grades K-2 and Imagine Math for grades 3-5. A new curriculum, Investigations 3 is being implemented in all K-2 classrooms. Research has shown that students using Investigations significantly improved in the areas of math concepts and communications, math computation and operations, and math process and applications. Geometry in 3rd grade has been moved to the beginning of the year. In 4th grade, Geometry has been split into two units, one starting at the beginning of the year. This will allow students more time to develop the concepts in these units. Previously, Personal Financial Literacy is introduced at the end of the year, before STAAR. This year, Personal Financial Literacy is being introduced much earlier in the year to give students more time to develop the concepts involved as well as to learn the difficult vocabulary introduced in the unit.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019. **Root Cause:** Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.

Problem Statement 2 (Prioritized): STAAR Writing in Grade 4 shows only 50% of students score at Approaches or higher levels. **Root Cause:** A K-4 writing workshop model with attached professional learning has not been prioritized.

Problem Statement 3 (Prioritized): STAAR Grade 5 Science is below district and state average at approaches and meets level. **Root Cause:** A comprehensive approach to Science instruction in K-5 with attached professional learning has not been prioritized.

Problem Statement 4 (Prioritized): In STAAR Reading, Reporting Category 3 Understanding and Analysis of Informational Texts has been the lowest scoring reporting category for the last 3 STAAR administrations at all three grade levels. **Root Cause:** A lack of training in analyzing informational texts partnered with a lack of quality informational texts to use with students at all grade levels

School Culture and Climate

School Culture and Climate Summary

Historical Information:

In 2015-16 the school created the Hutchins Core Beliefs-core beliefs are reviewed every year since and have continue to be adopted. A campus instructional leadership team was formed in 2015-16 where grade level chairpersosn have served on this team. 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 implementation of 25 minute behavior meetings for students exhibiting extreme student behaviors and a need for interventions.

Recent Data:

In May 2019, 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. In May 2020, the education system was struggling to cope with COVID 19 and the pandemic so a parent survery was not sent. Due to COVID 19 its unclear how we will proceed with clubs in the 2020-2021 school year. Teachers are currently trying to adjust to virual instruction and spend much of their time incorpotatiing technology into their practice.

A Spring 2020 sample survey of staff revealed the following:

- 60% indicated a "quite/extremely" positive working environment at Hutchins.
- 100% indicated "quite/extremely" positive attitudes of their colleagues
- 80% indicated that parental involvement is encouraged through a variety of means.
- 70% indicated students are "somewhat supportive" in their interactions with each other and only 30% indicated "quite supportive".
- 50% indicated feeling "safe/extremely safe" on campus.

Beginning with the 2020-2021 school year, Hutchins will be implementing several new initiatives to address social emotional learning in tandem with academic learning that will impact culture and climate:

1. The implementation of a Social Emotional Learning program. Teachers will use the Sanford Harmony SEL program which is "designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults."
2. 7 Strenths of a Super Reader. This inivitavie will focus on seven strengths for reading success: belonging, curiosity, friendship, kindness, confidence, courage, and hope rather than weaknesses and deficits.
3. The implementation of RELAY and Effective Schools Framework (ESF) work. These bodies of work will, establish protocols for: 1) the Instructional Leadership Team. 2) school-wide instructional routines for students and teachers, 3) teacher observation with effective feedback, and 4) lesson plan development.

Beginning 2019-2020, Hutchins implemented a new safety protocol called the Standard Response Protocol to address lockdowns, evacutations, drills and shelter in place. Hutchins will continue implementing and refining the Standard Response Protocol for critical incident responses and follow state mandatged drills. Teachers and students are still learning the drills and common language of the protocol.

Drill Frequency

- Secure (Lockout) 1 per school year
- Lockdown 2 per school year (*one per semester*)
- Evacuate 1 per school year

- Shelter-in-Place (*for hazmat*) 1 per school year
- Shelter for Severe Weather 1 per school year
- Fire Evacuation *4 per school year (*two per semester*)

For the safety and well being of all students and staff, Hutchins will also implement two new management systems for managing drills and the reporting of bullying.

1. Navigate 360
2. Anonymous Alert

Because of COVID-19, parents and staff members have expressed concerns in keeping all parties safe and healthy. As a result, safety protocols and procedures have been created to address asynchronous and synchronous instruction, transitions, breakfast & lunch, and arrival/dismissal. Hutchins is following the district plan for 25% and 50% phase in and will use all PPE provided by the TEA and SSAISD.

The majority of discipline referrals for the '19-'20 school year were based on student conflict including: physical altercations/fighting, students not getting along, general bickering, and name calling. Teachers require support in carrying out the campus discipline plan which includes identifying Teacher Managed Referrals (Minor Incident Referral) and Office Managed referrals (Major Incident Referrals)

School Culture and Climate Strengths

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

Over 10 student enrichment clubs in 2019-2020.

Implementation of:

- New SEL Initiative- Sanford Harmony
- 7 Strengths of a Super Reader
- RELAY and ESF work
- Standard Response Protocol
- Navigate 360
- Anonymous Alert

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student conflicts make up the majority of Office Managed Referrals. **Root Cause:** Lack of continued training and prioritization of conflict prevention and deescalation strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to declining enrollment over the last 5 years, classroom units have been eliminated and teachers have had to move grade levels and/or be transferred to another campus. Between 2019-2020 to 2020-2021, Kindergarten, 2nd, 3rd and 4th grade levels decreased from four to three classroom units, one of which is a bilingual classroom unit. The closing of units, coupled with 3 teachers retiring/resigning, caused teacher reassignments resulting in 9 teachers being moved to a new grade level in 2020-2021. While units were closed, we were able to keep all 2019-2020 teachers due to attrition. There was only one teacher vacancy this year, 3rd grade bilingual; the vacancy was filled by a teacher in June 2020 for this school year.

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

The current principal has served as the principal for the last 6 years; the assistant principal is serving in this role for the second consecutive year. The counselor and two instructional coaches are returning as well for their second year at Hutchins Elementary. One of their instructional coaches is a half-time coach and specializes in math coaching.

In the 2020-2021 school year there are 23 classroom teachers in PK-5th, 2 special education teachers in full-time specialized units and 7 support teachers and coaches; their experience is as follows:

Teaching Experience	2020-2021
First Year (Beginning)	1
1-5 Years	10
6-10 Years	14
11-20 Years	3
Over 20 Years	2
Total # of Teachers	30

Staff Quality, Recruitment, and Retention Strengths

Low teacher turnover rate-Over 90% of classroom teachers from the previous school year are returning to Hutchins.

Hiring of an assistant principal with over 20 years of combined experience as a classroom teacher, ELAR district K-12 specialist and campus instructional coach.

Hiring of half-time Math coach who facilitates weekly Lesson Plan PLC's and services onsite every other week at Hutchins.

The new 3rd grade bilingual teacher will be mentored by the bilingual reading teacher.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Nine teachers will be in a new grade level from the previous year. **Root Cause:** Teachers lack a training in developing a strong skill set on TEKS and Student Expectations in their new grade levels.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

E/SLAR-

Hutchins ES implemented small group reading instruction based on individual reading benchmark assessments in the Spring of 2015. In 2016-17, there was a focus on the Guided Reading portion of the Reader's workshop in K-2. In addition, the campus Reading Teacher created a school-wide leveled reader bookroom to support guided reading. In 2017-18, the district launched a Balanced Literacy Initiative that included systematic training based on the Fountas & Pinnell Guided Reading Handbook. In 2019-2020, A new reading adoption (HMH) was implemented as the primary source of reading/writing instruction. Teachers followed district curriculum documents/framework created by instructional coaches. Istation was used as the primary method of reading intervention for all students while select Tier 2 students participated in LLI instruction with a Reading Aide under the supervision of the Reading Teacher. Hutchins administers district benchmarks although there are no common assessments for E/SLAR. To support our Super Reader campus initiative, classroom libraries were purchased that will focus on SEL, Literacy Skills (fluency, comprehension, analysis) and Engagement Skills (motivation, stamina, independence)

Math-

In 2019-2020, Guided Math was implemented in Kindergarten and in 4th grade. Happy Numbers was used as the primary method of Math intervention for all students. Hutchins administered district common assessments and benchmarks.

Science-

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

Special Education Programming-

Teachers work on supporting student IEP goals although there is an absence of an unidentifiable program to support reading instruction.

Dyslexia Programming-

Beginning with the '20-'21 school year, reading teachers were trained as Dyslexia teachers and will implement *Scottish Rite's Take Flight* while servicing students.

Curriculum Planning-

In '19-'20, Hutchins conducted weekly team planning sessions to develop lesson plans and regular PLCs to complete Data Coaching Plans. Based on our current Synchronous/Asynchronous schedule, three weekly PLCs are occurring for: 1) campus initiatives and needs, 2) Math Planning and 3) ELAR planning. As part of the ESF commitment to TEA, Hutchins has committed to implementing Lever 5, Objective-driven daily lesson plans with formative assessments which states:

- All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.
- Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

Curriculum, Instruction, and Assessment Strengths

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 Tier 1 instruction (best practices).

Implementation of:

- ESF Lever 5 for Lesson Planning
- Implementation of Relay for Planning protocols
- Guided Reading instruction and districtwide initiative of Balanced Literacy Framework
- Super Reader Initiative (Libraries purchased for all K-5 classrooms)
- New reading intervention program, mClass Amplify with Reading to replace Istation

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Special Education teachers currently do not implement a reading program or effective reading practices. **Root Cause:** Lack of training to implement LLI in SpEd classes and scheduling conflicts.

Problem Statement 2 (Prioritized): Lesson plans do not consistently and effectively address alignment (SEs/LOs/DOLs), differentiated instruction, pacing, and formative assessment opportunities with exemplars. **Root Cause:** The absence of planning protocols for ELAR and Math to address the above needs.

Problem Statement 3 (Prioritized): Misalignment of rigor of TEKS and STAAR to classroom application and instruction. **Root Cause:** Depth of understanding of TEKS (including SE breakouts) and STAAR items.

Parent and Community Engagement

Parent and Community Engagement Summary

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

- Monthly coffee with the principal, which will now be called Hutchins Parent Power and will be offered both AM and PM
- Monthly parent booster meetings with grade level performances
- Grade level award ceremonies
- Family learning nights
- Festivals
- Special student lunches for attendance
- Fall STEM night
- A Grandparents Day Celebration
- "Meet the Teacher" function held right before the school year begins and a school wide open house on the 3rd week of school

The Viking Parent Booster club was 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. Hutchins staff have enhanced the school website and created google sites for student and family communication during virtual instruction

During the COVID-19 building closures, staff continued to perform outreach to families and students to ensure access to learning materials, technology devices, and hotspots.

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.

Parent and Community Engagement Strengths

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

Multiple lines of family communication: Monthly calendar copies and regular reminders in English/Spanish; updated information on school marquee; Social Media-Use of Twitter school account and Families of Hutchins ES Facebook Account; Remind APP set up for school announcements; schoolwide announcements on Blackboard

Community Resource Fair and Parent Trainings in partnership with Head Start

Parent Booster Club to support school activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. **Root Cause:** Parents have not had training in our many platforms being used for virtual instruction.

School Context and Organization

School Context and Organization Summary

Historical Information:

A master schedule was 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 of reading assessments are in place through F & P and iStation.

Hutchins followed the Data Analysis and Coaching Plan Protocols instituted by SSAISD to review data and plan interventions in a timely manner

Teachers are held accountable for tracking student data to include academic, social emotional and attendance; data was housed in the campus Google classroom. Administrators meet with teachers to review this data and apply interventions as needed.

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.

2020-2021:

Due to COVID-19 and the need to provide synchronous and asynchronous instruction, Hutchins is following the district recommended schedule which also includes build-in PLC time for Campus PLC, ELAR PLC and Math PLC. Challenges in creating schedules that continue to include additional built-in PLC time have arisen as students were phased in at 25%. This is due in part to staffing required to cover all PLCs and Conference times in one day. Concerns also exist over the number of instructional minutes students are away from their teachers and core content on PLC days, especially as Hutchins is rated a "D". Other major schedule changes for Hutchins as a result of COVID-19 safety guidelines include brand new arrival and dismissal procedures that involve the entire campus staff.

This summer, Hutchins admin team, which includes Principal, Assistant Principal, and Math Coach, were selected to participate in the *TEA: Texas Instructional Leadership (Principal/Instructional Leader Track)* provided by the RELAY Graduate School of Education. Some of the topics the team is learning about includes: Data-Driven Instruction, Observation Feedback, Leading Student Culture, Playbook, and Leading Data Meetings. The attendance of the leadership team in RELAY is to affect school improvement through instituting best practices such as developing protocols and provided specific feedback to teachers.

School Context and Organization Strengths

Administrators will be developing and following enhanced protocols for PLCs, DDI, and classroom instruction.

Admin team will continue to refine its implementation of the Get Better Faster observation-feedback cycle to improve rigor in instruction and classroom management.

CILT and SBDM teams will also continue to be consulted and included as we work towards improving school culture and sharing goals, performance objectives and strategies.

Based on our Effective Schools Framework Process, Hutchins has identified one of the needs as Lever 1:

LEVER 1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).
- Performance expectations are clear, written, measurable, and match the job responsibilities.
- Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.
- Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.
- Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): As part of our ESF process, the campus identified Lever 1: Develop campus instructional leaders as an area of development. **Root Cause:** Aside from the campus principal, the rest of the leadership team is fairly inexperienced in their roles and are in the process of building protocols for the campus.

Problem Statement 2 (Prioritized): Some inconsistencies with follow through of the Academic and Behavior RtI process. **Root Cause:** Lack of understanding of purpose and requirements of RtI process.

Technology

Technology Summary

Historical Information:

Technology improvements were made over the last three years to include improvement in band-width for Wi-Fi access. Rewiring of internet ports was also completed.

Every classroom is equipped with a document camera, projector, teacher laptop and a SmartBoard. The SmartBoards are antiquated since they were purchased about 9 years ago.

Every classroom has desktop computers to serve as student stations. iPads and Google Chrome books have previously been purchased for in-class student use across the core contents and for project based learning.

iPads were purchased for classroom teachers about 7 years ago but have not been maintained or replaced. The school has moved to purchasing chrome books over iPads.

Recent Data:

Remote on-line learning is required to start the 2020-2021 First Nine Weeks grading period due to COVID-19. This requires all students to use a device for online learning.

The campus has leveraged the 200 google chrome books, along with additional Chromebooks provided by the district to allow for 1 to 1 device for every student, in every classroom. All student computer stations have been removed from the classroom due to COVID and students will use their chromebooks at all times. Teachers continue to have access to a laptop, projector and document camera. Some teachers have requested headsets, adapters, and more technology considerations will be made as we start to phase in student to in-person learning.

Based on our end of 2019-2020 and BOY 2020-2021 experience with synchronous and asynchronous instruction, it has been deemed essential to use the virtual learning approach even as we phase into in-person learning in the school (phase 1 25% of students; phase 2 50% of students). To continue this approach, we are aware that devices will need to be replaced in an intentional method (i.e. 75 devices per year or 1-2 grades per year.).

Technology Strengths

Technology Inventory kept by technology computer lab aide has been key in keeping all classrooms with operating devices including 200 chromebooks to replace student computer stations in each classroom. As a result when the pandemic stuck in March of 2020, we were able to issue each family with at least one chrome book to take home for virtual learning. By May 2020, the district provided 200 more devices and Hutchins was able to issue devices in a 1-1 format.

Students at Hutchins were already familiar with using their google accounts and google classrooms.

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.

All teachers from PK-5th grade have created Google sites. Teachers in grades 3-5 also utilize google classroom while teachers in PK-2nd use SeeSaw. Teachers are becoming confident and are experiencing success with pre-recording sessions for asynchronous learning and then extending upon those videos during synchronous lessons by extending discussions.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers and staff are challenged in providing effective and engaging instruction in a virtual only and combined virtual/in-building format.

Root Cause: Lack of training, professional learning opportunities, and knowledge of resources for providing instruction in a virtual, blended learning format.

Problem Statement 2 (Prioritized): Campus technology needs for students and staff have increased in volume and pacing during the last few months to fulfill the demands of remote learning. These technology needs include: 1-1 devices/Chromebooks, internet hot spots, ear phones, charging cords, charging stations, projectors, document cameras, adaptors , webcams, and extra monitors and the ability to replace and repair these items as needed. **Root Cause:** Previous campus technology phase-in plan did not account for the high and sudden demand of new technology and the phasing out of outdated items such as SMART boards.

Priority Problem Statements

Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs.

Root Cause 1: Students come to school with different strengths and challenges both academically and socially.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk.

Root Cause 2: Barriers exist due to significant learning gaps in these special populations that are not being effectively met.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student enrollment at Hutchins Elementary has consistently and steadily declined over the last 6 years.

Root Cause 3: Reasons for student withdrawals and non-returning students are not being captured in a reliable format such as exit interviews.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019.

Root Cause 4: Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: STAAR Writing in Grade 4 shows only 50% of students score at Approaches or higher levels.

Root Cause 5: A K-4 writing workshop model with attached professional learning has not been prioritized.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: STAAR Grade 5 Science is below district and state average at approaches and meets level.

Root Cause 6: A comprehensive approach to Science instruction in K-5 with attached professional learning has not been prioritized.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: In STAAR Reading, Reporting Category 3 Understanding and Analysis of Informational Texts has been the lowest scoring reporting category for the last 3 STAAR administrations at all three grade levels.

Root Cause 7: A lack of training in analyzing informational texts partnered with a lack of quality informational texts to use with students at all grade levels

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Student conflicts make up the majority of Office Managed Referrals.

Root Cause 8: Lack of continued training and prioritization of conflict prevention and deescalation strategies.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Nine teachers will be in a new grade level from the previous year.

Root Cause 9: Teachers lack a training in developing a strong skill set on TEKS and Student Expectations in their new grade levels.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Special Education teachers currently do not implement a reading program or effective reading practices.

Root Cause 10: Lack of training to implement LLI in SpEd classes and scheduling conflicts.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Lesson plans do not consistently and effectively address alignment (SEs/LOs/DOLs), differentiated instruction, pacing, and formative assessment opportunities with exemplars.

Root Cause 11: The absence of planning protocols for ELAR and Math to address the above needs.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Misalignment of rigor of TEKS and STAAR to classroom application and instruction.

Root Cause 12: Depth of understanding of TEKS (including SE breakouts) and STAAR items.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules.

Root Cause 13: Parents have not had training in our many platforms being used for virtual instruction.

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: As part of our ESF process, the campus identified Lever 1: Develop campus instructional leaders as an area of development.

Root Cause 14: Aside from the campus principal, the rest of the leadership team is fairly inexperienced in their roles and are in the process of building protocols for the campus.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: Some inconsistencies with follow through of the Academic and Behavior RtI process.

Root Cause 15: Lack of understanding of purpose and requirements of RtI process.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: Teachers and staff are challenged in providing effective and engaging instruction in a virtual only and combined virtual/in-building format.

Root Cause 16: Lack of training, professional learning opportunities, and knowledge of resources for providing instruction in a virtual, blended learning format.

Problem Statement 16 Areas: Technology

Problem Statement 17: Campus technology needs for students and staff have increased in volume and pacing during the last few months to fulfill the demands of remote learning. These technology needs include: 1-1 devices/Chromebooks, internet hot spots, ear phones, charging cords, charging stations, projectors, document cameras, adaptors, webcams, and extra monitors and the ability to replace and repair these items as needed.

Root Cause 17: Previous campus technology phase-in plan did not account for the high and sudden demand of new technology and the phasing out of outdated items such as SMART boards.

Problem Statement 17 Areas: Technology

Goals

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

Performance Objective 1: By June 2021, the percentage of students scoring at approaches, meets and masters in Reading, Writing, Math and Science will increase at each grade level, as measured by STAAR:

3rd Grade Reading: 70% to 72% at approaches, 34% to 35% at Meets and 19% to 20% at Masters

4th Grade Reading: 64% to 70% at approaches, 24% to 34% at Meets and 11% to 20% at Masters

4th Grade Writing: 50% to 65% at approaches, 19% to 25% at Meets and 5% to 10% at Masters

5th Grade Reading: 74% to 76% at approaches, 29% to 32% at Meets and 13% to 20% at Masters

3rd Grade Math: 72% to 74% at approaches, 41% to 43% at Meets and 19% to 20% or higher at Masters

4th Grade Math: 59% to 72% at approaches, 24% to 35% at Meets and 9% to 19% or higher at Masters





5th Grade Math: 73% to 75% at approaches, 29% to 34% at Meets and 19% to 20% at Masters

5th Grade Science: 50% to 60% at approaches, 21% to 23% at Meets and 5% to 10% at Masters

Targeted or ESF High Priority

Evaluation Data Sources: district benchmark assessments, state assessments

Summative Evaluation: None

<p>Strategy 1: Incorporate the use of quality TEKS-based and/or STAAR-aligned teacher resources in PLCs (i.e. TEKS Resources System docs, Lead4ward Field Guides, Region 4 Supplemental resources) in an effort to increase teacher knowledge and positive impact instructional delivery.</p> <p>Strategy's Expected Result/Impact: Increased performance on Common Assessments/Benchmarks and STAAR Reading, Writing, Math and Science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4</p> <p>Funding Sources: Region 4 supplemental - 211 Title I, Part A - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Enhance classroom instruction and student engagement in Reading, Writing, Math and Science by incorporating the use of quality supplemental instructional resources (digital and traditional), high-yield strategies and best practices. (i.e. The Writing Strategies Book, Every Child a Super Reader, Lead4ward Strategies Playlist, Reading A-Z)</p> <p>Strategy's Expected Result/Impact: Increased performance on Common Assessments/Benchmarks and STAAR Reading, Writing, Math and Science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide classroom libraries and/or leveled libraries that meet both SEL and the Academic needs of students and also support the implementation of the Balanced Literacy model.</p> <p>Strategy's Expected Result/Impact: Increased Reading/Writing performance on Common Assessments, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p> <p>Problem Statements: Demographics 1, 2 - Student Achievement 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. Root Cause: Students come to school with different strengths and challenges both academically and socially.</p>
<p>Problem Statement 2: There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. Root Cause: Barriers exist due to significant learning gaps in these special populations that are not being effectively met.</p>

Student Achievement

Problem Statement 1: Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019. **Root Cause:** Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.

Problem Statement 2: STAAR Writing in Grade 4 shows only 50% of students score at Approaches or higher levels. **Root Cause:** A K-4 writing workshop model with attached professional learning has not been prioritized.

Problem Statement 3: STAAR Grade 5 Science is below district and state average at approaches and meets level. **Root Cause:** A comprehensive approach to Science instruction in K-5 with attached professional learning has not been prioritized.

Problem Statement 4: In STAAR Reading, Reporting Category 3 Understanding and Analysis of Informational Texts has been the lowest scoring reporting category for the last 3 STAAR administrations at all three grade levels. **Root Cause:** A lack of training in analyzing informational texts partnered with a lack of of quality informational texts to use with students at all grade levels

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

Performance Objective 2: Early Literacy-


By the end of the school year, at least 70% of K-2nd Grade students will be reading on grade level as measured by mClass Amplify and IDEL.

Evaluation Data Sources: mClass Amplify Data, Dibels/IDEL data

Summative Evaluation: None

<p>Strategy 1: Teachers will plan, develop, and create Literacy-based intervention activities, spiraled activities, and center-based activities (both traditional and digital) to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Increased performance from BOY to MOY and MOY to EOY as measured by mClass and iDEL.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: PLC's to create effective instructional aids for literacy centers - 211 Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 4: In STAAR Reading, Reporting Category 3 Understanding and Analysis of Informational Texts has been the lowest scoring reporting category for the last 3 STAAR administrations at all three grade levels. Root Cause: A lack of training in analyzing informational texts partnered with a lack of of quality informational texts to use with students at all grade levels</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: Misalignment of rigor of TEKS and STAAR to classroom application and instruction. Root Cause: Depth of understanding of TEKS (including SE breakouts) and STAAR items.</p>

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

Performance Objective 3: Early and Intermediate Numeracy-

By the end of the school year, at least 70% of K-2 students will be on grade level as measured by Happy Numbers and at least 70% of 3-5 students will be on grade level as measured by Imagine Math.

Evaluation Data Sources: Happy Numbers Data
Imagine Math Data

Summative Evaluation: None

<p>Strategy 1: Teachers will plan, develop, and create Numeracy intervention activities, spiraled activities, and center-based activities (both traditional and digital) to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Increased numeracy abilities at the early and intermediate grades</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019. Root Cause: Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Nine teachers will be in a new grade level from the previous year. Root Cause: Teachers lack a training in developing a strong skill set on TEKS and Student Expectations in their new grade levels.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Lesson plans do not consistently and effectively address alignment (SEs/LOs/DOLs), differentiated instruction, pacing, and formative assessment opportunities with exemplars. Root Cause: The absence of planning protocols for ELAR and Math to address the above needs.</p>

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

Performance Objective 1: To support teacher growth, 100% of classroom teachers will participate in weekly PLC meetings for all PreK-5th grade teachers led by campus administrators and instructional coaches.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: State Assessments, Benchmark Assessments, mClass, Happy Numbers, Imagine Math

Summative Evaluation: None

<p>Strategy 1: Implement a viable PLC structure (including DDI & Content PLCs) in which teachers analyze data, share expertise, and work collaboratively towards improving their teaching skills and the academic performance of students.</p> <p>Strategy's Expected Result/Impact: Increase in state assessment scores from previous year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. Root Cause: Barriers exist due to significant learning gaps in these special populations that are not being effectively met.</p>
Student Achievement
<p>Problem Statement 1: Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019. Root Cause: Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.</p>
<p>Problem Statement 2: STAAR Writing in Grade 4 shows only 50% of students score at Approaches or higher levels. Root Cause: A K-4 writing workshop model with attached professional learning has not been prioritized.</p>
<p>Problem Statement 3: STAAR Grade 5 Science is below district and state average at approaches and meets level. Root Cause: A comprehensive approach to Science instruction in K-5 with attached professional learning has not been prioritized.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Special Education teachers currently do not implement a reading program or effective reading practices. Root Cause: Lack of training to implement LLI in SpEd classes and scheduling conflicts.</p>

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

Performance Objective 2: 100% of instructional staff will be provided with quality professional learning.





Targeted or ESF High Priority

Evaluation Data Sources: TTESS, CWT's

Summative Evaluation: None

<p>Strategy 1: All first and second year teachers will participate in a principal-led book study using professional book Teach Like a Champion.</p> <p>Strategy's Expected Result/Impact: proficiency on TTESS Student growth from BOY to EOY on reading screener, STAAR</p> <p>Staff Responsible for Monitoring: principal assistant principal teacher mentors instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: TLAC PD book - 211 Title I, Part A - \$200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The principal, assistant principal, and math coach will participate in a year-long professional learning program.</p> <p>Strategy's Expected Result/Impact: Increase in state assessment standards.</p> <p>Staff Responsible for Monitoring: CAO Executive Director of Instruction</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide teachers with training opportunities on the 5 pillars of literacy to include, phonemic awareness, phonics, fluency, comprehension and vocabulary.</p> <p>Strategy's Expected Result/Impact: Student gains from BOY to MOY and MOY to EOY reading screener.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 4</p> <p>Funding Sources: Region 20 Professional Development - 211 Title I, Part A - \$3,100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Implement a campus-wide book study to improve teaching skills, student engagement/management and rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Increase proficiency levels using teacher evaluation system.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2 - School Context and Organization 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide teachers with training opportunities in the implementation of the Writer's Workshop model to include Guiding Writing, Shared Writing, and Independent Writing</p> <p>Strategy's Expected Result/Impact: Increase in 4th grade writing scores on state assessment from previous year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Provide teachers with training opportunities in the implementation of the Balanced Literacy model to include Guided Reading, Shared Reading, and Independent Reading.</p> <p>Strategy's Expected Result/Impact: Increase of students reading on-level from BOY to MOY and MOY to BOY</p> <p>Staff Responsible for Monitoring: Reading Teacher, Instructional Coach, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 1, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Provide Bilingual and Dual Language teachers opportunities for professional learning, vertical planning, and resource/lesson development.</p> <p>Strategy's Expected Result/Impact: Increase in test performance in district and state assessments from the previous year.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: ELL Professional Learning Books - 199 Local - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 8: Provide teachers and administrators opportunities to attend relevant professional development sessions to build teaching capacity, deepen content knowledge and improve instructional delivery and foster leadership development.</p> <p>Strategy's Expected Result/Impact: Attain proficiency levels or higher on educator evaluation systems.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Implement the observation-feedback cycle using the Get Better Faster model as part of the RELAY GSE leadership training.</p> <p>Strategy's Expected Result/Impact: Increase scores on district and state assessments from previous year</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - 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 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. Root Cause: Students come to school with different strengths and challenges both academically and socially.</p>
<p>Problem Statement 2: There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. Root Cause: Barriers exist due to significant learning gaps in these special populations that are not being effectively met.</p>
Student Achievement
<p>Problem Statement 1: Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019. Root Cause: Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.</p>
<p>Problem Statement 2: STAAR Writing in Grade 4 shows only 50% of students score at Approaches or higher levels. Root Cause: A K-4 writing workshop model with attached professional learning has not been prioritized.</p>
<p>Problem Statement 4: In STAAR Reading, Reporting Category 3 Understanding and Analysis of Informational Texts has been the lowest scoring reporting category for the last 3 STAAR administrations at all three grade levels. Root Cause: A lack of training in analyzing informational texts partnered with a lack of quality informational texts to use with students at all grade levels</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Nine teachers will be in a new grade level from the previous year. Root Cause: Teachers lack a training in developing a strong skill set on TEKS and Student Expectations in their new grade levels.</p>
Curriculum, Instruction, and Assessment

Problem Statement 1: Special Education teachers currently do not implement a reading program or effective reading practices. **Root Cause:** Lack of training to implement LLI in SpEd classes and scheduling conflicts.

Problem Statement 2: Lesson plans do not consistently and effectively address alignment (SEs/LOs/DOLs), differentiated instruction, pacing, and formative assessment opportunities with exemplars. **Root Cause:** The absence of planning protocols for ELAR and Math to address the above needs.

School Context and Organization

Problem Statement 1: As part of our ESF process, the campus identified Lever 1: Develop campus instructional leaders as an area of development. **Root Cause:** Aside from the campus principal, the rest of the leadership team is fairly inexperienced in their roles and are in the process of building protocols for the campus.

Problem Statement 2: Some inconsistencies with follow through of the Academic and Behavior RtI process. **Root Cause:** Lack of understanding of purpose and requirements of RtI process.

Technology

Problem Statement 1: Teachers and staff are challenged in providing effective and engaging instruction in a virtual only and combined virtual/in-building format. **Root Cause:** Lack of training, professional learning opportunities, and knowledge of resources for providing instruction in a virtual, blended learning format.





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

Performance Objective 1: By June 2021, the percentage of students meeting Masters levels in all content areas will increase by at least 1% point, as measured by STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

<p>Strategy 1: Utilize supplemental resources to improve the quality of instruction across the core contents. Strategy's Expected Result/Impact: Increase in scores on state assessment from previous year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, 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 - Comprehensive Support Strategy Problem Statements: Demographics 1 Funding Sources: Lead4ward Field Guides - 211 Title I, Part A - \$450</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will analyze formative and summative assessment data to create and develop coaching plans which incorporate differentiated instruction and target interventions leading to an increase in student performance levels. Strategy's Expected Result/Impact: Gains in Domain 2 on state assessment rating system. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. Root Cause: Students come to school with different strengths and challenges both academically and socially.</p>
Student Achievement
<p>Problem Statement 1: Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019. Root Cause: Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.</p>

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

Performance Objective 2: 100% of students will participate in a rigorous academic programs that connects to their college and career aspirations.

Evaluation Data Sources: Increase score in Domain 1 of state rating system from previous year.

Summative Evaluation: None

<p>Strategy 1: Teachers will develop and create engaging and rigorous interactive lessons which incorporate technology devices (such as Chromebooks, laptops, headsets with microphones), tech apps and web-based programs to keep all students (both virtual and remote) engaged and learning to meet the demands of CCMR.</p> <p>Strategy's Expected Result/Impact: Increase score in Domain 1 of state rating system from previous year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Technology 2</p> <p>Funding Sources: technology tools- headphones, document cameras, projectors - 211 Title I, Part A - \$10,000, technology devices- chrome books, laptops - 211 Title I, Part A - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Technology
<p>Problem Statement 2: Campus technology needs for students and staff have increased in volume and pacing during the last few months to fulfill the demands of remote learning. These technology needs include: 1-1 devices/Chromebooks, internet hot spots, ear phones, charging cords, charging stations, projectors, document cameras, adaptors, webcams, and extra monitors and the ability to replace and repair these items as needed. Root Cause: Previous campus technology phase-in plan did not account for the high and sudden demand of new technology and the phasing out of outdated items such as SMART boards.</p>

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

Performance Objective 1: 100% of instructional staff will fully implement a social-emotional program and supports for all students.

Evaluation Data Sources: Decrease in number of students on RtI Tier II for Behavior.

Summative Evaluation: None

<p>Strategy 1: Teachers will implement Sanford Harmony SEL lessons on a daily basis in all grade levels to build social skills and increase student empathy.</p> <p>Strategy's Expected Result/Impact: Decrease in students on Behavior RtI at tier II level.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The counselor will organize school and family events such as food distributions, clothing drives, Red-Ribbon Week, anti-bullying campaigns, etc. to promote positive school-family relations.</p> <p>Strategy's Expected Result/Impact: Families of 100% of students will participate in at least 1 event</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: supplies for events - 211 Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Administrators and instructional staff will analyze referrals to develop behavior plans for students with multiple discipline referrals.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of student major discipline referrals.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, counselor</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: The counselor will address the immediate needs of students as they relate to attendance, truancy, physical/emotional/sexual abuse, grief/loss, stress, homelessness, etc.</p> <p>Strategy's Expected Result/Impact: 85% of families will benefit from support services to support the child and their family.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Conduct nine week grading period awards and student recognition for Good Citizenship, Academics, and Attendance utilizing local business partners for rewards when possible. Strategy's Expected Result/Impact: 100% of students will receive at least one recognition. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal Title I Schoolwide Elements: 2.5, 3.2 Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. Root Cause: Students come to school with different strengths and challenges both academically and socially.
School Culture and Climate
Problem Statement 1: Student conflicts make up the majority of Office Managed Referrals. Root Cause: Lack of continued training and prioritization of conflict prevention and deescalation strategies.
Parent and Community Engagement
Problem Statement 1: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. Root Cause: Parents have not had training in our many platforms being used for virtual instruction.

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

Performance Objective 2: 100% of teachers will implement school safety protocols.

Evaluation Data Sources: 100% of safety drills and safety protocols will be conducted in the school year.

Summative Evaluation: None

<p>Strategy 1: Implement recommended safety protocols for COVID-19 such as social distancing, using desk shields and PPE (masks, face shields, gloves) and sanitizing.</p> <p>Strategy's Expected Result/Impact: 100% of staff will implement safety protocols for COVID-19 as determined by the district.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse, Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administrators will conduct monthly fire drills and other prescribed safety drills throughout the year to ensure student and staff safety.</p> <p>Strategy's Expected Result/Impact: 100% of staff will participate in all safety drills as determined by the school district.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Administrators will provide all staff members with Standard Response Protocol training and Navigate 360 training to ensure rapid and safe responses to emergency situations.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will follow the protocol and utilize Navigate 360</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. Root Cause: Students come to school with different strengths and challenges both academically and socially.</p>

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

Performance Objective 1: 100% of classroom teachers will create and maintain a teacher website and online app that is user friendly to the families of Hutchins.

Targeted or ESF High Priority

Evaluation Data Sources: data analytics
parent surveys

Summative Evaluation: None

<p>Strategy 1: Utilize a variety of communication digital platforms including social media support parents as educator partners for academic and social emotional student wellness.</p> <p>Platforms may include: Virtual Training, School Messenger, Blackboard, Remind 101, Twitter, Facebook, Hutchins school and teacher websites, and Skyward.</p> <p>Strategy's Expected Result/Impact: 100% of families will utilize at least one of these platforms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian and Media Coordinator</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. Root Cause: Students come to school with different strengths and challenges both academically and socially.</p>
Parent and Community Engagement
<p>Problem Statement 1: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. Root Cause: Parents have not had training in our many platforms being used for virtual instruction.</p>





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

Performance Objective 2: 100% of parents/families will attend at least one Parent/Family meeting in order to engage Hutchins Families in the academic and social emotional areas.

Evaluation Data Sources: parent surveys

Summative Evaluation: None

Strategy 1: Conduct a variety of parent meetings throughout the school year to keep parents informed of school business, to provide opportunities for two-way communication and to educate families on new initiatives and resources: Meetings will include: Viking Parent Power Hour; Town-Hall style meetings for Phase-In plans, Back to School; Open House; STAAR Info Meetings Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. Root Cause: Parents have not had training in our many platforms being used for virtual instruction.

Goal 6: Hutchins Elementary will provide targeted support and resources in the low performing Domain 1 from the state rating.






Performance Objective 1: By June 2021, 75% of students identified as Special Ed, At-Risk and ELL will meet established standards as measured by STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: State Assessments

Summative Evaluation: None

<p>Strategy 1: Hire part-time, certified, retired teachers to provide supplemental support in Reading and Math during the school day.</p> <p>Strategy's Expected Result/Impact: Increase student scores in common and benchmark assessments and state assessments.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, instructional coaches, reading teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: part-time tutors - 199 PIC 30 State Comp - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will provide intervention to students at Tier I, II, and III to close gaps in Reading and Math using programs and systems such as mClass, Imagine Math, etc.</p> <p>Strategy's Expected Result/Impact: Close gaps among students requiring interventions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, instructional Coaches, Reading Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Students will participate in extended school enrichment opportunities (i.e. Tutoring, Saturday School, Student Clubs).</p> <p>Strategy's Expected Result/Impact: Increase student performance and help close gaps among student populations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1</p> <p>Funding Sources: - 199 PIC 30 State Comp - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Teachers will develop objective-driven lesson plans that contain clear objectives, opening activities, time allotments, differentiated instruction, and formative assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Increased scores on common, benchmark and state assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. Root Cause: Students come to school with different strengths and challenges both academically and socially.</p> <p>Problem Statement 2: There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. Root Cause: Barriers exist due to significant learning gaps in these special populations that are not being effectively met.</p>
Student Achievement
<p>Problem Statement 1: Domain 2, School Progress (which consists of Academic Growth and Relative Performance), declined by 7 points from 2018 to 2019. Root Cause: Targeted, differentiated instruction, including implementation of high yield strategies and engaging activities, has not been prioritized within lesson plan development.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Nine teachers will be in a new grade level from the previous year. Root Cause: Teachers lack a training in developing a strong skill set on TEKS and Student Expectations in their new grade levels.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Lesson plans do not consistently and effectively address alignment (SEs/LOs/DOLs), differentiated instruction, pacing, and formative assessment opportunities with exemplars. Root Cause: The absence of planning protocols for ELAR and Math to address the above needs.</p>

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7	ELL Professional Learning Books		\$500.00
Sub-Total					\$500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 4 supplemental		\$500.00
1	2	1	PLC's to create effective instructional aids for literacy centers		\$2,000.00
2	2	1	TLAC PD book		\$200.00
2	2	3	Region 20 Professional Development		\$3,100.00
3	1	1	Lead4ward Field Guides		\$450.00
3	2	1	technology tools- headphones, document cameras, projectors		\$10,000.00
3	2	1	technology devices- chrome books, laptops		\$10,000.00
4	1	2	supplies for events		\$1,000.00
Sub-Total					\$27,250.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	part-time tutors		\$5,000.00
6	1	3			\$5,000.00
Sub-Total					\$10,000.00
Grand Total					\$37,750.00

South San Antonio Independent School District

Kindred Elementary School

2020-2021 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.

Table of Contents

Comprehensive Needs Assessment	6
Needs Assessment Overview	6
Demographics	8
Student Achievement	10
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	15
Curriculum, Instruction, and Assessment	17
Parent and Community Engagement	20
School Context and Organization	22
Technology	23
Priority Problem Statements	24
Goals	27
Goal 1: Kindred will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	27
Goal 2: Kindred will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	32
Goal 3: Kindred will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	34
Goal 4: Kindred will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	36
Goal 5: Kindred will collaborate with parents and community to ensure all students receive a gold standard education.	38
Campus Funding Summary	41

Comprehensive Needs Assessment

Needs Assessment Overview

Needs related to System Improvements (philosophy, processes, implementation, capacity)

- Data Analysis, Lesson Plans, Walk Thru Observations, Feedback Sessions, and Campus Need Assessment (CILT) data revealed needs related to improving the quality of instruction at Kindred Elementary. There is evidence that teachers did not fully incorporate higher order thinking skills and the engagement of students in high quality instruction was lacking. Data revealed that grades third- fifth had growth in the effective utilization of LOs/DOLs from the beginning of year to the end of year. PK-second grade will focus on “I can” Statements that are developmentally appropriate. Professional development in this area will spiral throughout the school year. Feedback will be given on LOs/DOLs, “I can” Statements through Walkthroughs, and PLC Lesson Planning.
- Data from 2019 STAAR assessments indicated a growth in the academic areas of third grade reading and math. There was a significant decline in fourth grade reading and math, fifth grade reading and math, fourth grade writing and fifth grade science.
- According to 2019 Eukolos data there was a growth in the academic areas of third and fourth grade reading. Fourth grade performed as expected in writing. There was a significant gap in third, fourth, and fifth grade math.
- Data revealed that there needs to be a focus on implementation of authentic student engagement with the use of manipulatives, fidelity of the curriculum documents and resources, and teachers’ content knowledge. Professional Learning Communities will be utilized to collaborate and plan to provide high quality instruction.

System evaluation (philosophy, processes, implementation, capacity)

- Fidelity Checks: LO’s and DOL’s, Use of math manipulatives, HOT/ Rigorous Questions, Multiple Response Strategies, Data binders, and Technology used for small group instruction
- Guided Reading Lesson Plans K-4 submitted every week
- Writing is taught across the curriculum (Writers Workshop) Grades K-4
- Utilization of Stem Scopes in Grades 3-5

- In order to improve good first instruction, teachers will plan at least once a week to analyze data and create standards based lessons. The lesson plans will reflect best practices that include student engagement and higher order questioning. Extended PLC planning will be scheduled 3 times a nine weeks.
- Due to the new teachers in new grade levels, there will be a need to establish a new teacher mentor program. They will be supported by their mentor, instructional coaches and administration. Professional Development Categories: Content Specific, Data Driven Instruction/ Deep Data Analysis, Balanced Literacy, and PBIS.

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 310 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 life long learners.

Due to COVID 19, we are presently implementing a contained virtual asynchronous learning framework for the first 8 weeks of school. After the 8 weeks, we will follow the directions of local health officials to possibly allow a small percentage of students back on campus while the remaining student body continues with virtual instruction.

Demographics Strengths

Kindred Elementary has a strong generational community that has pride in their school.

Ethnic Distribution:

African American 0.6%

Hispanic 98.1%

White 1.0%

American Indian 0.4%

Asian 0.0%

Pacific Islander 0.0%

Two or more Races 0.0%

Economically Disadvantaged:

Non-Educationally Disadvantaged 6.5%

English Language Learners (ELL) .64%

Students with Disciplinary Placements 0.0%

At-Risk 72.1%

Mobiity 19.5%

Attendance 94%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Almost 6% students school-wide did not meet attendance requirements. Student attendance is currently at 94.3% **Root Cause:** Limited accessibility to transportation. Parents have limited awareness of the negative impact of truancy on student outcomes.

Problem Statement 2 (Prioritized): Working situations are hindering students to be able to join live synchronous lessons with their teacher. **Root Cause:** Due to Covid, families are having to juggle the responsibilities of home, school and work life.

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.

Although the disruption of COVID-19 resulted in the cancellation of STAAR, district benchmarks were administered in the spring of 2020.

- 79% of 3rd graders and 48% of 4th graders did not approach grade level on the most recent math district assessment.
- 70% of 3rd graders and 63% of 4th graders did not approach grade level on the most recent reading district assessment.

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%). Due to covid, state assessments were not taken.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 77% of students school-wide did not meet grade-level standard in STAAR Reading in 2018-2019. **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 (Prioritized): 64% of students school-wide did not meet grade-level Meets standard in STAAR Math in 2018-2019. **Root Cause:** Additional training is required to align TEKS and rigor of STAAR, increase engagement strategies and increase knowledge in Math standards.

Problem Statement 3 (Prioritized): 81% of fourth grade students did not meet grade level in fourth grade STAAR Writing in 2018-2019. **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 (Prioritized): 81% of students did not meet 4 grade level on STAAR Science in 2018-2019. **Root Cause:** There is a need to increase teacher capacity in science -vocabulary, STEMscopes, and science laboratory safety.

Problem Statement 5: 79% of 3rd graders and 48% of 4th graders did not approach grade level on the most recent math district assessment in 2019-2020 **Root Cause:** Additional training is required to align TEKS and rigor of STAAR, increase engagement strategies and increase knowledge in Math standards.

Problem Statement 6: 70% of 3rd graders and 63% of 4th graders did not approach grade level on the most recent reading district assessment in 2019-2020 **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.

School Culture and Climate

School Culture and Climate Summary

Kindred FOCUS for 2020-2021

We believe in a: Positive school culture, Achieving Greatness, through Working together, to create Successful lifelong learners.

Kindred Elementary Vision:

- **At Kindred, we believe in reaching the mission and goals of the school by encouraging collaboration and communication between teachers, students and parents, virtually and in person, 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 with 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 providing all students the same opportunity and learning experience by recognizing their needs both virtually and in person and helping them grow while inspiring them to be future leaders of tomorrow.

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 have 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, award ceremonies, etc) in which opportunities are present 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. Due to COVID-19, many of our on campus opportunitites have been implemented virutally. (Meet the teacher, open houses, virtual pledge and morning announcements, parent coffees, student showcases, award ceremonies, etc)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of engagement for students. Parents may not always feel that they are welcome at Kindred and therefore do not support the educational process. **Root Cause:** Students and families are not proficient on attendance laws and may not understand the significant impact on student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Kindred maintains a quality instructional staff that has recently seen a few staff members move into district positions to grow the districts needs. (Example: instructional coaches). Once a staff member moves on, an interview panel is created to filter through applications, select applicant for interviews, interview and deliberate to determine the best qualified person to join our Kindred family. Going into 2020-2021, all teachers were retained at Kindred with only 1 moving on this past month to a district role.

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%

Males 4.3 14.1%

Females 26.4 85.9%

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%). At Kindred we feel that every student has the opportunity to succeed and that reflects in our teachers attitude. We are motivated as a family to help our community in every facet to provide the resources needed to grow today's students into tomorrow's leaders.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): High Quality teachers are transferred due to falling enrollment. **Root Cause:** Decreasing student enrollment leads to teachers being transferred to other schools with a higher teacher to student ratio.

Problem Statement 2 (Prioritized): We have seen a decrease in our student population that could cause teacher transfer . **Root Cause:** Clear, consistent and ongoing communication needs to address the precautions put in place to keep families safe in sending their children to school.

Problem Statement 3 (Prioritized): There is a lack of applicants for when there is a position available. **Root Cause:** Teachers may not feel that the compensation is comparable to what they would receive in a larger district.

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, RAZ Kids, Amplify and Happy Numbers.

- All students, 1st-3rd grade, will have Amplify 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, RAZ kids, Amplify 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 2020
 - Curriculum Updates/Instruction (District and Campus)
 - Vision and Core Values
 - T-TESS 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 walk throughs completed by admin on each teacher
 - PLC during school day once a week
 - Monthly CILT meetings
 - Data Analysis/ Tracking
 - analyze 2020 - 2021 STAAR / Eukolos / RAZ kids / Amplify / 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 2020 - 2021 STAAR / Eukolos / RAZ kids/ Amplify / 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 (Prioritized): Lack of PD and resources to implement a successful early literacy program. **Root Cause:** Training and allocation of resources are needed to support early literacy.

Problem Statement 2 (Prioritized): Due to covid 19, some student may not be able to get on virtually with their teacher. **Root Cause:** Families at this time may have difficulties and extenuating circumstances that do not allow for students to be virtually present during live instruction.

Problem Statement 3 (Prioritized): Due to covid 19, challenges face include being able to work in small group reading as easily as when students are in the classroom. **Root Cause:** Families may not want to send their children back to school fearing sanitary practices in the school.

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, twitter, Class Dojo 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
- Virtual daily pledge and morning announcements.
- Grandparents Day Recognition
- Open House and Title I Information
- Parent coffees
- Student Showcases
- Stem Family Night
- Fall Festival
- STAAR Information Night (TBD)
- Fiesta Parade and Festival

Due to COVID 19, many of these events will take place virtually.

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.

Due to COVID 19, the opportunity for all students and parents/guardians to be greeted takes place during the virtual daily pledge and morning announcements.

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 among 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.

Due to COVID 19, live virtual daily pledge and morning announcements will be held to update parents on current events that are taking place at school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): More parent classes are needed to help parents assist their children at home with their academics. **Root Cause:** Lack of resources, space, and personnel on campus

Problem Statement 2 (Prioritized): 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.

Problem Statement 3 (Prioritized): Technology knowledge is limited in some family households. **Root Cause:** Due to COVID 19, families may not have the technology devices and internet connections that allow them to participate in virtual engagement.

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 23 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. Presently we have a virtual learning schedule that allows for students to learn both synchronous and asynchronous. As we move toward bringing students back to campus in phases, the schedule will allow for both physical in person class while instructing students virtually throughout the year.

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Administration and teachers are trying to balance instructional minutes between face to face learners and remote learners. **Root Cause:** Maintenance of the master schedule has been difficult to align remote instruction and face to face instruction.

Technology

Technology Summary

Our campus has been able to attain 1:1 technology for all students on campus. Therefore we now have the ability for each of our classroom to act as a computer lab when needed to work on computer instructional platforms such as Happy numbers, Amplify, RAZ kids, Seesaw, google classroom.

Our teachers have become more knowledgeable about technology being that we are presently in the first 8 weeks of virtual learning. Our technology department provides many opportunities for technology advancement.

We will be in need of chromebook carts to be able to charge mass quantities of chrome books.

Remote on-line learning is required due to COVID-19 epidemic. All students are falling behind on their TEKS in all subjects.

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. We have been able to purchase 1:1 headphones for each of our students. There are many opportunities for technology growth through virtual professional development classes.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology equipment and inventory is limited across campus. **Root Cause:** Limited funds for more technology equipment (chromebook carts, functioning laptops, document cameras).

Problem Statement 2 (Prioritized): A lack of technology for a one to one initiative for online learning for all students. **Root Cause:** A limited supply of technology devices were available. Some chrome books are broken and need to be repaired.

Problem Statement 3 (Prioritized): A lack of charging stations are available for chrome books. **Root Cause:** Chromebook carts were not provided and need to be ordered.

Problem Statement 4 (Prioritized): Lack of internet access for families. **Root Cause:** No wifi at home.

Priority Problem Statements

Problem Statement 1: A lack of technology for a one to one initiative for online learning for all students.

Root Cause 1: A limited supply of technology devices were available. Some chrome books are broken and need to be repaired.

Problem Statement 1 Areas: Technology

Problem Statement 2: Almost 6% students school-wide did not meet attendance requirements. Student attendance is currently at 94.3%

Root Cause 2: Limited accessibility to transportation. Parents have limited awareness of the negative impact of truancy on student outcomes.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Working situations are hindering students to be able to join live synchronous lessons with their teacher.

Root Cause 3: Due to Covid, families are having to juggle the responsibilities of home, school and work life.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 77% of students school-wide did not meet grade-level standard in STAAR Reading in 2018-2019.

Root Cause 4: 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 4 Areas: Student Achievement

Problem Statement 5: 64% of students school-wide did not meet grade-level Meets standard in STAAR Math in 2018-2019.

Root Cause 5: Additional training is required to align TEKS and rigor of STAAR, increase engagement strategies and increase knowledge in Math standards.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: 81% of fourth grade students did not meet grade level in fourth grade STAAR Writing in 2018-2019.

Root Cause 6: Training is needed in vertical aligning standards, integrating grammar skills/reinforcement within Writers Workshop, and vocabulary instruction for composition writing.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: 81% of students did not meet grade level on STAAR Science in 2018-2019.

Root Cause 7: There is a need to increase teacher capacity in science -vocabulary, STEMscopes, and science laboratory safety.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Lack of engagement for students. Parents may not always feel that they are welcome at Kindred and therefore do not support the educational process.

Root Cause 8: Students and families are not proficient on attendance laws and may not understand the significant impact on student achievement.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: High Quality teachers are transferred due to falling enrollment.

Root Cause 9: Decreasing student enrollment leads to teachers being transferred to other schools with a higher teacher to student ratio.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: We have seen a decrease in our student population that could cause teacher transfer .

Root Cause 10: Clear, consistent and ongoing communication needs to address the precautions put in place to keep families safe in sending their children to school.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: There is a lack of applicants for when there is a position available.

Root Cause 11: Teachers may not feel that the compensation is comparable to what they would receive in a larger district.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Lack of PD and resources to implement a successful early literacy program.

Root Cause 12: Training and allocation of resources are needed to support early literacy.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: Due to covid 19, some student may not be able to get on virtually with their teacher.

Root Cause 13: Families at this time may have difficulties and extenuating circumstances that do not allow for students to be virtually present during live instruction.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Due to covid 19, challenges face include being able to work in small group reading as easily as when students are in the classroom.

Root Cause 14: Families may not want to send their children back to school fearing sanitary practices in the school.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: More parent classes are needed to help parents assist their children at home with their academics.

Root Cause 15: Lack of resources, space, and personnel on campus

Problem Statement 15 Areas: Parent and Community Engagement

Problem Statement 16: A lack of parent participation in the school

Root Cause 16: Community classes are needed to help parents feel comfortable in coming to the school and with helping their children at home with their academics.

Problem Statement 16 Areas: Parent and Community Engagement

Problem Statement 17: Technology knowledge is limited in some family households.

Root Cause 17: Due to COVID 19, families may not have the technology devices and internet connections that allow them to participate in virtual engagement.

Problem Statement 17 Areas: Parent and Community Engagement

Problem Statement 18: Administration and teachers are trying to balance instructional minutes between face to face learners and remote learners.

Root Cause 18: Maintenance of the master schedule has been difficult to align remote instruction and face to face instruction.

Problem Statement 18 Areas: School Context and Organization

Problem Statement 19: Technology equipment and inventory is limited across campus.

Root Cause 19: Limited funds for more technology equipment (chromebook carts, functioning laptops, document cameras).

Problem Statement 19 Areas: Technology

Problem Statement 20: A lack of charging stations are available for chrome books.

Root Cause 20: Chromebook carts were not provided and need to be ordered.

Problem Statement 20 Areas: Technology

Problem Statement 21: Lack of internet access for families.

Root Cause 21: No wifi at home.

Problem Statement 21 Areas: Technology

Goals

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

Performance Objective 1: Kindred STAAR results will improve by 5 points in the area of student achievement.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TAPR report

Summative Evaluation: None

<p>Strategy 1: Provide support, personnel, and resources to at-risk students to improve literacy skills. Strategy's Expected Result/Impact: Increase student achievement, remote learning</p> <p>Increase percentage in K-2 reading on grade level</p> <p>Staff Responsible for Monitoring: Teachers, administration, central office support staff, technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4</p> <p>Funding Sources: STAR Master 1-5 Reading and Math - 199 PIC 30 State Comp, Scholastic News - Expository Text - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide after school tutoring for K-5 and part-time support for day tutoring. Strategy's Expected Result/Impact: Increase student achievement while targeting most at risk students.</p> <p>Staff Responsible for Monitoring: Administration Team, All teachers/staff, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: Campus teachers tutoring - 199 PIC 30 State Comp - \$5,000, Part-time day tutor - 199 PIC 30 State Comp - \$18,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Provide supplemental STAAR work books or materials for teachers to implement into their classroom. Strategy's Expected Result/Impact: Increase student achievement while targeting most at risk students. Staff Responsible for Monitoring: Campus administration, Teachers and Staff, ICs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Technology will be used to enhance classroom and virtual instruction, student engagement and provide instruction through on-line platforms by utilizing seesaw, google classroom, google meets, chromebooks/carts into their lessons. Also have access to have headphones and speakers for chromebooks. Strategy's Expected Result/Impact: Student engagement during virtual and in-building walkthroughs. Staff Responsible for Monitoring: Administration, ICs, teachers, technology dept. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - Technology 1, 2, 3 Funding Sources: - 199 PIC 30 State Comp	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Demographics
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. Parents have limited awareness of the negative impact of truancy on student outcomes.
Student Achievement
Problem Statement 1: 77% of students school-wide did not meet grade-level standard in STAAR Reading in 2018-2019. 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 in 2018-2019. Root Cause: Additional training is required to align TEKS and rigor of STAAR, increase engagement strategies and increase knowledge in Math standards.
Problem Statement 3: 81% of fourth grade students did not meet grade level in fourth grade STAAR Writing in 2018-2019. 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 STAAR Science in 2018-2019. Root Cause: There is a need to increase teacher capacity in science - vocabulary, STEMscopes, and science laboratory safety.
Technology
Problem Statement 1: Technology equipment and inventory is limited across campus. Root Cause: Limited funds for more technology equipment (chromebook carts, functioning laptops, document cameras).
Problem Statement 2: A lack of technology for a one to one initiative for online learning for all students. Root Cause: A limited supply of technology devices were available. Some chrome books are broken and need to be repaired.

Problem Statement 3: A lack of charging stations are available for chrome books. **Root Cause:** Chromebook carts were not provided and need to be ordered.





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

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

<p>Strategy 1: Hold weekly PLCs to disaggregate data to drive instruction: Amplify, Happy Numbers, Benchmark, and F&P</p> <p>Coaching and Mentoring</p> <p>Strategy's Expected Result/Impact: Teachers will be able to target specific weaknesses and strengths of TEKS.</p> <p>Feedback to teachers will grow in their professional development.</p> <p>Staff Responsible for Monitoring: Administration Team, IC's, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 3: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

<p>Strategy 1: Follow-up Professional Development on Balanced Literacy, Fountas and Pinnell, Stemscoopes (Science), Istation, and Smartboard</p> <p>Strategy's Expected Result/Impact: Increase reading levels, mastery of Science TEKS Increase student engagement through technology</p> <p>Staff Responsible for Monitoring: Administration Team, Instructional Coach, District Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: Leveled Readers, F&P materials, Stemscope workbooks, refill Stemscope materials, Empowering Writers workbooks. - 211 Title I, Part A, Professional development fees - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide tools to support accelerated instructional strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase GT referrals</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Lead4Ward Field guides - 211 Title I, Part A - 211-11-6395-00-105-930-000 - \$450</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Create and foster Instructional Leadership Teams at all levels of the district and school community.








<p>Strategy 1: Create content committees for vertical alignment of grade levels. Strategy's Expected Result/Impact: Increase student achievement of content TEKS Staff Responsible for Monitoring: Administration Team, Teachers, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Supplies and materials - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide opportunities for campus administration to attend conferences to improve instruction and leadership strategies. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Campus administration and district staff. Funding Sources: TEPSA - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Kindred will ensure that all classrooms are staff with a certified teacher as well as paraprofessionals to assist in high need areas of the school.

Evaluation Data Sources: Interview documentation (confidentiality statements, interview questions and answers, rubric and recommendation forms)

Summative Evaluation: None

<p>Strategy 1: An interview panel is set up to interview and determine the best qualified staff member to fill any open position.</p> <p>Strategy's Expected Result/Impact: Provide each classroom with a certified staff member in their area of expertise.</p> <p>Staff Responsible for Monitoring: Administration, staff members</p> <p>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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	








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

Performance Objective 2: The campus will provide professional development opportunities for staff that promote high levels of student engagement.

Targeted or ESF High Priority

Evaluation Data Sources: Sign in sheets, PD documents

Summative Evaluation: None

<p>Strategy 1: Hold professional development opportunities that develop a teachers skill set that focus on best practices and understanding of how to interpret the data that comes from programs and curriculum used.</p> <p>Strategy's Expected Result/Impact: Best practices used in the classroom that leads to a students understanding of instruction while focusing on high results on state testing.</p> <p>Staff Responsible for Monitoring: Administration Team, faculty and staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

Performance Objective 1: Kindred students will participate in a post-secondary educational or career path to expand their awareness of future opportunities, such as Career on Wheels, Endorsement Showcase, Career Exploration, Guest Speakers, Field Trips

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus scheduled events

Summative Evaluation: None

<p>Strategy 1: Create opportunities for students to participate in Career on Wheels, Endorsement Showcase, Career Exploration, and Field Trips.</p> <p>Strategy's Expected Result/Impact: Students will be able to explore careers that will enhance their future endeavors.</p> <p>Staff Responsible for Monitoring: Administration Team, Faculty and Staff</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress	Accomplished	Continue/Modify	Discontinue	

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

Performance Objective 2: Kindred will provide clubs, extra curricular activities, and leadership opportunity to help instill a sense of what students may what to pursue in their future.





<p>Strategy 1: Establish clubs and extra curricular activities such as cheer leading, running club, culinary club, student council, etc.</p> <p>Strategy's Expected Result/Impact: Students will be able to participate in clubs and extra curricular activities that will help instill a sense of what students may what to pursue in their future.</p> <p>Staff Responsible for Monitoring: Administration Team, Faculty and Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: Kindred will increase student attendance by 1 to 2% by having creating a fun environment and having incentives for coming to school.

Evaluation Data Sources: PEIMS report

Summative Evaluation: None

<p>Strategy 1: Kindred will have numerous spirit days/weeks, holiday activities and attendance incentives. Strategy's Expected Result/Impact: Attendance will increase, establish pride in coming to Kindred. Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Incentive prizes - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>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. Parents have limited awareness of the negative impact of truancy on student outcomes.</p>


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

Performance Objective 2: Kindred will provide clubs, extra curricular activities, and leadership opportunity to help instill school pride and decrease discipline referrals.

Evaluation Data Sources: Sign up sheets for teachers for clubs and extra curricular activities.

Summative Evaluation: None

<p>Strategy 1: Establish clubs and extra curricular activities such as cheer leading, running club, culinary club, student council, etc.</p> <p>Strategy's Expected Result/Impact: Increased student confidence and school climate.</p> <p>Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>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. Parents have limited awareness of the negative impact of truancy on student outcomes.</p>
School Culture and Climate
<p>Problem Statement 1: Lack of engagement for students. Parents may not always feel that they are welcome at Kindred and therefore do not support the educational process. Root Cause: Students and families are not proficient on attendance laws and may not understand the significant impact on student achievement.</p>





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

Performance Objective 1: Kindred will keep clear and constant communication with all parents/guardians.

Evaluation Data Sources: Marquee, Flyers, twitter, class dojo, blackboard

Summative Evaluation: None

<p>Strategy 1: Utilize the marquee, blackboard call outs and email blast, class dojo and twitter to send out clear and constant communication that will inform parents/guardians concerning important information and events at Kindred.</p> <p>Strategy's Expected Result/Impact: Increase communication with parents and community while informing parents/guardians of important information and events at Kindred.</p> <p>Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>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. Parents have limited awareness of the negative impact of truancy on student outcomes.</p>
School Culture and Climate
<p>Problem Statement 1: Lack of engagement for students. Parents may not always feel that they are welcome at Kindred and therefore do not support the educational process. Root Cause: Students and families are not proficient on attendance laws and may not understand the significant impact on student achievement.</p>
Parent and Community Engagement
<p>Problem Statement 1: More parent classes are needed to help parents assist their children at home with their academics. Root Cause: Lack of resources, space, and personnel on campus</p> <p>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.</p>

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

Performance Objective 2: Kindred will have a minimum of six virtual/in-building Parent coffee meeting during the 2020-2021 school year to inform parents of services provided in and out of school.

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

Summative Evaluation: None

<p>Strategy 1: Develop a relationship with parents that informs parents of services available in the school as well as the community they live in.</p> <p>Strategy's Expected Result/Impact: Increase parental support in the school.</p> <p>Staff Responsible for Monitoring: Administration Team, office staff, faculty and staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>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. Parents have limited awareness of the negative impact of truancy on student outcomes.</p>
School Culture and Climate
<p>Problem Statement 1: Lack of engagement for students. Parents may not always feel that they are welcome at Kindred and therefore do not support the educational process. Root Cause: Students and families are not proficient on attendance laws and may not understand the significant impact on student achievement.</p>
Parent and Community Engagement
<p>Problem Statement 1: More parent classes are needed to help parents assist their children at home with their academics. Root Cause: Lack of resources, space, and personnel on campus</p> <p>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.</p>

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scholastic News - Expository Text		\$0.00
1	4	1	Supplies and materials		\$0.00
1	4	2	TEPSA		\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
4	1	1	Incentive prizes		\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Leveled Readers, F&P materials, Stemscope workbooks, refill Stemscope materials, Empowering Writers workbooks.		\$0.00
1	3	1	Professional development fees		\$0.00
1	3	2	Lead4Ward Field guides	211-11-6395-00-105-930-000	\$450.00
5	2	1			\$0.00
Sub-Total					\$450.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAR Master 1-5 Reading and Math		\$0.00
1	1	2	Campus teachers tutoring		\$5,000.00
1	1	2	Part-time day tutor		\$18,000.00
1	1	4			\$0.00
Sub-Total					\$23,000.00
Grand Total					\$23,450.00

South San Antonio Independent School District

Miguel Carrillo, Jr. Elementary

2020-2021 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	8
Goal 1: Miguel Carrillo, Jr will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	8
Goal 2: Miguel Carrillo, Jr. will recruit, develop, support, and retain effective teachers, principals, and other individual staff.	11
Goal 3: Miguel Carrillo, Jr. will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	13
Goal 4: Miguel Carrillo, Jr. will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	14
Goal 5: Miguel Carrillo, Jr. will collaborate with parents and community to ensure all students receive a gold standard education.	18
Goal 6: Miguel Carrillo, Jr. will provide supplemental support and resources to low performing campuses.	21
Campus Funding Summary	24

Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 4: The campus has a low level of participation in school functions and projects.

Root Cause 4: As a campus we will promote cooperative learning, group cohesion (among all stakeholders), emphasize respect on campus and with parents, and build mutual trust between all school stakeholders.

Problem Statement 4 Areas: School Culture and Climate - Parent and Community Engagement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Goals

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





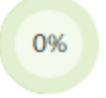
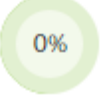
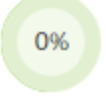

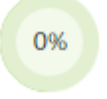
Performance Objective 1: By 2021, Math and Reading STAAR scores will increase by 5% at Meets level.

Targeted or ESF High Priority

HB3 Goal






Evaluation Data Sources: daily formative assessments, district assessment data and STAAR scores.

Summative Evaluation: None

<p>Strategy 1: Kinder - 5th grade teachers will provide after school tutoring for struggling students in math and reading</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores for math and reading.</p> <p>Staff Responsible for Monitoring: Teachers and principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Teaching Staff - 211 Title I, Part A - \$10,000</p>	Reviews			
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<p>Strategy 2: Implement a lesson planning protocol (Fab 5) in PLC that includes time for unpacking an exemplar, and reflection of upcoming lessons.</p> <p>Strategy's Expected Result/Impact: Increase math and reading STAAR scores</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
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<p>Strategy 3: After 9 weeks Benchmark, teachers will create a Teacher Action Plan to reteach TEKS standards that have been identified as not mastered.</p> <p>Strategy's Expected Result/Impact: Increase math and reading scores.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
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<p>Strategy 4: Provide part-time support for students who have not mastered TEKS on formative assessments.</p> <p>Strategy's Expected Result/Impact: Increase a math and reading STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Part-time teachers - 211 Title I, Part A - \$10,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 5: Implement Imagine Math for 3rd-5th grade to differentiate instruction for all students to help build problem solving skills and conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Math Scores</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 6: Implement M-Class screener to provide targeted interventions for reading to close the gap for grades K-5th.</p> <p>Strategy's Expected Result/Impact: Increase reading skills</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 7: Campus will conduct district assessments to measure teacher academic progress and student progress monitoring.</p> <p>Strategy's Expected Result/Impact: Small group and accelerated instruction driven by data.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 8: Provide on-line distance learning to students.</p> <p>Strategy's Expected Result/Impact: Increase student participation in class work.</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 9: Implement in all Pre-K and Head Start classrooms, CIRCLE and ASQ assessments for Beginning, Middle, and End of Year checkpoints in literacy and math components. CIRCLE and ASQ provides grouping, differentiation, and RTI strategies in order to fill the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increase student outcome</p> <p>Staff Responsible for Monitoring: Pre-K and Head Start Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 10: K-2 teachers will use Happy Numbers to differentiate instruction and deepen students' conceptual understanding of math.</p> <p>Strategy's Expected Result/Impact: Strengthen math foundational skills.</p> <p>Staff Responsible for Monitoring: Teachers and Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 11: Purchase supplemental student learning materials, teacher preparations and test taking materials from Mentoring Minds, ESC Learning Systems and Curriculum Associates to develop DOLs and campus based assessments.</p> <p>Strategy's Expected Result/Impact: Increase reading and math.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Mentoring Minds, Step Up to STAAR - 199 PIC 30 State Comp - \$8,860</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 12: Hire a consultant services to assist with campus improvement initiatives.</p> <p>Strategy's Expected Result/Impact: Increase reading, math, science, and writing</p> <p>Staff Responsible for Monitoring: Title I Director, Executive Director of Curriculum and Instruction, and Campus Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Contract and Consultant - 211 Comprehensive Support - \$6,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 13: Purchase classroom instructional materials or supplies to utilize for multiple response strategies. Materials will develop skills in writing, reading, vocabulary, math and science.</p> <p>Strategy's Expected Result/Impact: Increase student outcomes in all grade levels</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, and Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: - 211 Comprehensive Support - \$4,848, - 199 PIC 30 State Comp - \$8,860</p>	Reviews			
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Performance Objective 1 Problem Statements:

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

Performance Objective 1: By the end of 2021, 100% of Carrillo staff will participate in Professional Learning for district initiatives.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Professional Learning Agendas, Professional Learning Sign-in Sheets

Summative Evaluation: None

<p>Strategy 1: Carrillo teachers will be trained on the new district programs (M-Class/Amplify, RAZ Kids Plus, Imagine Math, Math Investigation (K-2nd).</p> <p>Strategy's Expected Result/Impact: Increase reading and math scores.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Campus Administration</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews			
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Performance Objective 1 Problem Statements:








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

Performance Objective 2: 100% of Carrillo teachers will be trained on remote learning.

HB3 Goal

Evaluation Data Sources: Increase student engagement.

Summative Evaluation: None

<p>Strategy 1: Campus librarian will train all teachers on the different virtual learning platforms.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and participation in virtual learning.</p> <p>Staff Responsible for Monitoring: Librarian and Campus Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews				
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Performance Objective 2 Problem Statements:

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

Performance Objective 1: Develop College and Career readiness skills through learning activities for 100% students in grades PK-5th.

Targeted or ESF High Priority

HB3 Goal

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














Summative Evaluation: None

<p>Strategy 1: Increase the number of students being accepted to the District's Academy of Choice Middle Schools. Strategy's Expected Result/Impact: Increase graduation rates. Staff Responsible for Monitoring: Teachers and Counselors Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 1, 2</p>	Reviews			
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<p>Strategy 2: All 2nd grade students will participate in the district's Career on Wheels. Strategy's Expected Result/Impact: Increase to college and career awareness. Staff Responsible for Monitoring: 2nd Grade Teachers and Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 1, 2</p>	Reviews			
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Performance Objective 1 Problem Statements:

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

Performance Objective 1: By 2021, Carrillo's attendance rate will be at 93%.

<p>Strategy 1: Purchase attendance incentives to improve attendance. Strategy's Expected Result/Impact: Purchasing incentives will motivate students to attend school virtually or in person to help the campus reach our attendance goal of 93% for the 2020-2021 SY. Staff Responsible for Monitoring: Principal, Vice Principal, Counselor, Teachers and Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 2: Campus will implement Attendance Intervention Meetings addressing students who have 3 or more unexcused absences. Strategy's Expected Result/Impact: Increase attendance rates Staff Responsible for Monitoring: Teacher, Counselor, and Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Attendance Incentives - 199 Local</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 3: Campus will utilize our district Truancy Attendance Officer to assist with students who have 8 or more unexcused absences. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Teachers, Counselor, and Campus Administration Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 4: Miguel Carrillo will reach out to as many community stakeholders (students, parents and business') to help support the functions and activities and school function put on by the school through ClassDojo, Facebook, Twitter, Website, School Marquee, School Messenger, School Flyers. Strategy's Expected Result/Impact: Student Discipline Referrals will reduce by 20% Staff Responsible for Monitoring: Principal, Vice Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Performance Objective 1 Problem Statements:

School Processes & Programs
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Problem Statement 1: The campus has a low level of participation in school functions and projects. Root Cause: As a campus we will promote cooperative learning, group cohesion (among all stakeholders), emphasize respect on campus and with parents, and build mutual trust between all school stakeholders.





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

Performance Objective 2: The campus will have a 10% reduction in discipline referrals from last year based on the PBIS behavior system we have in place.

Targeted or ESF High Priority

Evaluation Data Sources: Provide students with points on ClassDojo to be used to redeemed school purchased PBIS items.

Summative Evaluation: None

<p>Strategy 1: Purchase tangible items to promote positive behaviors on campus. Strategy's Expected Result/Impact: Our campus will have less discipline referrals, and teachers will have less classroom behavior management issues. Staff Responsible for Monitoring: Campus Administration, and Faculty and Staff, and the PBIS team. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	Reviews			
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<p>Strategy 2: Using the PBIS Matrix , students will follow all PBIS rules and expectations. Strategy's Expected Result/Impact: Decrease student discipline referrals Staff Responsible for Monitoring: Assistant Principal, Counselor, and Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: All teachers will be using Class Dojo to award all students points for following the PBIS rules and expectations to gain points to use spend at the PBIS store to cash in their points for various prizes. Strategy's Expected Result/Impact: Decrease student discipline referrals. Staff Responsible for Monitoring: Assistant Principal and Counselor Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	Reviews			
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Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus has a low level of participation in school functions and projects. **Root Cause:** As a campus we will promote cooperative learning, group cohesion (among all stakeholders), emphasize respect on campus and with parents, and build mutual trust between all school stakeholders.

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

Performance Objective 1: The campus will have a minimum of six principal Cafecitos during the school year which will include a parent training component.

Evaluation Data Sources: Sign -In Sheets and Flyers from the event

Summative Evaluation: None

Strategy 1: Principal Cafecito once a month Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Counselor and Principal Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1 Funding Sources: HEB and Sams - 211 Title I, Part A - \$1,000	Reviews			
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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus has a low level of participation in school functions and projects. Root Cause: As a campus we will promote cooperative learning, group cohesion (among all stakeholders), emphasize respect on campus and with parents, and build mutual trust between all school stakeholders.





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

Performance Objective 2: By May 2021, parental involvement at Carrillo will increase by 20%.

Evaluation Data Sources: Agendas, Sign-In Sheets, Google Calendar, Recorded Meetings and trainings on Youtube, newsletters, Class Dojo, Seesaw.

Summative Evaluation: None

<p>Strategy 1: Utilize Black Board , Twitter, Class Dojo, Facebook and Seesaw to increase parental engagement by announcing campus activities, parent involvement and family engagement functions.</p> <p>Strategy's Expected Result/Impact: Increase communication between school and community.</p> <p>Staff Responsible for Monitoring: Principal and counselor</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Carrillo will implement the following parental activities: Virtual Open House, Weekly Tech. Support, Way To Go Wildcats Weekly Rewards, Food Drive, Drive-Thru Award Ceremonies, Red Ribbon Week Activities, Veteran's Day Program, Grandparent's Day Drive-Thru, Fiesta Float Parade, Field Day, Dia De Los Muertos, Pumpkin Decorating Contest, Virtual Spirit Week, Parent Information Meeting for Phase I</p> <p>Strategy's Expected Result/Impact: Increase Parent Involvement</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Campus Administration</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Communities in Schools will work with Carrillo families to assist in attendance, academics, and social-emotional students.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: CIS case worker, counselor, and campus administration</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: The counselor will distribute two parent surveys one in the Fall and another in the Spring. Strategy's Expected Result/Impact: Increase parental involvement by their needs, decision making and feedback. Staff Responsible for Monitoring: School counselor Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Partner with businesses in the community to provide incentives to attend evening activities. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: School counselor and CIS case worker Title I Schoolwide Elements: 3.2 Problem Statements: School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus has a low level of participation in school functions and projects. Root Cause: As a campus we will promote cooperative learning, group cohesion (among all stakeholders), emphasize respect on campus and with parents, and build mutual trust between all school stakeholders.





Goal 6: Miguel Carrillo, Jr. will provide supplemental support and resources to low performing campuses.

Performance Objective 1: Carrillo will increase 20% in the area of school progress.

Targeted or ESF High Priority

Evaluation Data Sources: Universal Screener Data, daily formative assessments, and benchmarks

Summative Evaluation: None

<p>Strategy 1: Master schedules will include math and reading intervention period. Strategy's Expected Result/Impact: Improve standards based lessons for increased student outcomes. Staff Responsible for Monitoring: Principal and instructional coaches Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Hire part-time certified, retired teachers to provide supplemental support in reading and math during the school day. Strategy's Expected Result/Impact: Improve student outcomes in reading and math Staff Responsible for Monitoring: Principal, Instructional coaches, Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 Funding Sources: Retired certified teachers, time cards - 211 Comprehensive Support - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Purchase additional hotspots to conduct classes for at-risk students. Strategy's Expected Result/Impact: Increase student outcomes in reading and math Staff Responsible for Monitoring: Principals, Instructional Coaches, Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 Funding Sources: Technology Quotes - 211 Comprehensive Support - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Attendance Incentives		\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teaching Staff		\$10,000.00
1	1	4	Part-time teachers		\$10,000.00
5	1	1	HEB and Sams		\$1,000.00
Sub-Total					\$21,000.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Mentoring Minds, Step Up to STAAR		\$8,860.00
1	1	13			\$8,860.00
Sub-Total					\$17,720.00
211 Comprehensive Support					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Contract and Consultant		\$6,000.00
1	1	13			\$4,848.00
2	1	3	Region 20		\$500.00
6	1	2	Retired certified teachers, time cards		\$5,000.00
6	1	3	Technology Quotes		\$2,000.00
Sub-Total					\$18,348.00
Grand Total					\$57,068.00

South San Antonio Independent School District

Neil Armstrong Elementary School

2020-2021 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Goals	16
Goal 1: Neil Armstrong Elementary School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	16
Goal 2: Neil Armstrong Elementary School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	17
Goal 3: Neil Armstrong Elementary School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	20
Goal 4: Neil Armstrong Elementary School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	22
Goal 5: Neil Armstrong Elementary School will collaborate with parents and community to ensure all students receive a gold standard education.	24
Goal 6: Neil Armstrong Elementary School will provide supplemental support and resources to low performing students.	26
Campus Funding Summary	28

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 290-320 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 and class size is below 22-1 ratio.

According to the TEA Student Accountability data from 2019, 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 (Prioritized): 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.

In addition, 2019-2020 school year was interrupted due to the COVID-19 pandemic. As a result, we are currently anticipating a "Covid Slide".

Student Achievement Strengths

Based on the 2019 STAAR score,

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 (Prioritized): In the area of Student Achievement, 1 out of 7 Targets were Met. **Root Cause:** The lack of high-quality, differentiated, and rigorous instruction.

Problem Statement 2 (Prioritized): In the area of Academic Growth, 2 out of 12 Targets were Met. **Root Cause:** The lack of quality small group instruction and intervention.

Problem Statement 3 (Prioritized): 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 (Prioritized): 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. Due to the COVID-19 pandemic, Armstrong has begun the use of digital communication, such as a virtual Open House, and virtual Cafecitos.

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.

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. Virtual instruction has also resulted in the use of more creative techniques to keep student engagement.

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students are not engaged and lack input. **Root Cause:** Students have not had opportunities to voice their concerns through surveys.

Problem Statement 2 (Prioritized): Staff identified campus culture problem. **Root Cause:** Teachers have not been active in the decision making process.

Problem Statement 3 (Prioritized): Students are not aware of Post Secondary educational importance or opportunities. **Root Cause:** Many students come from homes where Post Secondary education is not common.

Problem Statement 4 (Prioritized): Due to the COVID-19 Pandemic, school functions and events have been forced to move to a virtual platform. **Root Cause:** The COVID-19

pandemic.

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 is currently 1 new teacher on campus, an inter-district transfer. Continuous teacher coaching, training on balanced literacy, and classroom management have been adjusted due to the current COVID-19 pandemic. Due to a lack of enrollment, Armstrong lost 3 teaching positions and 2 paraprofessionals before the start of the 2020 school year.

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. Throughout the course of the school year, both instructional coaches in collaboration with Division of Academics provided feedback with teachers and model best practices.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): New hires require supports and professional learning. **Root Cause:** The campus has experienced a 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, and Imagine Math in K-4

The district had provided systematic professional learning to teachers regarding the implementation of reader's & writers workshop and small group instruction, as well as professional development in regards to virtual 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 (Prioritized): 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. Edit Associated Areas

Problem Statement 2 (Prioritized): 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 (Prioritized): PLC time has traditionally not be focused to ensure decisions are data driven. **Root Cause:** Lack of organized and mission driven PLC structure.

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 2019-2020 school year, we created a Parent Center on campus to host events and increase parent involvement on campus. This year, we reorganized our Parent Engagement Committee to increase Parent/Community outreach and aligned their function to our mission statement. Due to the challenges imposed on us by the Pandemic, we have shifted to a virtual setting for Parent Information functions.

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

- Virtual Meet the Teacher (August 15th)
- Virtual Open House
- Title I Information (September 18th)
- (October 11th)
- Drive Thru Haunted House (October 30th)
- 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.

Problem Statement 2: Parent Engagement has been forced into a virtual setting. **Root Cause:** The COVID-19 pandemic.

School Context and Organization

School Context and Organization Summary

Armstrong ES required an asynchronous schedule that allowed for students in both a virtual setting (1st 8 weeks) and then a simultaneous virtual and in person setting since October. The master schedule for both synchronous and asynchronous that allows for bell to bell instruction to provide consistent in-depth instruction. The master schedule reflects interventions and provides daily block for PE and Fine Arts

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. Since moving to a simultaneous Synchronous/Asynchronous schedule, we have worked to provide additional planning time to teachers through the use of additional special classes, including Counseling & Guidance, and Fine Arts.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need additional preparation time to deliver virtual lessons. **Root Cause:** Adjustments in the master schedule were required to accommodate synchronous and asynchronous instruction.

Technology

Technology Summary

This year, Armstrong ES, continues to be a blended learning campus. Each of our students has been provided enough devices to implement a 1:1 classroom, both in person and virtually. Teachers are utilizing technology to supplement instruction with projects, Google classroom/Apps, Seesaw, ReadinQuiz, Imagine Math, Nearpod and other interactive programs and activities.

Remote on-line learning is required due to COVID-19 epidemic. Attendance and student mastery of specific TEKS have been impacted as a result.

Technology Strengths

Technology is being implemented in all classrooms on a daily basis through online interventions (istation), centers, collaborative activities and projects and virtual instruction. The campus has a designated technology aide and Library Clerk to assist with student technology use, or parent questions regarding virtual instruction. 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, Imagine Math & Happy Numbers, and Nearpod, Seesaw, Readquiz, and chatteroix, Kahoot.

Problem Statements Identifying Technology Needs

Problem Statement 1: Increased use of technology has facilitated the need for updated devices. **Root Cause:** Out of date laptops and devices for teachers.

Problem Statement 2: Virtual students have fallen behind academically. **Root Cause:** COVID-19 pandemic has facilitated the need for both synchronous and asynchronous instruction.

Priority Problem Statements

Problem Statement 1: In the area of Academic Growth, 2 out of 12 Targets were Met.

Root Cause 1: The lack of quality small group instruction and intervention.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Staff identified campus culture problem.

Root Cause 2: Teachers have not been active in the decision making process.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: The campus has historically had a low attendance rate.

Root Cause 3: High mobility rate and the lack of parent availability in bringing children to school.

Problem Statement 3 Areas: Demographics

Problem Statement 4: In the area of Student Achievement, 1 out of 7 Targets were Met.

Root Cause 4: The lack of high-quality, differentiated, and rigorous instruction.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The percentage of students scoring Masters Grade Level in Math is 11%.

Root Cause 5: The lack of Depth of knowledge of content specific Math TEKS.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The percentage of students scoring Masters Grade Level in Reading is 15%.

Root Cause 6: Students are currently not reading at grade level.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Students are not engaged and lack input.

Root Cause 7: Students have not had opportunities to voice their concerns through surveys.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: New hires require supports and professional learning.

Root Cause 8: The campus has experienced a high turnover rate.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Classroom instruction does not meet the level of rigor required to ensure mastery of the TEKS.

Root Cause 9: Inconsistencies in expectations & feedback by campus administration. Edit Associated Areas

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Classroom instruction is not being differentiated to ensure all students show mastery and/or growth.

Root Cause 10: Teachers need additional training to develop knowledge of how to structure lessons to scaffold and differentiate instruction.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: PLC time has traditionally not be focused to ensure decisions are data driven.

Root Cause 11: Lack of organized and mission driven PLC structure.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Due to the COVID-19 Pandemic, school functions and events have been forced to move to a virtual platform.

Root Cause 12: The COVID-19 pandemic.

Problem Statement 12 Areas: School Culture and Climate

Problem Statement 13: Students are not aware of Post Secondary educational importance or opportunities.

Root Cause 13: Many students come from homes where Post Secondary education is not common.

Problem Statement 13 Areas: School Culture and Climate

Goals

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







Performance Objective 1: By June 2021, 75% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.






Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, TAPR, Fountas and Pinnell, District and Campus benchmarks.

Summative Evaluation: None

<p>Strategy 1: Focus on small group instruction & data- based interventions in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in student formative assessment scores, and benchmarks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coach, teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 199 Local</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Provide targeted tutoring in Reading.</p> <p>Strategy's Expected Result/Impact: Increase in student formative assessment scores. Increase reading proficiency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Funds for Tutoring - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 3: Provided targeted tutoring in Math. Strategy's Expected Result/Impact: Increase in student formative assessment scores. Increase Math performance at all grade levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I, Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In the area of Academic Growth, 2 out of 12 Targets were Met. Root Cause: The lack of quality small group instruction and intervention.
Curriculum, Instruction, and Assessment
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. Edit Associated Areas










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

Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.

HB3 Goal

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

Summative Evaluation: None

<p>Strategy 1: Teachers will be provided effective training with the use of instructional technology. Strategy's Expected Result/Impact: Teachers will become more effective in the area of instructional technology, especially in the area of virtual instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Technology Centered Professional Development. - 199 Local - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Kinder through second grade teachers will be provided professional learning in Math Investigations. Strategy's Expected Result/Impact: Increase student outcomes in math. Staff Responsible for Monitoring: Math Coach and campus administration. Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 3 Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: All teachers will be provided training in the core reading adoption in the areas of phonics and comprehension. Strategy's Expected Result/Impact: The delivery of high quality lessons in phonics and comprehension. Staff Responsible for Monitoring: ELAR coach and campus administration. Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 4 Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

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.

Curriculum, Instruction, and Assessment

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. Edit Associated Areas









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.

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

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: HR Audit Documents

Summative Evaluation: None

Strategy 1: Complete audit and review of all teacher certifications. Strategy's Expected Result/Impact: All teachers will be full certified in areas being taught. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: An interview panel will be created for all vacancies to ensure the best candidate will be selected for all positions. Strategy's Expected Result/Impact: High quality staff will be hired at Armstrong Elementary School. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Staff Quality, Recruitment, and Retention 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: New hires require supports and professional learning. Root Cause: The campus has experienced a high turnover rate.

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

Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Clearinghouse Document, AP test results, Dual Enrollment Data, CTE Certifications and Licensures

Summative Evaluation: None

<p>Strategy 1: Implement career explorations lessons and surveys.</p> <p>Strategy's Expected Result/Impact: Students will become aware of possible career paths that align with District magnet programs.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Career Explorations day to allow students to be exposed to a variety of career types and the level of education needed to achieve.</p> <p>Strategy's Expected Result/Impact: Students will become more aware of different types of careers and needed education levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 3: Students are not aware of Post Secondary educational importance or opportunities. Root Cause: Many students come from homes where Post Secondary education is not common.</p>

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







Performance Objective 2: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Graduation Pathways, Graduation Rates

Summative Evaluation: None

<p>Strategy 1: Guidance Counselor will provide lessons on the importance of higher education. Strategy's Expected Result/Impact: Students will become more aware of the importance of Post Secondary education. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Promotion of College Day on Wednesdays Strategy's Expected Result/Impact: Students will become more aware of College options. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3 Funding Sources: Literature - 199 Local - \$200</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 3: Students are not aware of Post Secondary educational importance or opportunities. Root Cause: Many students come from homes where Post Secondary education is not common.</p>

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

Performance Objective 1: By July 2021, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20%.

Targeted or ESF High Priority

Evaluation Data Sources: Discipline Referrals

Summative Evaluation: None

<p>Strategy 1: Use of restorative practices to address student misbehavior. Strategy's Expected Result/Impact: Decrease in campus based Level 1 offenses. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: School Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Utilize campus counselor to conduct Guidance Counseling lessons to all grade levels. Strategy's Expected Result/Impact: Decrease in campus referrals and Level 1 offenses. Promote positive sense of well being amongst all students. Staff Responsible for Monitoring: Counselor, Principal Title I Schoolwide Elements: 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 2 Funding Sources: Printed literature, resource literature - 211 Title I, Part A - \$500</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Staff identified campus culture problem. Root Cause: Teachers have not been active in the decision making process.

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

Performance Objective 2: Partner with community partners to provide services(mental health,etc.) for our at-risk students to succeed in school.

Targeted or ESF High Priority

Evaluation Data Sources: Cafecito Agendas, Flyers, Community outreach videos

Summative Evaluation: None

<p>Strategy 1: Develop quality monthly Cafecitos to inform community members of upcoming events and campus news. Strategy's Expected Result/Impact: Better inform community of Campus Happenings. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Partner with CIS to bring in additional community resources and support. Strategy's Expected Result/Impact: Increased outreach with local organizations and increased donations and resources. Staff Responsible for Monitoring: Principal, CIS Coordinator, Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 2 Problem Statements:










School Culture and Climate
Problem Statement 1: Students are not engaged and lack input. Root Cause: Students have not had opportunities to voice their concerns through surveys.

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

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Summative Evaluation: None

Strategy 1: Monthly Cafecitos featuring community programs speakers. Strategy's Expected Result/Impact: Increase in parent/campus participation. Staff Responsible for Monitoring: Principal, Counselor, Principal's Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Culture and Climate 2 Funding Sources: Incentive items for attendees, courtesy items such as food and coffee - 199 Local - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Utilization of Blackboard messaging system, Campus newsletters to increase communication. Strategy's Expected Result/Impact: Increased communication with campus community. Staff Responsible for Monitoring: Principal, Assistant Principal, counselor Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Utilization of Virtual Meet the teacher night to increase communication during the COVID-19 pandemic. Strategy's Expected Result/Impact: Communication lines will continue in spit of pandemic. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 4	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
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.
School Culture and Climate
Problem Statement 2: Staff identified campus culture problem. Root Cause: Teachers have not been active in the decision making process.

Problem Statement 4: Due to the COVID-19 Pandemic, school functions and events have been forced to move to a virtual platform. **Root Cause:** The COVID-19 pandemic.

Goal 6: Neil Armstrong Elementary School will provide supplemental support and resources to low performing students.

Performance Objective 1: Designated academically fragile students will increase 20% in student progress.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Universal Screener Data, Benchmarks

Summative Evaluation: None

<p>Strategy 1: Small group pull outs, targeted intervention for SPEC ED., Bilingual, At-Risk, Dyslexic students Strategy's Expected Result/Impact: Increase in student's reading and math scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coach Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: At-Risk students will be provided additional in classroom assistance through on campus At-Risk aide. Strategy's Expected Result/Impact: Increase in student performance of At-Risk students. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: At -Risk Aid (Already on Campus) - 199 PIC 30 State Comp - \$20,006</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
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.
Problem Statement 2: In the area of Academic Growth, 2 out of 12 Targets were Met. Root Cause: The lack of quality small group instruction and intervention.
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.

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1	Technology Centered Professional Development.		\$1,000.00
3	2	2	Literature		\$200.00
5	1	1	Incentive items for attendees, courtesy items such as food and coffee		\$1,000.00
Sub-Total					\$2,200.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funds for Tutoring		\$0.00
1	1	3			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
4	1	2	Printed literature, resource literature		\$500.00
Sub-Total					\$500.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	At -Risk Aid (Already on Campus)		\$20,006.00
Sub-Total					\$20,006.00
Grand Total					\$22,706.00

South San Antonio Independent School District

Palo Alto Elementary School

2020-2021 Campus Improvement Plan



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...

Vision

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

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

Value Statement

WE BELIEVE:

- A SAFE AND STRUCTURED STUDENT ENVIROMENT will provide a positive learning atmosphere that will enable students to achieve academic success.
- TEAMWORK, COLLABORATION, and STRATEGIC PLANNING creates effective curriculum to cultivate successful learners.
- CONSISTENT INFORMATIVE AND POSITIVE COMMUNICATION among all stakeholders will instill good rapport and promote academic achievement

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Goals	15
Goal 1: Goal 1: Palo Alto ES will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	15
Goal 2: Goal 2: Palo Alto ES will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	22
Goal 3: Goal 3: Palo Alto ES will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	24
Goal 4: Goal 4: Palo Alto ES will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	26
Goal 5: Goal 5: Palo Alto ES will collaborate with parents and community to ensure all students receive a gold standard education.	27
Goal 6: Goal 6: SSAISD will provide supplemental support and resources to low performing classrooms.	28
Campus Funding Summary	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Currently, we educate and support 478 students and of those 478, 94% of those students are economically disadvantaged. The population is 96% Hispanic with a 16% mobility rate. 11% are receiving special education services (41% of those with Intellectual Disabilities) with a 0% retention rate. In 2019, 94% was the attendance rate with (23% considered chronically absent). During the COVID-19 pandemic virtual attendance fluctuated. 100% are leaders, willing and ready to make a difference on the world.

Demographics Strengths

Although, we have experienced a slight decline in enrollment from 495 to 478 we have been able to set structures in place to identify students most in need and provide supports. These supports and wrap around services have fostered relationships with our families so much so they continue to stay with us even though they have moved out of our attendance zone.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average Daily Virtual Attendance has fallen due to the pandemic **Root Cause:** Parents/grandparents/guardians have limited technology skills or access to technology. Technology training and devices may be needed.

Problem Statement 2 (Prioritized): 94% of the Palo Alto students are considered at-risk. **Root Cause:** Staff require additional resources and professional development to differentiate learning experiences for at-risk students.

Student Achievement

Student Achievement Summary

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

In 2018 - 2019 we improved our accountability rating from D to C. We see opportunities of growth in Domain 1 - Student Achievement and Domain 3 - Closing the Gap. 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 Comparative Academic Growth.

Due to the pandemic all instruction has taken place virtually since March 9, 2020. We experienced a number of students who had technology needs and have been able to get them 1 to 1 Chromebooks at Palo Alto. Now the hot spots are the devices we are slowly getting out to the students as soon as they are made available. We also know there were a number of students who may have regressed over the course of the virtual learning because they do need the face to face instruction which we hope to get back to after the 8th week of school. We only had a handful of students who did not complete any work over the end of the year virtual instruction. As the 2020 - 2021 school year started we have been able to contact all students who are not logging in or completing asynchronous assignments. We want the students to log in for the live sessions with teacher, but understand each family has a different situation.

2019 STAAR

	Approaches	Meets	Masters
3rd Math	72	36	20
3rd Reading	59	23	13
4th Math	57	34	21
4th Reading	64	27	13
4th Writing	47	21	8
5th Math	89	37	15
5th Reading	79	24	14
5th Science	52	15	5

2019 - 2020 Benchmarks

Benchmark	Approaches	Meets	Masters
3rd grade Math (December)	34.92%	12.70%	1.59%

Benchmark	Approaches	Meets	Masters
3rd grade Reading (December)	28.57%	6.35%	3.17%
4th grade Math (December)	40.91%	21.59%	13.64%
4th grade Reading (December)	52.27%	18.18%	10.23%
4th grade Writing (December)	20.69%	4.60%	1.15%
5th grade Math (Feb)	67.03%	35.16%	18.68%
5th grade Reading (Feb)	54.95%	27.47%	14.29%
5th grade Science (December)	51.11%	17.78%	6.67%

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% for the 2018 - 2019 school year on STAAR

3rd grade students hitting MEETS level in Math by getting 33% (4% points over)

4th grade 34%

5th grade 37%

Palo Alto was on course to show gains on the 2019 - 2020 STAAR when comparing where the students scored in 2018-2019 vs 2019 in common assessments at the Meets level.

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2 (Prioritized): Lack of performance data available for Math and Reading has curtailed data driven lessons **Root Cause:** More data points are needed to provide more targeted, small group instruction as well, more professional learning in data disaggregation is needed.

Problem Statement 3 (Prioritized): A low number of students are achieving meets and/or master in Math assessments. **Root Cause:** Weak foundational skills due to virtual learning and lack of consistent small group instruction.

School Culture and Climate

School Culture and Climate Summary

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. We are getting results as shown in our climate surveys, from all stakeholders. Our academic performance continues to increase. We have reduced our discipline and suspensions by half. We have improved our overall attendance. Palo Alto is a "Leader In Me" Campus which is striving for Lighthouse Status this year.

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 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: parent boosters, SA Youth, and Palo Alto College.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Families struggle to prioritize opportunities to engage with the school. **Root Cause:** The school must further provide parent engagement opportunities.

Problem Statement 2 (Prioritized): Parents, students and staff are hesitant about returning to campus during the pandemic. **Root Cause:** The district and campus must further communicate return precautions and procedures.

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. We want the input of the staff that new personnel will directly be working with so that we know the team will be a cohesive unit.

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
4. Mentors are assigned so that teachers have someone to go to both with curriculum and LH

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Although the 2020-21 school year started with 1 vacancy, teacher candidates for vacant position are limited and difficult to fill. Finding and seeking candidates that are a strong fit for or experienced is often be difficult **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers

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 area of math. We continue to struggle with Reading and writing.

Our campus is utilizing and becoming proficient with T-TESS appraisal system which rates and demonstrates teachers proficiency with Planning, Instruction, Positive Learning environment, and Professional Practices. In addition, we are establishing systems in place for a Common Instructional Framework to encourage student's opportunities to speak and listen as well as write throughout the day across all content areas and grade levels. We utilize weekly PLC's with grade levels, IC, and admin to drive our instruction as well.

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 (Prioritized): Lack of assessment data due to virtual instruction in Math and Reading. **Root Cause:** Skills have not been assessed formally since December/February.

Problem Statement 2 (Prioritized): There is a need for higher focus on literacy, especially in writing and reading comprehension, in all subject areas. **Root Cause:** Teachers tend to focus on delivering the TEKS and content of their specific course and overlook opportunities for literacy within their content.

Parent and Community Engagement

Parent and Community Engagement Summary

At Palo Alto ES, we have two direct community programs that work in conjunction to enlist support and encourage parent involvement. We have the Ram Booster Buddies and SA Youth. We also certified 5 staff members on 7-Habits of Successful Families that provide parenting classes monthly on the 7-Habits for our families. Virtual Cafecitos will be held with parents to keep them in the loop of what is going on at school as well as what we can offer students. A virtual cafecito will take place for the Leader In Me program to introduce new parents to the program as well as provide a refresher for other parents.

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

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 deficiencies.

School Context and Organization Strengths

The master schedule has eliminated all instructional time gaps. Therefore, 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 (Prioritized): Teachers have gaps in time that do not allow for both maximized instructional time and teacher preparation. **Root Cause:** Time was not built into the master schedule to allow for in-depth instruction and comprehensive planning. Conference periods are not sufficient for planning, feedback and data disaggregation.

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.

Remote on-line learning has been required due to the COVID-19 pandemic. Students now have personal chromebooks in a 1-1 Tech Initiative. Hot spots have been distributed as received from the Technology Department. Additional devices will be provided so more families will have access to 21st Century technology.

Technology Strengths

Palo Alto ES has 3 computer labs and 2 IPAD carts.

Due to the pandemic, students now have personal chromebooks.

Hot-spots are still being delivered for us to pass out to families needing them.

Staff have sharpened technology skills to help students and parents troubleshoot.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Parents lack of technology skills to assist students during virtual learning **Root Cause:** Parents/ guardians are not trained or familiar with technology.

Problem Statement 2 (Prioritized): Lack of access to the internet during remote instruction caused by COVID-19 **Root Cause:** Hot-spots were not available for all families.

Problem Statement 3 (Prioritized): Students and staff are not proficient at technology integration. **Root Cause:** While teachers are confident in using technology to access content and for productivity, not all students received the effective training in person necessary to utilize/implement technology as an instructional tool to improve their learning.

Priority Problem Statements

Problem Statement 1: 94% of the Palo Alto students are considered at-risk.

Root Cause 1: Staff require additional resources and professional development to differentiate learning experiences for at-risk students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of performance data available for Math and Reading has curtailed data driven lessons

Root Cause 2: More data points are needed to provide more targeted, small group instruction as well, more professional learning in data disaggregation is needed.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Families struggle to prioritize opportunities to engage with the school.

Root Cause 3: The school must further provide parent engagement opportunities.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Average Daily Virtual Attendance has fallen due to the pandemic

Root Cause 4: Parents/grandparents/guardians have limited technology skills or access to technology. Technology training and devices may be needed.

Problem Statement 4 Areas: Demographics

Problem Statement 5: A low number of students are achieving meets and/or master in Reading assessments.

Root Cause 5: Support is needed to build the capacity for new(er) educators to meet the needs of a diverse set of students.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: A low number of students are achieving meets and/or master in Math assessments.

Root Cause 6: Weak foundational skills due to virtual learning and lack of consistent small group instruction.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Parents, students and staff are hesitant about returning to campus during the pandemic.

Root Cause 7: The district and campus must further communicate return precautions and procedures.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 9: Although the 2020-21 school year started with 1 vacancy, teacher candidates for vacant position are limited and difficult to fill. Finding and seeking candidates that are a strong fit for or experienced is often be difficult

Root Cause 9: Competitive pay and promotional opportunities makes it difficult to retain teachers

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Lack of assessment data due to virtual instruction in Math and Reading.

Root Cause 10: Skills have not been assessed formally since December/February.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: There is a need for higher focus on literacy, especially in writing and reading comprehension, in all subject areas.

Root Cause 11: Teachers tend to focus on delivering the TEKS and content of their specific course and overlook opportunities for literacy within their content.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Economic, Language and cultural barriers often prevent parents from participating in school events and activities.

Root Cause 12: Traditional avenues of parent outreach such as PTAs, Booster Clubs and other parent organizations do not have the ability to or the know how to overcome the economic, language or cultural barriers that prevent parent participation.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Teachers have gaps in time that do not allow for both maximized instructional time and teacher preparation.

Root Cause 13: Time was not built into the master schedule to allow for in-depth instruction and comprehensive planning. Conference periods are not sufficient for planning, feedback and data disaggregation.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: Parents lack of technology skills to assist students during virtual learning

Root Cause 14: Parents/ guardians are not trained or familiar with technology.

Problem Statement 14 Areas: Technology

Problem Statement 15: Lack of access to the internet during remote instruction caused by COVID-19

Root Cause 15: Hot-spots were not available for all families.

Problem Statement 15 Areas: Technology

Problem Statement 16: Students and staff are not proficient at technology integration.

Root Cause 16: While teachers are confident in using technology to access content and for productivity, not all students received the effective training in person necessary to utilize/implement technology as an instructional tool to improve their learning.

Problem Statement 16 Areas: Technology

Goals







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








Performance Objective 1: By June 2021, 43% of 3rd graders will score at the meets level on STAAR Math and 34% of 3rd graders will score at the meets level on STAAR Reading.

Targeted or ESF High Priority

Evaluation Data Sources: 2020-2021 STAAR scores as well as benchmarks and common assessments.

Summative Evaluation: None

<p>Strategy 1: Provide part time retired certified teacher to conduct interventions for students.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students</p> <p>Staff Responsible for Monitoring: Admin and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Part time tutors (certified) - 199 PIC 30 State Comp - \$7,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide resources for 3rd grade students to get additional targeted interventions.</p> <p>Strategy's Expected Result/Impact: Increased scores in 3rd grade Reading and Math</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches, grade level teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Mentoring minds - 199 PIC 30 State Comp - \$5,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Provide tutoring for students who are in need of extra help in all grade levels. Strategy's Expected Result/Impact: Increased scores on benchmarks, STAAR, Reading and math levels in K-2 Staff Responsible for Monitoring: Admin, instructional coaches, teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3 Funding Sources: Tutoring - 199 PIC 30 State Comp - \$7,500	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: A low number of students are achieving meets and/or master in Reading assessments. Root Cause: Support is needed to build the capacity for new(er) educators to meet the needs of a diverse set of students.
Problem Statement 2: Lack of performance data available for Math and Reading has curtailed data driven lessons Root Cause: More data points are needed to provide more targeted, small group instruction as well, more professional learning in data disaggregation is needed.
Problem Statement 3: A low number of students are achieving meets and/or master in Math assessments. Root Cause: Weak foundational skills due to virtual learning and lack of consistent small group instruction.

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


Performance Objective 2: By June 2021, 41% of 5th graders will score at the meets level on STAAR Math, 45% of 5th graders will score at the meets level on STAAR Reading and 32% of 5th graders will score at the meets level on STAAR Science.


Evaluation Data Sources: 2020-2021 STAAR scores as well as benchmarks and common assessments.

Summative Evaluation: None

<p>Strategy 1: Provide resources for 5th grade to get additional intervention assistance through mentoring minds for Reading, Math and Science</p> <p>Strategy's Expected Result/Impact: Increased Meets 2020-2021 STAAR scores as well as benchmarks and common assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Classroom Teachers Part time certified Personnel</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Mentoring minds - 199 PIC 30 State Comp - \$5,200</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 2: Provide part time retired certified teacher to conduct interventions for students.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students</p> <p>Staff Responsible for Monitoring: Admin and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Part time tutors (certified) - 199 PIC 30 State Comp - \$7,500</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 3: Provide tutoring for students who are in need of extra help in all grade levels.</p> <p>Strategy's Expected Result/Impact: Increased scores on benchmarks, STAAR, Reading and math levels in K-2</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Tutoring - 199 PIC 30 State Comp - \$7,500</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Nov	Jan	Mar	June														

 No Progress

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 Continue/Modify

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Performance Objective 2 Problem Statements:





Student Achievement
Problem Statement 1: A low number of students are achieving meets and/or master in Reading assessments. Root Cause: Support is needed to build the capacity for new(er) educators to meet the needs of a diverse set of students.
Problem Statement 2: Lack of performance data available for Math and Reading has curtailed data driven lessons Root Cause: More data points are needed to provide more targeted, small group instruction as well, more professional learning in data disaggregation is needed.
Problem Statement 3: A low number of students are achieving meets and/or master in Math assessments. Root Cause: Weak foundational skills due to virtual learning and lack of consistent small group instruction.

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

Performance Objective 3: By June 2021, 41% of 4th graders will score at the meets level on the STAAR Math assessment, 35% of 4th graders will score at the meets level on the STAAR Reading assessment and 28% of 4th graders will score at the meets level on the STAAR Writing assessment.

Evaluation Data Sources: 2020-2021 STAAR scores as well as benchmarks and common assessments.

Summative Evaluation: None

<p>Strategy 1: Provide part time retired certified teacher to conduct interventions for students.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students</p> <p>Staff Responsible for Monitoring: Admin and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Part time tutors (certified) - 199 PIC 30 State Comp - \$7,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide tutoring for students who are in need of extra help in all grade levels.</p> <p>Strategy's Expected Result/Impact: Increased scores on benchmarks, STAAR, Reading and math levels in K-2</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: Tutoring - 199 PIC 30 State Comp - \$7,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide resources for 4th grade students to get additional targeted interventions.</p> <p>Strategy's Expected Result/Impact: Increased scores in 4th grade Reading, Writing and Math</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches, grade level teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Mentoring minds - 199 PIC 30 State Comp - \$5,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement

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

Problem Statement 2: Lack of performance data available for Math and Reading has curtailed data driven lessons **Root Cause:** More data points are needed to provide more targeted, small group instruction as well, more professional learning in data disaggregation is needed.



Problem Statement 3: A low number of students are achieving meets and/or master in Math assessments. **Root Cause:** Weak foundational skills due to virtual learning and lack of consistent small group instruction.

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





Performance Objective 4: By June 2021, 64% of 1st graders will score at the meets level on the F&P EOY assessment and 16% of 2nd graders will score at the meets level on the F&P EOY assessment.

Evaluation Data Sources: F&P BOY data, MOY data and EOY data.

Summative Evaluation: None

<p>Strategy 1: Increase effective instruction through the use of online intervention applications for core areas, such as Imagine Math and Raz Reading. (district purchased)</p> <p>Strategy's Expected Result/Impact: Increased meets scores for students to read on or above grade level</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Increase effective instruction through the use of online intervention applications for core areas, Nearpod and flocabulary</p> <p>Strategy's Expected Result/Impact: Increased meets scores for students to read on or above grade level</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - 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</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Nearpod/flocabulary - 199 PIC 30 State Comp - \$3,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide part time retired certified teacher to conduct interventions for students.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students</p> <p>Staff Responsible for Monitoring: Admin and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Part time tutors (certified) - 199 PIC 30 State Comp - \$7,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Provide tutoring for students who are in need of extra help in all grade levels. Strategy's Expected Result/Impact: Increased scores on benchmarks, STAAR, Reading and math levels in K-2 Staff Responsible for Monitoring: Admin, instructional coaches, teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3 Funding Sources: Tutoring - 199 PIC 30 State Comp - \$7,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:








Student Achievement
Problem Statement 1: A low number of students are achieving meets and/or master in Reading assessments. Root Cause: Support is needed to build the capacity for new(er) educators to meet the needs of a diverse set of students.
Problem Statement 2: Lack of performance data available for Math and Reading has curtailed data driven lessons Root Cause: More data points are needed to provide more targeted, small group instruction as well, more professional learning in data disaggregation is needed.
Problem Statement 3: A low number of students are achieving meets and/or master in Math assessments. Root Cause: Weak foundational skills due to virtual learning and lack of consistent small group instruction.

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

Performance Objective 1: By June 2021, any anticipated openings at Palo Alto ES will be filled.

Evaluation Data Sources: Staff roster

Summative Evaluation: None

<p>Strategy 1: Fill vacancies as soon as possible to ensure full staffing.</p> <p>Strategy's Expected Result/Impact: Highly qualified individual will be hired immediately</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Although the 2020-21 school year started with 1 vacancy, teacher candidates for vacant position are limited and difficult to fill. Finding and seeking candidates that are a strong fit for or experienced is often be difficult Root Cause: Competitive pay and promotional opportunities makes it difficult to retain teachers</p>

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

Performance Objective 2: By June 2021, summer PD opportunities will be identified for teachers and staff to attend.

Evaluation Data Sources: Region 20 PD session calendar

Summative Evaluation: None

Strategy 1: Identify professional learning sessions for teachers to attend targeted to their specific grade level / subject area. Strategy's Expected Result/Impact: Increased student scores Staff Responsible for Monitoring: Admin, instructional coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	





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

Performance Objective 1: By June 2021, 43% of 3rd graders will score at the meets level on STAAR Math and 34% of 3rd graders will score at the meets level on STAAR Reading.

Targeted or ESF High Priority

Evaluation Data Sources: 2020-2021 STAAR scores as well as benchmarks and common assessments.

Summative Evaluation: None

<p>Strategy 1: Provide part time retired certified teacher to conduct interventions for students grades 3 - 5.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students in Math and Reading Meets level in grades 3 - 5.</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches, teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Retired certified part time staff - 199 PIC 30 State Comp - \$7,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide part time retired certified teacher to conduct interventions for students.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students</p> <p>Staff Responsible for Monitoring: Admin and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Part time tutors (certified) - 199 PIC 30 State Comp - \$7,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

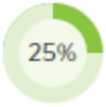
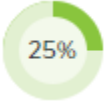




Student Achievement
Problem Statement 1: A low number of students are achieving meets and/or master in Reading assessments. Root Cause: Support is needed to build the capacity for new(er) educators to meet the needs of a diverse set of students.
Problem Statement 2: Lack of performance data available for Math and Reading has curtailed data driven lessons Root Cause: More data points are needed to provide more targeted, small group instruction as well, more professional learning in data disaggregation is needed.
Problem Statement 3: A low number of students are achieving meets and/or master in Math assessments. Root Cause: Weak foundational skills due to virtual learning and lack of consistent small group instruction.

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

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

Evaluation Data Sources: Counseling list of students served

Summative Evaluation: None

<p>Strategy 1: 2nd - 5th grade students will receive services from a SACADA counselor. Counselor also assists with mental health services.</p> <p>Strategy's Expected Result/Impact: Student assistance with mental health needs</p> <p>Staff Responsible for Monitoring: Counselor Admin</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Students will receive referrals to the district Care Zone as needed to assist with various services for at school as well as at home.</p> <p>Strategy's Expected Result/Impact: Mental health needs as well as other counseling or personal needs can be attended to through the CareZone.</p> <p>Staff Responsible for Monitoring: Counselor Admin</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 2 - School Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 2: 94% of the Palo Alto students are considered at-risk. Root Cause: Staff require additional resources and professional development to differentiate learning experiences for at-risk students.
School Culture and Climate
Problem Statement 2: Parents, students and staff are hesitant about returning to campus during the pandemic. Root Cause: The district and campus must further communicate return precautions and procedures.

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

Performance Objective 1: Palo Alto will have a minimum of six virtual/in-building Parent coffee meeting during the 2020-2021 school year to inform parents of services provided in and out of school.

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

Summative Evaluation: None

<p>Strategy 1: Develop a clear communication relationship with parents that informs them of services available in the school as well as the community they live in.</p> <p>Strategy's Expected Result/Impact: Increase parental participation in the school.</p> <p>Staff Responsible for Monitoring: Administration, teachers, office staff</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Coffee and allowable food for parents - 211 Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 40%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Economic, Language and cultural barriers often prevent parents from participating in school events and activities. Root Cause: Traditional avenues of parent outreach such as PTAs, Booster Clubs and other parent organizations do not have the ability to or the know how to overcome the economic, language or cultural barriers that prevent parent participation.</p>


Goal 6: Goal 6: SSAISD will provide supplemental support and resources to low performing classrooms.

Performance Objective 1: By June 2021, PAES will utilize supplemental support and resources to show growth in the meets level for all STAAR exams for 3rd, 4th and 5th grade.

Evaluation Data Sources: 2020-2021 STAAR scores as well as benchmarks and common assessments.

Summative Evaluation: None

<p>Strategy 1: Supplemental support by retired part time personnel as well as mentoring minds resource will be provided for students in 3 - 5.</p> <p>Strategy's Expected Result/Impact: Increase in Meets level 2020-2021 STAAR scores as well as benchmarks and common assessments.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers, part time staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Certified part time support 3 - 5 - 199 PIC 30 State Comp - \$7,500, Mentoring minds - 199 PIC 30 State Comp - \$5,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: A low number of students are achieving meets and/or master in Reading assessments. Root Cause: Support is needed to build the capacity for new(er) educators to meet the needs of a diverse set of students.</p>
<p>Problem Statement 3: A low number of students are achieving meets and/or master in Math assessments. Root Cause: Weak foundational skills due to virtual learning and lack of consistent small group instruction.</p>

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Coffee and allowable food for parents		\$1,000.00
Sub-Total					\$1,000.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Part time tutors (certified)		\$7,500.00
1	1	2	Mentoring minds		\$5,200.00
1	1	3	Tutoring		\$7,500.00
1	2	1	Mentoring minds		\$5,200.00
1	2	2	Part time tutors (certified)		\$7,500.00
1	2	3	Tutoring		\$7,500.00
1	3	1	Part time tutors (certified)		\$7,500.00
1	3	2	Tutoring		\$7,500.00
1	3	3	Mentoring minds		\$5,200.00
1	4	2	Nearpod/flocabulary		\$3,500.00
1	4	3	Part time tutors (certified)		\$7,500.00
1	4	4	Tutoring		\$7,500.00
3	1	1	Retired certified part time staff		\$7,500.00
3	1	2	Part time tutors (certified)		\$7,500.00
3	1	3	Tutoring		\$7,500.00
6	1	1	Certified part time support 3 - 5		\$7,500.00
6	1	1	Mentoring minds		\$5,200.00
Sub-Total					\$114,300.00
Grand Total					\$115,300.00

South San Antonio Independent School District

Price Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

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

Core Beliefs

We believe...

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	14
Parent and Community Engagement	16
School Context and Organization	18
Technology	20
Priority Problem Statements	22
Comprehensive Needs Assessment Data Documentation	24
Goals	25
Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	25
Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff	31
Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	33
Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	38
Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.	41
Title I Schoolwide Elements	43
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	43
1.1: Comprehensive Needs Assessment	43
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	44
2.1: Campus Improvement Plan developed with appropriate stakeholders	44
2.2: Regular monitoring and revision	45
2.3: Available to parents and community in an understandable format and language	45
2.4: Opportunities for all children to meet State standards	45
2.5: Increased learning time and well-rounded education	45
2.6: Address needs of all students, particularly at-risk	45
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	45
3.1: Develop and distribute Parent and Family Engagement Policy	45
3.2: Offer flexible number of parent involvement meetings	47
Title I Personnel	48
Campus Funding Summary	49

Comprehensive Needs Assessment

Revised/Approved: October 31, 2020

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 boundaries for Price Elementary are landlocked which there is no land to build apartment complexes or new sub-divisions. A majority of people in the neighborhood are retired or elderly people.

Our enrollment at Price Elementary enrollment has changed from last year. Currently, we have 390 students from Pre-Kindergarten through 5th Grade including a Life Skills which is a 54 student decrease from 2019-2020.

Price is one of the bilingual cluster schools for our area. The 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 the same as the district average of 20%. Price has been in the top three Attendance Rates 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- 0.0%

Economically Disadvantaged - 97.9%

LEP - 47.5%

Special Education - 11.5%

Mobility Rate - 19.5%

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, 97%; with 3.4% being African American and 1.0% being White.

Demographics Strengths

Price Elementary has been in the top three for the highest attendance rate for all elementary schools in the district for the last four years. Our Bilingual G/T students do well academically. Also, we have been practicing the Late Exit Bilingual Program for over 12 years and continue to do so for this year for grades 1st to 5th. South San implemented a Dual Language Program for Pre-K to K this year. We are the Bilingual Cluster for Carrillo and Price.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student enrollment at Price Elementary has declined over the last 3 years. **Root Cause:** Reasons for student withdrawals and non-returning students are not being captured in a reliable format such as exit interviews.

Student Achievement

Student Achievement Summary

School Achievement Targets

***Due to COVID-19 we will continue the same data as our primary source for 2020/2021

	2017	2018	2019	Goal 2020/2021
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				
Meets Grade Level	42%	63.83%	50%	60%
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%
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%

ATTENDANCE	95.93%	95.57%	95.44%	96%
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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 Walk-throughs	3	3	3	3
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Although STAAR was not administered, SSAISD did administer district benchmarks in the spring of 2020. The data is as follows:

3rd Reading/Math- Proficiency Meets	12%/8.33%
 4th Reading/Math- Proficiency Meets	 24.24%/34.33%
 5th Reading /Math- Proficiency Meets	 21%/32%

Student Achievement Strengths

Price scored higher in the overall percentage of students in Approaches, Meets, and Masters.

<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
Price/District	Price/Dist.	Price/Dist.
68%/66%	34%/33%	15%/11%

Our 3rd & 4th English Language Learners (LEP) outscored our regular population in math and reading in the meets and masters category. In the overall relative performance School Progress measures Price scored a 75/100. This measures how much better students performed on the STAAR test this year versus last year. It also looks at how much better students are doing academically in the school compared to similar schools. Our students also grew more academically 68% compared to the district of 65%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. **Root Cause:** Lack of implementation of a writing protocol/process across grade levels.

Problem Statement 2 (Prioritized): Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. **Root Cause:** Lack of a consistent model for support and training for differentiation across grade levels.

School Culture and Climate

School Culture and Climate Summary

This year Price was able to hire a new assistant principal after having the same assistant principal for 6 years. Mr. Madrigal, New Assistant Principal comes with a wealth of curriculum experience and has helped to put systems in place to help support teachers and to move Price forward.

Price has already added new systems to help support the campus with the help of a new assistant principal. We will initiate a new survey in October 2020 to take the pulse of the faculty and staff. We understand that teachers are trying to adjust to the virtual instruction and spend most of their time incorporating technology into their practice as well as adjusting to coming back face-to-face phases 1 & 2.

Since 2006, Price has had a variety of clubs that have helped enrich the lives of our current and former students. We started out with Robotics and Drama and have increased 10 clubs in 2019-2020. Teachers do not get paid to sponsor a club, but do it on a voluntary basis at least twice a month. Currently, due to the Covid-19 pandemic, we are only able to have one virtual club, but hope to continue in the Spring once we all get back face to face.

This year we have also implemented the Dual Language Program for Pre-K and Kindergarten. During the summer all Price Administration and Bilingual Teachers were trained on the two-way dual language model. The Price Dual Language Immersion Site Team completed a book study and professional development on Dual Language Principles then presented the Dual Language Goals and guiding principles to all faculty/staff to help understand, facilitate, and promote the Dual Language Model throughout the community. We take pride in our students knowing two languages to help become successful in their future.

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 year the district will not be doing PBIS, but Stanford Harmony Social Emotional Learning. All faculty and staff were trained in May of 2020. We will continue to implement elements of Capturing Kids Hearts.

- Safe, Respectful, and Responsible Learner are some of our Campus Wide Expectations.
- School-wide mission statement is recited daily
- 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 (1st-5th) -have a higher rate of G/T students in the Bilingual Program than the regular monolingual English speaking students
- Dual Language 2-Way Model Program (Pre-K to Kindergarten) 2020-2021 first year of implementing Dual Language Program.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Some faculty and staff are reluctant to follow and adjust to new systems and processes implemented on campus. **Root Cause:** A variety of new systems and processes have been attempted over the last several years.

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 15 years. The majority of our teachers are Hispanic, 97%; with 3.4% being African American and 1.0% being White. Below are years of experience:

Beginning Teachers-1.0

1-5 Years Experience-6

6-10 Years Experience-6

11-20 Years Experience-17

Over 20 Years Experience-6

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 fingerprinted and had background checks as well.

For the last two years Price has had to hire a bilingual teacher and the applicant pool is very slim. The administration called surrounding universities to create a networking system with their education department in order to help get highly qualified candidates.

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 retirement. This year we started out not having to hire new teachers then our 5th bilingual teacher left and we had to hire in late September 2020. Our teachers at Price are committed to the students and the community. Teachers with 6-20 years of experience started out at Price and have stayed. They love the community and some are on the 3rd generation of families.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Lack of highly qualified bilingual teachers in the applicant pool. **Root Cause:** Not creating partnership/networking with the local universities education department

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

E/ESLAR-

Price ES started implementing Guided Reading for K-2 in 2017-2018. Since then we have added an additional grade level every year and will end with 5th grade this year. Two years ago we added a school-wide leveled reader book room to support guided reading. A new reading adoption (HMH) was implemented as a primary source of reading/writing instruction. Istation was used as the primary method of reading intervention for all students while select Tier 2 and all Tier 3 students participated in LLI instruction from the Reading Teacher. This year due to the Covid-19 pandemic South San Antonio students have had to go on virtually for 180 minutes daily with synchronous and asynchronous learning.

Math

In 2019-2020, Guided Math was implemented in Kindergarten and in 4th grade. Happy Numbers was also used as the primary method of Math intervention for all students administered along with district common assessments and benchmarks. This year we are using Happy Numbers for K-2 and Imagine Math will be used for 3rd-5th. We will no longer use Pearson Math, but Investigations K-2nd grades.

Science-

Stemscopes and Generation Genius is utilized as the Science curriculum in grades K-5.

Special Education Programming-

Teachers work on supporting student IEP goals. The special education teacher utilizes A-Z Reading Program as well as the LLI kit.

Dyslexia Programming-

For many years we have had a dyslexia teacher come to service our students with *Scottish Rite's Take Flight* and *Esperanza* for our bilingual students. Five years ago we finally received a Bilingual Dyslexia Teacher to help service our bilingual students. This year the district has made our reading teacher the dyslexia teacher which makes it difficult for her to service English and Spanish Tier 3. The district is sending a bilingual dyslexia teacher to help service our bilingual dyslexia students.

Curriculum Planning:

This year Price ES came up with their own planning protocol (Price Planning Protocol) to ensure teachers are guided by questions and resources to help plan lessons. Price Administration and Instructional Coach are slowly introducing a Price Playlist Book full of resources to help teachers plan while focusing on the Texas Resource System. This year with Synchronous/Asynchronous schedule, Price is able to plan ELAR with Hutchins ES and Math with Five Palms.

We continue to utilize the following to help support our students and teachers:

- *RTI with fidelity-Interventions
- *Amplify, A-Z Reading, Balanced Literary K-3rd, common assessments, and benchmarks-using these programs for interventions
- *Utilize TEKS Resource System in PLC's
- *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 Eduphoria of TEKS in PLC- Wisdom Wednesday's

Curriculum, Instruction, and Assessment Strengths

Last year RTI and interventions were done with fidelity. All grade levels utilize the campus instructional coach as well as the math coach. This year the reading teacher is providing dyslexia services and tier 3 services for our bilingual and regular monolingual students. PLCs provide job-embedded professional development with a focus on core content best practices to improve student outcomes. The new assistant principal has helped develop a New Price Planning Protocol. Instructional coaches provide teachers with a menu of services to include co-planning, co-teaching, data analysis, and real-time coaching using the Get Better Faster model. Price instructional leadership team will provide teachers with effective feedback using the Get Better Faster model.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. **Root Cause:** Lack of implementation of a writing protocol/process across grade levels.

Problem Statement 2 (Prioritized): Misalignment of rigor on TEKS and STAAR classroom application and instruction. **Root Cause:** Depth of understanding TEKS, TEKS Resource, and STAAR items.

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 and will be conducted virtually from August to December, 2020

- *PTA-guest speakers (College and vocational) class and club performances

- *Grade Level Ceremonies

- *Grand Parents Day Celebration

- *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)

- *Meet and Greet (August) Open House (Sept.)

- *Bilingual Cluster school

- *Book Fair and Book Exchange Nights

Since 80% of our faculty/staff and the principal have been at Price for over 10 years, they have built a trusting relationship with the community and at least 3 generations of families.

- *Fall Fest

- *Parent Volunteers

- *Parent EXPO

- * Head Start Parenting Classes through Texas A & M- San Antonio

- *Dual Language parent training (June & July)

In addition, Price ES now includes positive communication in the community through the use of Twitter, Facebook, Parent Blackboard (school messenger automated system).

During COVID-19 building closures, staff continued to perform outreach to families and students to ensure access to learning materials, technology devices, and hot spots.

Parent and Community Engagement Strengths

Multiple lines of family communication: Monthly calendar copies, updated information on marquee; use of social media.

*Facebook/School Website/School Messenger Up to date/Twitter

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

*Club performances (Drama, Cinco De Mayo, Robotics)

*Book Fair

*Cafecitos (counselor, Head Start, and CIS); Average 25 plus parents in attendance. Virtually we have had up to 40 parents.

*Parent Volunteers

*PTA

*Dual Language Training for Parents

* Head Start Parenting Classes through Texas A & M- San Antonio

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. **Root Cause:** Parents have not had training in our many platforms being used for virtual instruction.

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.

Historical Information:

A master schedule was established to include a minimum number of minutes required per core content. This plan ensures that all instructional daily minutes are utilized and includes allotted time for RtI and enrichment activities. At this time RtI for reading is much stronger than for math. A variety of reading assessments are in place and teachers have been trained for the new upcoming Amplify to take place of Istation.

Teachers are held accountable for tracking student data to include academic, social-emotional, and attendance.

Since 2018-2019, SA Youth has provided an after school program. This program is provided free of charge to families.

Our staff members have been trained in and meet in Professional Learning Communities (PLC) to work on lesson design using the targeting and gauging tools, discuss research-based instructional strategies, and collaborate on instructional delivery. This year the Price Administration Team and Instructional Coach came up with a Price Planning Protocol and a Price Playlist to help teachers with their planning at campus PLC's. By the end of the year, the Price Playlist will be filled out lots of resources they can come back and use every year. Due to the Covid-19 we have been able to plan district PLC's with Hutchins for ELAR and Five Palms for Math.

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, SA Youth
- Duty Rosters, systems in place for technology

- 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
- One-to-One campus
- Remote Online Learning

School Context and Organization Strengths

Administrators will be developing and following enhanced protocols for PLC's and classroom instruction during campus PLC's.

CILT teams will also continue to be consulted and included as we work towards improving our school and instruction.

We have systems in place to meet student academic and behavioral needs, SEL Curriculum - Sanford Harmony Program, counselor, and Care Zone.

Based on our Effective Schools Framework Process, Price has identified on of the needs as Lever 1:

LEVER 1-Develop campus instructional leaders (principal, assistant principal, counselor, instructional coach, teacher leaders) with clear roles and responsibilities

- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings)
- Performance expectations are clear, written, measurable, and match the job responsibilities
- Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility
- Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.
- Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): As part of our ESF process, the campus identified Level 1: Develop campus instructional leaders as an area of development **Root Cause:** The leadership team is new this year and starting the process of building protocols and systems for the campus together.

Technology

Technology Summary

Price has been a Blended Learning Campus for 3 years. The district is updating all technology at Price including teacher laptops, purchased Chromebooks for every student, updated Smartboards in classrooms to Promethean boards. Each classroom teacher will have access to an AVERVision document camera and projector. 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 WiFi throughout the building and in each classroom. Price has two computer labs.

Recent:

Remote on-line learning is required to start the 2020-2021 First Nine Weeks grading period due to Covid-19. This requires all students the use of a device for online learning. Each child at Price Elementary has access to an Ipad or Chromebook for remote learning. Wifi hot spots have also been provided to families without internet access. The campus did receive an additional 136 Chromebooks to help support all our students with a device. The district has never had every single student on a device at one time and it has been a challenge with the amount of bandwidth that our district. For phase 1 many students were getting logged off their device or could not log in. Now continuing into phase 2, the school is experiencing issues with the internet on campus and the face-to-face students along with the teachers are getting logged off.

Technology Strengths

All of Price technology will be upgraded Summer of 2020

*Ipad Cart

*Chromebook cart (2)

*3rd-5th is trained in Google Classroom

*two computer labs

*Promethean Boards in Pre-K- 5th grade

*Teacher laptops

*7 Ipads per teacher

* 9 Chromebooks for grades 3rd-5th

*Every student has access to an Ipad or Chromebook

*Every family without internet access has been provided a WIFI hotspot

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): A lack of band width for all South San students to stay logged on without getting kicked off for on-line learning. **Root Cause:** The whole district is using technology at one time.

Priority Problem Statements

Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years.

Root Cause 1: Lack of implementation of a writing protocol/process across grade levels.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Student enrollment at Price Elementary has declined over the last 3 years.

Root Cause 2: Reasons for student withdrawals and non-returning students are not being captured in a reliable format such as exit interviews.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years.

Root Cause 3: Lack of a consistent model for support and training for differentiation across grade levels.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Some faculty and staff are reluctant to follow and adjust to new systems and processes implemented on campus.

Root Cause 4: A variety of new systems and processes have been attempted over the last several years.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Lack of highly qualified bilingual teachers in the applicant pool.

Root Cause 5: Not creating partnership/networking with the local universities education department

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Misalignment of rigor on TEKS and STAAR classroom application and instruction.

Root Cause 6: Depth of understanding TEKS, TEKS Resource, and STAAR items.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules.

Root Cause 7: Parents have not had training in our many platforms being used for virtual instruction.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: As part of our ESF process, the campus identified Level 1: Develop campus instructional leaders as an area of development

Root Cause 8: The leadership team is new this year and starting the process of building protocols and systems for the campus together.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: A lack of band width for all South San students to stay logged on without getting kicked off for on-line learning.

Root Cause 9: The whole district is using technology at one time.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Federal Report Card Data

Goals

Revised/Approved: November 18, 2020

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


Performance Objective 1: 3rd grade STAAR results will improve from the previous year by 5%.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TAPR report

Summative Evaluation: None

<p>Strategy 1: Incorporate Blended Learning in all classrooms to enhance 21st century learning and remote learning. Strategy's Expected Result/Impact: increase student achievement, remote learning. Staff Responsible for Monitoring: Teachers, administration, central office support staff, technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Technology will be used to enhance classroom and virtual instruction, student engagement and provide instruction through on-line platforms by utilizing Promethean boards, Chromebooks/Cart, and Ipads into their lessons. Also have access to have headphones and speakers for the computer lab and Ipad lab. Strategy's Expected Result/Impact: student engagement during walkthroughs and virtual walkthroughs Staff Responsible for Monitoring: Admin, technology, and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Create ways for teachers to establish outside learning opportunities using Ipad applications, SKYPE, Google Meets, or other technology to enhance learning around the world</p> <p>Strategy's Expected Result/Impact: differentiated lessons</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Use of instructional materials and technology programs made available to teachers to help all students meet state academic standards (i.e. Flocabulary, Generation Genius, Stemsopes, A-Z reading, Mentoring Minds, ESGI, STAAR Masters, Count Down, Kamico, Nearpod,)</p> <p>Strategy's Expected Result/Impact: increase student academic achievement</p> <p>Staff Responsible for Monitoring: administration, teachers, & central office</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - 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 - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Teachers will engage in purposeful planning to insure that rigorous lessons are implemented using the Price Planning Protocol</p> <p>Strategy's Expected Result/Impact: Lesson plans that include opportunities that include access and rigor transfer.</p> <p>Staff Responsible for Monitoring: IC, teachers, and administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.
Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.
Curriculum, Instruction, and Assessment
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.

Problem Statement 2: Misalignment of rigor on TEKS and STAAR classroom application and instruction. **Root Cause:** Depth of understanding TEKS, TEKS Resource, and STAAR items.

Technology

Problem Statement 1: A lack of band width for all South San students to stay logged on without getting kicked off for on-line learning. **Root Cause:** The whole district is using technology at one time.

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


Performance Objective 2: The campus will receive a rating of B for the 2020-2021 school year.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: txschools.org

Summative Evaluation: None

<p>Strategy 1: Teachers will incorporate high-yield strategies that increase student engagement, and require a variety of thinking from students.</p> <p>Strategy's Expected Result/Impact: student engagement and transfer of knowledge</p> <p>Staff Responsible for Monitoring: IC, teachers, and administrations</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Use of instructional materials and technology programs made available to teachers to help all students meet state academic standards (i.e. Flocabulary, Generation Genius, Stemsscopes, A-Z reading, Mentoring Minds, Amplify, 1XL Math program)</p> <p>Strategy's Expected Result/Impact: increase student academic achievement</p> <p>Staff Responsible for Monitoring: administration, teachers, & central office</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Create ways for teachers to establish outside learning opportunities using Ipad applications, SKYPE, Google Meets, or other technology to enhance learning around the world</p> <p>Strategy's Expected Result/Impact: differentiated lessons</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Technology will be used to enhance classroom and virtual instruction, student engagement and provide instruction through on-line platforms by utilizing Promethean boards, Chromebooks/Cart, and Ipads into their lessons. Also have access to have headphones and speakers for the computer lab and Ipad lab.</p> <p>Strategy's Expected Result/Impact: student engagement during walkthroughs and virtual walkthroughs</p> <p>Staff Responsible for Monitoring: Admin, technology, and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Hold monthly RTI meetings, committee meetings, and CILT meetings</p> <p>Strategy's Expected Result/Impact: sign-in sheets, positive school culture, high student academic achievement</p> <p>Staff Responsible for Monitoring: Administration and faculty</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Incorporate Blended Learning in all classrooms to enhance 21st century learning and remote learning.</p> <p>Strategy's Expected Result/Impact: increase student achievement, remote learning.</p> <p>Staff Responsible for Monitoring: Teachers, administration, central office support staff, technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Teachers and outside retired personnel will tutor students during the day or after school face to face and virtual.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement to help close the gap</p> <p>Staff Responsible for Monitoring: Teachers and outside hired personnel approved by SSAISD</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.</p>
<p>Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.</p>

Curriculum, Instruction, and Assessment

Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. **Root Cause:** Lack of implementation of a writing protocol/process across grade levels.

Problem Statement 2: Misalignment of rigor on TEKS and STAAR classroom application and instruction. **Root Cause:** Depth of understanding TEKS, TEKS Resource, and STAAR items.

Technology

Problem Statement 1: A lack of band width for all South San students to stay logged on without getting kicked off for on-line learning. **Root Cause:** The whole district is using technology at one time.

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





Performance Objective 3: 4th grade Writing STAAR results will have 35% of students at the Meets level in 2020-2021 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TAPR report

Summative Evaluation: None

<p>Strategy 1: Instructional coach will meet weekly with 4th grade teachers with a writing protocol. Strategy's Expected Result/Impact: Increase academic scores on STAAR Test. Staff Responsible for Monitoring: Administration and Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: All grade levels will teach the writing process across curriculum in all grade levels and contents. Strategy's Expected Result/Impact: Writing to provide evidence of learning. Staff Responsible for Monitoring: Administration and Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





Student Achievement
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.
Curriculum, Instruction, and Assessment
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.

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

Performance Objective 1: The campus will provide professional development opportunities for staff that promote high levels of student engagement. (Lead4ward, Region 20, SIOP Strategies)

Evaluation Data Sources: The number of PD staff attend.

Summative Evaluation: None

<p>Strategy 1: Provide job-embedded professional development by modeling research-based strategies during PLCs</p> <p>Strategy's Expected Result/Impact: Improve the implementation of high-yield, rigorous instructional strategies that require a variety of thinking.</p> <p>Staff Responsible for Monitoring: Camps administration and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Reviews			
	Formative			Summative
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Performance Objective 1 Problem Statements:






Student Achievement
<p>Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.</p>
<p>Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.</p>
<p>Problem Statement 2: Misalignment of rigor on TEKS and STAAR classroom application and instruction. Root Cause: Depth of understanding TEKS, TEKS Resource, and STAAR items.</p>

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

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

Evaluation Data Sources: Budget review

Summative Evaluation: None

<p>Strategy 1: Teachers will utilize instructional resources for phonological awareness in grades K-5. Strategy's Expected Result/Impact: Improve students phonological awareness. Staff Responsible for Monitoring: Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.</p>
<p>Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.</p>





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

Performance Objective 1: Provide afterschool activities and clubs for students to participate.

Evaluation Data Sources: The number of activities/clubs at the school.

Summative Evaluation: None

<p>Strategy 1: 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</p> <p>Strategy's Expected Result/Impact: Lesson plans, weekly meetings, projects throw PBL</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Special Ed. teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Invite parents to attend Academic STEM Family Night (Spring 2021)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, agendas</p> <p>Staff Responsible for Monitoring: All Faculty, committees, & Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Parents will attend more school functions with their child(ren) to help promote learning.</p> <p>Staff Responsible for Monitoring: administration, librarian, counselor, and teachers</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Invite parents and community to bi-yearly awards, Parent Expo, South Sansational event for 5th graders</p> <p>Strategy's Expected Result/Impact: sign-in, agendas, invitations</p> <p>Staff Responsible for Monitoring: Administration, counselor, teachers, central office staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: 3rd-5th students will do a STEM/Project Based Learning with Invention Convention & have mentors from MIT.</p> <p>Strategy's Expected Result/Impact: Increase in attendance, student achievement, & building relationships with a higher self-esteem</p> <p>Staff Responsible for Monitoring: Administration, Teachers, MOU's w/Dr. Reyna & Christine Lawlor (MIT)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student enrollment at Price Elementary has declined over the last 3 years. Root Cause: Reasons for student withdrawals and non-returning students are not being captured in a reliable format such as exit interviews.
Student Achievement
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.
Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.
Curriculum, Instruction, and Assessment
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.
Parent and Community Engagement
Problem Statement 1: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. Root Cause: Parents have not had training in our many platforms being used for virtual instruction.

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

Performance Objective 2: Create programs that inform and support parental involvement in district initiatives.

<p>Strategy 1: Monitor and update school website with current school activities and events to keep parents and members of the community aware</p> <p>Strategy's Expected Result/Impact: update current website, Twitter, School Messenger</p> <p>Staff Responsible for Monitoring: Administrator, Librarian</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Create and maintain campus Facebook and Twitter account to enhance communication in our school and community</p> <p>Strategy's Expected Result/Impact: keep community up to date on school news and events</p> <p>Staff Responsible for Monitoring: Administration and Librarian</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Inform parents and community through monthly calendars, notes, flyers, parent meetings, website, school messenger, and marquee</p> <p>Strategy's Expected Result/Impact: Calendars, flyers, phone calls</p> <p>Staff Responsible for Monitoring: Administration, custodians, counselor, teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Virtual Open House on September, 2020 to celebrate and implement the campus and district vision</p> <p>Strategy's Expected Result/Impact: sign-in sheets Open House</p> <p>Staff Responsible for Monitoring: All staff and administration</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Conduct monthly family events (Book Fair, PTA, school performances, Cafecito with the Counselor) Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: All staff, Administration, PTA Officers, Counselor, Librarian Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Parent and Community Engagement 1 Funding Sources: HEB - cafecitos - 211 Title I, Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Invite parents to Title 1 Parent Meeting/Student-Led report card conference. Strategy's Expected Result/Impact: sign-in and agendas Staff Responsible for Monitoring: administration and teachers Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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 Strategy's Expected Result/Impact: Increase in positive self-esteem, parental involvement, sign in sheets Staff Responsible for Monitoring: Administration, Counselor, and faculty Title I Schoolwide Elements: 2.4, 2.5, 3.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Invite parents and community to school events(Awards ceremonies, academic night, etc) Strategy's Expected Result/Impact: sign-in and agendas Staff Responsible for Monitoring: Administration and teachers Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Results Driven Accountability Problem Statements: Demographics 1 - Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student enrollment at Price Elementary has declined over the last 3 years. Root Cause: Reasons for student withdrawals and non-returning students are not being captured in a reliable format such as exit interviews.
Student Achievement
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.

Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years.
Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.

Curriculum, Instruction, and Assessment

Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. **Root Cause:** Lack of implementation of a writing protocol/process across grade levels.

Parent and Community Engagement

Problem Statement 1: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. **Root Cause:** Parents have not had training in our many platforms being used for virtual instruction.

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





Performance Objective 1: Student attendance will increase by 1% with the help of mental and social emotional support through the Care Zone or campus initiatives.

Evaluation Data Sources: PEIMS report

Summative Evaluation: None

<p>Strategy 1: Offer Title 1 Services for Mc Kinney-Vento students (transportation, school supplies, resources for food and clothing..)</p> <p>Strategy's Expected Result/Impact: Students will be able to receive resources to be successful</p> <p>Staff Responsible for Monitoring: Administration, Central Office, Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Offer Care Zone Programs and Head Start to our students</p> <p>Strategy's Expected Result/Impact: students and parents will be able receive resources to help make them successful</p> <p>Staff Responsible for Monitoring: CIS, Administration, Head Start parent liaisons</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Results Driven Accountability</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Staff will provide support through implementation through Sanford Harmony program</p> <p>Strategy's Expected Result/Impact: Healthy self-esteem, focus on school</p> <p>Staff Responsible for Monitoring: teachers, counselor, and administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Secure mentors from Texas A & M San Antonio.</p> <p>Strategy's Expected Result/Impact: Higher STAAR scores, increase reading levels</p> <p>Staff Responsible for Monitoring: Administration and Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Faculty will do a book study on the book, YardSticks, 4th Edition by Chip Wood with administration on the developmental characteristics by age focusing on the social/emotional, cognitive/linguistic, physical, fine/gross motor skills.</p> <p>Strategy's Expected Result/Impact: Faculty will get a better understanding of students age development and what to expect to better service their students.</p> <p>Staff Responsible for Monitoring: administration and instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Book Yardsticks, 4th Edition, Chip Wood from Amazon - 211 Title I, Part A - \$250.80</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: Student enrollment at Price Elementary has declined over the last 3 years. Root Cause: Reasons for student withdrawals and non-returning students are not being captured in a reliable format such as exit interviews.
Student Achievement
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.
Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.
School Culture and Climate
Problem Statement 1: Some faculty and staff are reluctant to follow and adjust to new systems and processes implemented on campus. Root Cause: A variety of new systems and processes have been attempted over the last several years.
Curriculum, Instruction, and Assessment
Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.
Parent and Community Engagement
Problem Statement 1: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. Root Cause: Parents have not had training in our many platforms being used for virtual instruction.

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

Performance Objective 2: The number of discipline referrals will decrease by 5% by providing students extra curricular activities and leadership opportunities.

Evaluation Data Sources: PEIMS report

Summative Evaluation: None

<p>Strategy 1: CILT committee will help make educational decisions for campus.</p> <p>Strategy's Expected Result/Impact: Empower faculty and staff to help better the campus with positive climate and increase student achievement</p> <p>Staff Responsible for Monitoring: CILT and administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.</p> <p>Problem Statement 2: Special education population has failed to meet the goals for Meets and Masters in grades 3rd through 5th Reading and Math for three consecutive years. Root Cause: Lack of a consistent model for support and training for differentiation across grade levels.</p>
School Culture and Climate
<p>Problem Statement 1: Some faculty and staff are reluctant to follow and adjust to new systems and processes implemented on campus. Root Cause: A variety of new systems and processes have been attempted over the last several years.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: 4th grade writing scores have continued to remain below state average in Meets and Masters for a period of three years. Root Cause: Lack of implementation of a writing protocol/process across grade levels.</p> <p>Problem Statement 2: Misalignment of rigor on TEKS and STAAR classroom application and instruction. Root Cause: Depth of understanding TEKS, TEKS Resource, and STAAR items.</p>
School Context and Organization
<p>Problem Statement 1: As part of our ESF process, the campus identified Level 1: Develop campus instructional leaders as an area of development Root Cause: The leadership team is new this year and starting the process of building protocols and systems for the campus together.</p>





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

Performance Objective 1: The campus will have a minimum of six Principal Cafecitos during the 2020-2021 school year, which will include a parent training component.

Evaluation Data Sources: Flyers and sign-in sheets from the events.

Summative Evaluation: None

<p>Strategy 1: Survey will be used to determine areas of need to improve school climate.</p> <p>Strategy's Expected Result/Impact: Survey results School Messenger</p> <p>Staff Responsible for Monitoring: CILT Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: During our virtual instruction period, many parents and grandparents have struggled to support their students' asynchronous and synchronous learning requirements and schedules. Root Cause: Parents have not had training in our many platforms being used for virtual instruction.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our enrollment at Price Elementary enrollment has changed from last year. Currently we have 390 students from Pre-Kindergarten through 5th Grade including a Life Skills Unit. The Hispanic population mostly mirrors the overall student population. The majority of the students are economically disadvantaged and at-risk. The mobility rate is 20%. Price has been in the top three percent for the district attendance. Last year's Attendance Rate was 95.44%

Student Populations:

Hispanic-99.2%

African American-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-20%

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.

Instructional Coach

This is the 5th year we have had an Instructional Coach to our campus to help assist teachers with Literacy Stations, Daily Five, Data, LO/DOL and other areas of need and our 3rd year to have a math coach which we split with another campus. A CILT committee was organized to work alongside Principal and Assistant Principal to promote and increase

the relationships of the staff and to make sound decisions for the betterment of the campus.

ELL

Price Elementary serves as a late exit model campus and serves students from 1st through 5th grade. This year we added a Two-Way Dual Language Program to Pre-Kindergarten and Kindergarten. We continue to serve bi-lingual students and students whose parents denied the program or students who have been exited from the Bilingual program. We have one bi-lingual classroom PreK-5th. Teachers are required to be bilingual certified. We have an LPAC representative who monitors the progress of all of our ELL learners, along with the assistant principal. Our ELL students participate in TELPAS and Pre-Las each year.

GT

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

504

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

Special Education Services

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

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

When developing the Campus Improvement plan we included parents, CILT team which includes highly qualified teachers, business owners in the area and Community in the Schools representative.

2.2: Regular monitoring and revision

The CILT/SBDM meets monthly to discuss the CIP and Principal updates BOY, MOY, and EOY.

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

We are a bilingual campus. All flyers go out in English and Spanish.

2.4: Opportunities for all children to meet State standards

At Price we follow the RTI process where all Tier 1 students get good first instruction and for those still struggling to meet mastery the first time we put them in Tier 2 and Tier3 where they see the reading teacher, extra time on Amplify, and small group instruction. In January we begin tutoring for 2nd-5th grade. For the Tier3 students they receive extra instruction from the reading teacher, small group instruction from teacher, services from the At-Risk aide or Bilingual Aide using the LLI Kit as well as tutoring in January.

Finally, we can't forget those that are already mastering their academics. We want to keep them learning so we offer enrichment and G/T sessions weekly.

2.5: Increased learning time and well-rounded education

We believe in the whole child and have many clubs of choice for students to build confidence. During club times this is an extra part of the day where students learn readers theater, coding, math club, world changers where they can plant, measure, etc. Currently, due to Covid-19 we only have a World Changers virtual club, but plan to continue in the Spring. Our students are so excited when they are in the clubs.

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

At Price we have a counselor, highly qualified teachers, and work with SSAISD Care Zone. Through these different resources we are able to zone in and help students with academic needs as well as social emotional needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

PRICE ELEMENTARY SCHOOL

PARENT INVOLVEMENT POLICY
2020-2021

Price Elementary School has a school climate that welcomes and encourages family involvement. Parent involvement generates a positive attitude among teachers. When families are involved, teachers feel valued and respected for their work. Teachers are motivated to improve student achievement, which in turn leads to overall school recognition and success.

Price Elementary School Title I Program shall be planned, designed, and implemented in meaningful consultation with parents of participating students. This consultation shall be organized, systematic, on-going, informed, and timely in relation to decisions about the program. Price Elementary School along with our Cobra families will:

1. The school along with parents and guardians will be responsible for the well-being of the children, as equal partners in their education.
2. The school will consult with parents annually through parent conferences and meetings as it updates written policies to ensure the effectiveness of the Parent Involvement Program.
3. The school will make these policies available, to the extent possible, in a language and form that the parents understand.
4. The school will convey information about all school programs and activities to parents of participating students.
5. The school will provide parents with reports for participating students.
6. The school will, to the extent practical, conduct a parent-teacher conference with parents of each student to discuss the student's progress, placement, and methods the parent can use to complement instruction while working with the child at home.
7. The school encourages parents to participate in the school programs and activities, and will send home notices and reminders of school events.
8. The school will provide opportunities for regular parent meetings to formulate parental input in the campus program.
9. The school will provide parents with timely information about the program via letters, monthly web-based calendars and the school marquee.
10. The school will coordinate parental activities to the extent possible.

Here are among the many involvement opportunities planned for the current school year are:

- Meet the Teacher/Open House (September 2020)
- Site Based Decision Committee Mtgs Math, Science, & Reading Night (Spring)
- School Parent Compacts SA Youth (October 2020)
- Student-Led Report Card Conferences Classroom Observations (January/February 2021)
- Book Fairs in Fall and Spring
- Two Awards Ceremonies-January 2020/May 2021
- Parent Volunteer Program-on hold until Covid-19 over
- Fall Festival-depends on Covid-19
- Science Fair/UIIL (May 2021)
- School Dances Pre-K Head Start-On hold until Covid-19 is over
- Field Trips-on hold until Covid-19 is over
- Attendance Appreciation for Parents during Cafecitos
- Student Clubs
- Cafecitos for Parents-Virtual

- Texas Public Schools Week Visits

3.2: Offer flexible number of parent involvement meetings

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

*Cafecitos

*Parent Volunteers

*PTA/Club performances

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Miranda Moreno	At-Risk Paraprofessional		100%
Nelda Gaston	Instructional Coach		100%

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	2			\$0.00
3	2	2			\$0.00
3	2	5	HEB - cafecitos		\$0.00
4	1	5	Book Yardsticks, 4th Edition, Chip Wood from Amazon		\$250.80
5	1	1			\$0.00
Sub-Total					\$250.80
Grand Total					\$250.80

South San Antonio Independent School District

Robert C. Zamora Middle School

2020-2021 Campus Improvement Plan



Vision

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

Core Beliefs

District

We believe in engagement of the school community for the success of our district.

We believe in a strong support system for the school community to achieve excellence.

We believe that innovative and challenging experiences produce successful learners.

We believe that trusting relationships among the school community are essential to student success.

We believe that an inclusive school culture promotes positive student development.

We believe strong and effective leadership is essential to build a culture of high expectations.

Campus

Table of Contents

Comprehensive Needs Assessment	4
Priority Problem Statements	5
Goals	6
Goal 1: Goal 1: Zamora MS will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	6
Goal 2: Goal 2: Zamora MS will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	7
Goal 3: Goal 3: Zamora MS will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	8
Goal 4: Goal 4: Zamora MS will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	9
Goal 5: Goal 5: Zamora MS will collaborate with parents and community to ensure all students receive a gold standard education.	10
Campus Funding Summary	12

Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: Higher student regression of learning

Root Cause 1: COVID-19 quarantine

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Student Learning - Perceptions

Problem Statement 2: New teachers struggled with classroom management and teaching rigorous content

Root Cause 2: Campus lacked sufficient professional development to support new teachers.

Problem Statement 2 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: More communication from the campus is needed in Spanish.

Root Cause 3: Home language surveys indicate 1 in 4 families speak Spanish, campus needs to be more responsive to the community. demographics

Problem Statement 3 Areas: Demographics - School Culture and Climate - Parent and Community Engagement - School Context and Organization - Demographics - Perceptions

Problem Statement 4: More time needed to shift campus culture

Root Cause 4: Deficit thinking displayed by staff

Problem Statement 4 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization - Student Learning - Perceptions

Problem Statement 5: Only 2 ELAR teachers are ESL certified.

Root Cause 5: Lack of applicants with ESL certification

Problem Statement 5 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Demographics - Student Learning

Problem Statement 6: Lack of highly qualified candidates to interview.

Root Cause 6: Perception of working at campus

Problem Statement 6 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - Perceptions

Goals








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

Performance Objective 1: Provide high quality TEIR I instruction for 100% of students.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, walkthrough data

Summative Evaluation: None

Strategy 1: Create more engaging and interactive lessons for students Strategy's Expected Result/Impact: Increase student engagement and attendance during virtual lessons. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Student Achievement 1 - Student Learning 2 - School Culture and Climate 3 - Perceptions 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Gimkit - 211 Title I, Part A, Nearpod - 211 Title I, Part A - \$3,200	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Provide tutoring to students who require supplemental support. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Provide supplemental materials for teachers. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teachers Pay Teacher - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Higher student regression of learning Root Cause: COVID-19 quarantine
Perceptions
Problem Statement 1: Higher student regression of learning Root Cause: COVID-19 quarantine


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


Performance Objective 1: 100% of faculty will receive targeted professional development focusing on multicultural educational practices and strategies to promote equity and inclusivity among our diverse student population.


Evaluation Data Sources: Professional development conducted on campus
 Outside professional development ex: GearUp, Region 20, etc


Summative Evaluation: None

Strategy 1: Provide membership to TEPSA for administrators Strategy's Expected Result/Impact: Campus administration will be more effective in supporting classroom teachers Staff Responsible for Monitoring: Campus principal Title I Schoolwide Elements: 2.5 Funding Sources: TEPSA - 211 Title I, Part A - \$1,032	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

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

Performance Objective 1: We will be at 95% daily attendance.

Targeted or ESF High Priority

Evaluation Data Sources: ADA Reports

Summative Evaluation: None

Strategy 1: Create interactive and engaging lessons. Strategy's Expected Result/Impact: Increase student average daily attendance. Staff Responsible for Monitoring: Teachers, Attendance committee, Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Student Learning 2 - School Culture and Climate 3 - Perceptions 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Nearpod - 211 Title I, Part A - \$3,200	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Create and implement a student incentive plan. Strategy's Expected Result/Impact: Increase average daily attendance for students Staff Responsible for Monitoring: Attendance committee Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Higher student regression of learning Root Cause: COVID-19 quarantine
Perceptions
Problem Statement 1: Higher student regression of learning Root Cause: COVID-19 quarantine

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






Performance Objective 1: Zamora MS will conduct training for parents

Evaluation Data Sources: Sign-in sheets

Parent feedback

Parent surveys

Summative Evaluation: None

<p>Strategy 1: Creating video tutorials to assist parents with achieving student success.</p> <p>Strategy's Expected Result/Impact: To lower the technology barrier and assist parents in reviewing student work</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Demographics 2 - School Culture and Climate 5 - Perceptions 5 - Parent and Community Engagement 1 - School Context and Organization 2</p> <p>Funding Sources: Outdoor projection equipment to assists with social distancing - 211 Title I, Part A</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: More communication from the campus is needed in Spanish. Root Cause: Home language surveys indicate 1 in 4 families speak Spanish, campus needs to be more responsive to the community. demographics</p>
Perceptions
<p>Problem Statement 5: More communication from the campus is needed in Spanish. Root Cause: Home language surveys indicate 1 in 4 families speak Spanish, campus needs to be more responsive to the community. demographics</p>

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Gimkit		\$0.00
1	1	1	Nearpod		\$3,200.00
1	1	3	Teachers Pay Teacher		\$500.00
2	1	1	TEPSA		\$1,032.00
4	1	1	Nearpod		\$3,200.00
5	1	1	Outdoor projection equipment to assists with social distancing		\$0.00
Sub-Total					\$7,932.00
Grand Total					\$7,932.00

South San Antonio Independent School District

Roy P. Benavidez Elementary School

2020-2021 Campus Improvement Plan



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.

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Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Goals	16
Goal 1: Roy P. Benavidez will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance..	16
Goal 2: Roy P. Benavidez will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	21
Goal 3: Roy P. Benavidez will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	24
Goal 4: Roy P. Benavidez will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	28
Goal 5: Roy P. Benavidez will collaborate with parents and community to ensure all students receive a gold standard education.	31
Goal 6: Roy P. Benavidez will provide supplemental support and resources to low performing classrooms.	37
Campus Funding Summary	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Benavidez Elementary is a PK-5th Elementary serving 559 students as of Sept. 9, 2020. The following data is from September 2020:

- 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%
- Retention Rates by 0%
- Attendance rate 96.3%

Benavidez Elementary is located within the South San Independent School District with grades PK-5th and a student population of 559. Of the total number of students enrolled, it has a 25% special education population as of September 2020. Its ethnic population is comprised of 98% Hispanic, 8% White, 1% Black and 2% Asian. Benavidez has a At-Risk population of 65% with an overall economically disadvantaged percentage of 91.2 and a mobility rate of 20%. As of September 2020, Benavidez has an attendance rate of 96.3% and 0% retention rate.

Demographics Strengths

Benavidez Elementary has 0% retention rate and 1.4% special education rate compared to **state data**. The student to teacher ratio is less than the state average of 22:1; in addition 28.4% of our teachers have between 11-20 years of experience. The staff at Benavidez Elementary is comprised of

- 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: There is a great need to align instruction horizontally/vertically across grade levels. **Root Cause:** The Pandemic has negatively impacted student learning by widening the achievement gaps.

Problem Statement 2 (Prioritized): Parents lack the proficiency to support learning in the home. **Root Cause:** Limitations fo parent/guardian proficiency with technology and logistical issues with reliable internet.

Student Achievement

Student Achievement Summary

In the past years, there has been consistent student growth at Benavidez Elementary. This is based on data from the content areas of reading, writing and math. There has also been some growth in science.

Regarding reading, scores have increased steadily from 2014 to 2019. In 2014 Reading was reported to be at 69% and rose one percent in 2015. Between 2015 and 2016 there was an increase of another percentage point to 71%. However, in 2017, reading scores dropped to 63%. The following year reading scores rose again to 65% with 60% of the students in the approaches category and 28% in the meets category.

Mathematics also showed some increase throughout the years. Between 2014 and 2018, math scores steadily increased from 54% to 71%. The scores were as follows: 2014, 54%, 2016, 68%, 2017, 69% and 2018, 71%. However, in 2019, the scores were as follows: approaching 66% and meets, 32%.

Writing has also shown a variance of scores throughout the years. Data from 2014 to 2019 suggests that there has been an array of scores. To illustrate, in 2014 writing scores were at 77%. However, in 2015 there was a significant drop to 65%, a difference of 12 percentage points. In 2016 data suggests that writing scores rose to 67%. However, the Benavidez campus faced a drop in 2017 to 50%. A difference of 17 percentage points. Although there was no data available in 2018, 2019 was met with approaching at 46% and meets at 29%.

Next, science offered some growth throughout the years. Between 2014 and 2018 there was significant growth ranging from 35% to 62%. A significant growth of 28% points was evaluated. However, in 2019, results observed illustrated the approaches category at 46% and meets at 29%.

Finally, the following data has been collected from various subcategories. This information is based on 2019 data. Student achievement data illustrates that 58% of the population met standard. Student progress met standard at 58%. Under the Closing the Gap category, 72% of the population met standard. Lastly, the school campus rating was a "C" at 73%

Student Achievement Strengths

Science scores have risen to 51% approaches and 27% meets standards. Further, school progress has met standard at 74%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students receiving a Masters score on STAAR 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 (Prioritized): The percentage of students receiving Masters score on STAAR 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.

Social distancing requirements prohibit the effectiveness of some opportunities for improvement of culture and climate. Distance Learning provides the selective opportunity to participate in the improvement of climate and culture.

School Culture and Climate Strengths

Administration, faculty, and parents want student success.

- SA Youth Partnership
- Parent Teacher Organization New Officers
- 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
- Choir (Fine Arts)
- Peer Advocate Leader (PALs) Counseling Group
- Spanish Club

At Benavidez Elementary we encourage participation in clubs and committees outside of school hours. Each club is comprised of students and teachers who come together weekly to engage in activities within the club. Parents and the community are encouraged to participate and attend committee events. However due to COVID-19 all clubs and committees were suspended in March 2020 and have not resumed due to social distancing guidelines. We will continue and embrace during the school year 2020-2021.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff will need to foster a culture of collaboration among new faculty, staff, and parents towards a shared vision for all. **Root Cause:** There is a degree of concern over the physical return to campus, the execution of virtual lessons, and new curriculum initiatives.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Benavidez Elementary School currently employs over 40 certified Teachers and Paraprofessionals who deliver instruction and intervention, in-person and virtually, to our 558 Students. The Campus Administration at Benavidez Elementary believes very strongly in the process of identifying Teachers and Staff who meet the core values of our Campus and Culture. Beyond displaying the desired philosophical sensibilities of the Campus, the Administrative Team seeks to assess the pedagogical knowledge of prospective staff. The ability for the Administrative Team to identify and recruit these high qualified individuals is paramount in providing our Students with the robust, inclusive, and enriching Learning Environment they deserve.

As of the 2020-2021 School Year, the majority of Benavidez Teachers have between 5-10 years of Teaching experience, 7-of-whom have been in the classroom less than 5 years. The Problem identified by the Administrative Team involves the deficiencies Teachers have in their deeper understandings of the TEKS Student Expectations. Root Causes involve the frequent movement of Teachers from one grade level to another, usually dictated by the flow and flux of the student population. This often results in Teachers having to adjust their Content Knowledge and Expertise to their new grade levels.

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

Proactively, the Administration Team has created firm and dedicated Professional Learning Communities that are strategically planned to cover specific, TEKS-oriented review, including the “unpacking” of TEKS as well as lesson construction and alignment, and modelling for lesson delivery. These weekly meetings allow the Teachers to work directly with the content-based Instructional Coaches to simultaneously review curriculum documents and strategically plan for rigorous and aligned instruction and activities that will be presented to Students.

The Benavidez Administrative Team strives to create a highly effective working environment for Teachers and Staff. Frequent and festive events take place to show appreciation and support for our Teachers and Staff. Teachers are empowered to participate in campus decision making committees and input/feedback from Teachers is frequently taken, considered, and applied. The Administrative Team makes equal effort to enrich Professional Learning with Teachers and Staff to reinforce a growth mindset. The combination of professional and self care result in a harmonious Learning Environment where Teachers are valued, supported, and grown.

Established routines at Benavidez ES:

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

- **CILT Meetings**
- **PLC**
- **Opening Communication**
- **Collabration**

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teachers are deficient in a deeper understanding of the TEKS which leads to inconsistent state assessment scores. **Root Cause:** Assistance with teachers in the virtual learning platforms and classroom teaching, deepening the understand of SE's and their application and implementation into virtual /in classroom learning.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During the 2018-2019 school year, specifically May 2019, campus grade levels along with the Campus Instructional Leadership Team evaluated final STAAR scores. In doing so, they discussed the pros and cons of each student and their respective scores.

Regarding RTI, it was decided that RTI will be conducted with fidelity. This will be as a campus initiative and all teachers will be use RTI with fidelity. That said, Tier 1 interventions will also be delivered. Further, data from Fountas & Pinnell, common assessments, and benchmarks with help to drive the interventions being used with students to further develop their learning. Throughout this period 504s, special education services and all Individual Education Plans (IEPs) will be followed with fidelity. Common assessments in reading and math will also be utilized to further inform instruction.

In regards to the on goings on the campus committee meetings for the following entities will help to facilitate campus events. They committees are as follows: Reading/ELA, Science, STEM Night, Math, Attendance, Hospitality, School Newsletter, Technology, Happy Numbers, Imagine Math, Fundraising, Activities and Events, Robotics, CILT, PBIS, Student Council, Gardening, Safety Patrols, Coca Cola Valued Youth, Proud Store, WebMaster. Each of these committees will work diligently plan and implement campus activities. Students in the gifted and talented program will also be able to present their projects at this time. Tentatively Reading Night will be held virtually from 4:00pm-5:30. STEM will tentatively be held virtually from 4:00pm-5:30pm. In addition, bilingual instruction will continue. Students will continue to be serviced by the bilingual dyslexia teacher, the special education teacher, and the dual language teacher.

Further, teachers will be asked to complete a wish list of materials that would like to acquire for their classrooms. These materials will be instructional materials that they will use to further develop instruction in the classroom. This, in collaboration professional learning will help to further instruction. Professional learning will be provided by either the campus instructional coaches or by district level personnel.

Curriculum, Instruction, and Assessment Strengths

Benavidez Elementary School has various strengthens in place to help in the continued development of student growth. Throughout the year alternate forms of instruction take place to further support student learning. To being, programs such as Happy Numbers, which is used in Kinder though second grade, is available. For third through fifth grade, Imagine Math is utilized. Also, Lexia/I-station labs/TTM Labs were used to support learning. Further, after school tutoring along with dual language instruction are made available. In addition, teachers met weekly to pollen for their grade level instruction as meet in their respective professional learning communities (PLCs). They also administer common assessments to measure student growth. Teachers also conduct TPRI assessments as well as analyze TPRI data to further inform student instruction. Technology support has also been provided. Chromebooks and hotspots have been distributed to the Benavidez Elementary community to assist and support virtual learning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. **Root Cause:** Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).

Problem Statement 2 (Prioritized): There is a need to improve the quality of instruction through specific face to face / virtual 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

Benavidez Elementary is a place where we want everyone to feel welcomed and like they matter. We host various campus events that invite our parents, students and community to be part of our South San Family. We have had parents come participate in our Reading and STEM nights to learn skills that can aid them with working with their children at home. We share information through our PTO Support Meetings, Bilingual Informational Night, and Talking Points with Our Benavidez Team (Cafecitos). Our families and community come celebrate with us during our Thanksgiving Luncheon, Fiesta Parade, Field Day, Veterans' Day Celebration, Bike Rodeo and Fall Fest. We also host parenting classes (through Head Start program), as well as offer parents opportunities to volunteer. Our community companies share information on careers with our students. Coming together to learn from each other and celebrate each other is important in order for all of us to be successful. (*Events this year may be affected due to city ordinances in regards to social gatherings and distancing during the pandemic.)

Parent and Community Engagement Strengths

Although we have had to adjust due to COVID safety precautions, we have managed to continue to engage our parents and community. We hosted our Meet the Teacher virtually (live, as well as recorded the sessions and made them available for families that could not participate at that time). We have also had various drive thru line events like our completion ceremonies, distribution of materials and Chromebooks. Our campus continues our Talking Points with Our Benavidez Team (Cafecitos) through a virtual meeting each month where we share important information with our parents like expectations of synchronous and asynchronous learning, parent resources, and have presentations from our Care Zone. This year we have 100% newly committed PTO officers. In addition to our PTO officers we have a dedicated PTO Teacher liaison. We also make sure to share all information with our parents through our teachers, social media, email and phone blasts.

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

Benavidez is a Title I PK-5th grade campus with 77 staff members including Principal, Vice Principal, Counselor, Instructional Coach, Reading Teacher, teachers, and paraprofessionals and custodial staff. We also have Head Start and PPCD on our campus.

Our Admin Team works closely with our CILT Team to discuss, brainstorm and plan various schedules (e.g. Master Schedule, Duty Rosters, Schedule for Support Services like Counseling and Library, etc.) and structures (e.g. supervision structure, leadership roles formal and informal, support structure for grade level teachers and program support services like After School Programs and extracurricular activities) to help our teachers, students and campus as a whole. Pros and cons are discussed for each decision that is being considered. After the Admin and CILT Team work through all the possibilities, the teachers are then brought in as part of the decision-making process. After it has been decided on what works best for the campus, the teachers then communicate with parents through whatever platform they use (e.g. Google Classroom or SeeSaw). The school also communicates this information with our parents through social media, email and phone blasts.

School Context and Organization Strengths

Systems are in place to meet student academic and behavioral needs. Teachers have their conference time built into their schedule to occur before or after their PLC time. This allows them more time with the Instructional Coaches (ELAR/Math) to discuss, plan, learn, model and get feedback for their instruction. The teachers also have a dedicated weekly time slot to meet as a grade level and plan. Admin and Instructional Coaches visit these planning periods to aid with any questions or concerns. Benavidez also uses their support staff (i.e. Reading Teacher, Counselor and paraprofessionals to offer lessons in guidance/counseling/behavior, reading, and any interventions that the classroom teacher needs extra time for) to cover for the teacher during their PLC time.

The current schedule that is being followed for asynchronous/synchronous learning during the pandemic allows time for teachers to work with both groups. There are also flexible and opportunity blocks built into the schedule to allow for interventions.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): 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

It is widely understood and accepted that the outbreak and after effects of the COVID-19 Pandemic had a dramatic effect on the state of education. Teachers and students have had to make unprecedented adjustments to facilitate learning through a virtual learning environment.

Technology has maintained an instructional focus at Benavidez Elementary, with classrooms outfitted with no less than three student Chromebooks or iPads available for student use. Teachers have been trained to utilize these technologies for student enrichment and intervention. Additionally, Benavidez had invested in Fountas & Pinnell kits, Computers on Wheels Carts for each grade level (holding 25 Chromebooks and 15 iPads, respectively), two computer labs, a poster maker and laminating machine prior to the outbreak of COVID-19.

Since then, Benavidez Elementary has continued to advocate for the allocation of Instructional Technology and the ability for Teachers to learn Instructional Technology strategies through Professional Development & Learning. The Campus Administration purchased new Teacher laptops and Document Cameras, additional Chromebooks, and additional carts for in-class storage. Further, in collaboration with the South San ISD Technology Dept., all classrooms have had a SMART Board with a mounted projector installed, with Professional Learning opportunities on how to utilize new Technology provided by the District.

Technology Strengths

As the Students and Teachers of Benavidez move forward with virtual, in-person, and hybrid learning environments, the Benavidez Leadership Team recognizes the deficiencies regarding the effective use and implementation of instructional technology. As more technology is acquired, Teachers will continue to get opportunities for learning how to maximize technological resources and continuing opportunities to learn the frameworks and platforms of Google Classroom, Google Meet, Seesaw, as well as District-provided learning software, will consistently be offered and provided. Additionally, the Leadership Team will continue to allocate resources for the procurement of more technology to allow for one-to-one access to devices for children, along with having accessibility to more supplies when damages and malfunctions occur. In collaboration with the District Technology Department, Benavidez Elementary will strive to provide enriching opportunities for the digital learners and future leaders on our campus.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers and students are not proficient in technology applications to create projects or utilize Google Classroom. **Root Cause:** Not all new teachers have been trained in Google Classroom and need professional development

Problem Statement 2 (Prioritized): A lack of technology for a one to one initiative for on-line learning for all students. **Root Cause:** Prior to the COVID-19 Pandemic, district and campus funds were not prioritized for technology equipment.

Priority Problem Statements

Problem Statement 1: The percentage of students receiving a Masters score on STAAR is 15% in Math.

Root Cause 1: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Parents lack the proficiency to support learning in the home.

Root Cause 2: Limitations fo parent/guardian proficiency with technology and logistical issues with reliable internet.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of students receiving Masters score on STAAR is 9% in Reading.

Root Cause 3: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Staff will need to foster a culture of collaboration among new faculty, staff, and parents towards a shared vision for all.

Root Cause 4: There is a degree of concern over the physical return to campus, the execution of virtual lessons, and new curriculum initiatives.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Teachers are deficient in a deeper understanding of the TEKS which leads to inconsistent state assessment scores.

Root Cause 5: Assistance with teachers in the virtual learning platforms and classroom teaching, deepening the understand of SE's and their application and implementation into virtual /in classroom learning.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed.

Root Cause 6: Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: There is a need to improve the quality of instruction through specific face to face / virtual feedback focused on instructional practices.

Root Cause 7: Teachers and administrators lack knowledge in research based best practices, differentiation, delivery, and lesson planning.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Parental involvement has been inconsistent and needs to be increased.

Root Cause 8: It is low due to a lack of trust and sense of community stemming from the campus having multiple administrators over the past five years as well as the uncertainty of new policies put in place as COVID precautions.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Teachers have gaps in time that do not allow for maximized instructional time. Need additional planning time to include coaching and conversations.

Root Cause 9: Time was not built into the master schedule to allow for in-depth instruction, conference period not sufficient to get planning and feedback.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Teachers and students are not proficient in technology applications to create projects or utilize Google Classroom.

Root Cause 10: Not all new teachers have been trained in Google Classroom and need professional development

Problem Statement 10 Areas: Technology

Problem Statement 11: A lack of technology for a one to one initiative for on-line learning for all students.

Root Cause 11: Prior to the COVID-19 Pandemic, district and campus funds were not prioritized for technology equipment.

Problem Statement 11 Areas: Technology





Goals

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

Performance Objective 1: By June 2021, the percentage of students scoring at approaches, meets and masters in Reading, Writing, Math and Science will increase at each grade level, as measured by STAAR:

Evaluation Data Sources: district benchmark assessments, state assessments

Summative Evaluation: None

<p>Strategy 1: Incorporate the use of quality TEKS-based and/or STAAR-aligned teacher resources in PLCs in an effort to increase teacher knowledge and positive impact instructional delivery.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores in Reading, Writing, Math and Science.</p> <p>Staff Responsible for Monitoring: Coaches, Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Technology will be used to enhance classroom and virtual instruction, student engagement and provide instruction through on-line platforms by utilizing Promethean boards, Chromebooks/Cart, and Ipads into their lessons</p> <p>Strategy's Expected Result/Impact: student engagement during walkthroughs and virtual walkthroughs</p> <p>Staff Responsible for Monitoring: Admin, technology, and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Use of instructional materials and technology programs made available to teachers to help all students meet state academic standards (i.e. Flocabulary, Stemscores, A-Z reading, Mentoring Minds, ESGI, STAAR Masters, Count Down)</p> <p>Strategy's Expected Result/Impact: increase student academic achievement</p> <p>Staff Responsible for Monitoring: administration, teachers, & central office</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students receiving a Masters score on STAAR 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 Masters score on STAAR is 9% in Reading. Root Cause: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers are deficient in a deeper understanding of the TEKS which leads to inconsistent state assessment scores. Root Cause: Assistance with teachers in the virtual learning platforms and classroom teaching, deepening the understand of SE's and their application and implementation into virtual /in classroom learning.
Curriculum, Instruction, and Assessment
Problem Statement 1: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. Root Cause: Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).
Problem Statement 2: There is a need to improve the quality of instruction through specific face to face / virtual feedback focused on instructional practices. Root Cause: Teachers and administrators lack knowledge in research based best practices, differentiation, delivery, and lesson planning.
Technology
Problem Statement 1: Teachers and students are not proficient in technology applications to create projects or utilize Google Classroom. Root Cause: Not all new teachers have been trained in Google Classroom and need professional development

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

Performance Objective 2: Campus will provide accelerated instruction for struggling and at-risk students and increase growth by 15% percent.


Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: Common assessment, unit assessments, universal screeners,

Summative Evaluation: None

<p>Strategy 1: Provide instructional and assessment resources for teachers to target instruction in reading and math. Strategy's Expected Result/Impact: Improve student academic Progress Staff Responsible for Monitoring: Campus administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide tutoring , part time support and provide support for teachers through IC to assist with struggling students. Strategy's Expected Result/Impact: Lesson Plans Grades Walk-throughs Face to Face Feedback and Data Staff Responsible for Monitoring: Administrator CILT TEAM Reading Teacher Instructional Coach, Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Part time tutor - 199 PIC 30 State Comp - \$3,000, Part time tutors: Guadalupe Noyola, Linda Cazares - 199 PIC 30 State Comp - \$19,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: TEA Priorities Provide supplemental resources for small group instruction to build a strong foundation in reading and math. Strategy's Expected Result/Impact: Close the achievement gap in reading and math Staff Responsible for Monitoring: Campus administration Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: 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. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs, Observations, Face-to-Face Feedback Staff Responsible for Monitoring: Principal, Vice Principal, Grade Level Chairs Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of students receiving a Masters score on STAAR 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 Masters score on STAAR is 9% in Reading. **Root Cause:** The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

Curriculum, Instruction, and Assessment

Problem Statement 1: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. **Root Cause:** Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).

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





Performance Objective 3: Create strategic professional learning aligned to district initiatives and campus needs as determined by student data.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, School report card

Summative Evaluation: None

<p>Strategy 1: Provide professional development for teachers in classroom instruction, classroom management and Early Literacy to improve delivery of well-designed activities.</p> <p>Strategy's Expected Result/Impact: Teacher and Student Academic Growth & Positive Student Behavior</p> <p>Staff Responsible for Monitoring: Campus administration. CILT, IC, Counselor and PBIS Team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Walkthroughs Observations Face to Face Feedback</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will develop Common Formative Assessments in Reading and Math to assure vertical alignment among all grade levels every four weeks. All Teachers will determine where students are struggling and why.</p> <p>Strategy's Expected Result/Impact: Copies of Common Formative Assessments (CFA's) Digital Data Wall ESGI (Kinder) Lesson Plans Paper</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Grade Level Chairs All PK - 5th Classroom Teachers</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students receiving a Masters score on STAAR is 15% in Math. Root Cause: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.</p>
<p>Problem Statement 2: The percentage of students receiving Masters score on STAAR is 9% in Reading. Root Cause: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.</p>

Staff Quality, Recruitment, and Retention

Problem Statement 1: Teachers are deficient in a deeper understanding of the TEKS which leads to inconsistent state assessment scores. **Root Cause:** Assistance with teachers in the virtual learning platforms and classroom teaching, deepening the understand of SE's and their application and implementation into virtual /in classroom learning.

Curriculum, Instruction, and Assessment

Problem Statement 1: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. **Root Cause:** Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).

School Context and Organization

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.

Goal 2: Roy P. Benavidez will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.


Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.


HB3 Goal


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


Summative Evaluation: None

Strategy 1: Provide professional development opportunities for teachers to improve instruction. Strategy's Expected Result/Impact: Provide good first instruction for teachers. Staff Responsible for Monitoring: Administration, CILT, IC ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers are deficient in a deeper understanding of the TEKS which leads to inconsistent state assessment scores. Root Cause: Assistance with teachers in the virtual learning platforms and classroom teaching, deepening the understand of SE's and their application and implementation into virtual /in classroom learning.
Curriculum, Instruction, and Assessment
Problem Statement 1: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. Root Cause: Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).






Goal 2: Roy P. Benavidez will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

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

Targeted or ESF High Priority

Evaluation Data Sources: Administrators, CILT TEAM ,Instructional Coach

Summative Evaluation: None

<p>Strategy 1: Teachers will be provided 3 walkthroughs followed by face to face feedback sessions to provide bite-size strategies for immediate corrective action.</p> <p>Strategy's Expected Result/Impact: Improve teacher effectiveness</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 2: There is a need to improve the quality of instruction through specific face to face / virtual feedback focused on instructional practices. Root Cause: Teachers and administrators lack knowledge in research based best practices, differentiation, delivery, and lesson planning.</p>

Goal 2: Roy P. Benavidez will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.





Performance Objective 3: To support teacher growth, 100% of classroom teachers will participate in weekly PLC meetings for all K-5th grade teachers led by campus administrators and instructional coaches.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: State Assessments, Benchmark Assessments, mClass, Happy Numbers, Imagine Math

Summative Evaluation: None

<p>Strategy 1: Teachers will develop and create engaging and rigorous interactive lessons which incorporate technology devices (such as Chromebooks, laptops, headsets with microphones), tech apps and web-based programs to keep all students (both virtual and remote) engaged and learning.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers are deficient in a deeper understanding of the TEKS which leads to inconsistent state assessment scores. Root Cause: Assistance with teachers in the virtual learning platforms and classroom teaching, deepening the understand of SE's and their application and implementation into virtual /in classroom learning.
Curriculum, Instruction, and Assessment
Problem Statement 1: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. Root Cause: Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).
Technology
Problem Statement 1: Teachers and students are not proficient in technology applications to create projects or utilize Google Classroom. Root Cause: Not all new teachers have been trained in Google Classroom and need professional development

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






Performance Objective 1: Establish and sustain the middle schools as Academies of Choice: Fine Arts, Health Sciences, and STEM.

Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: None





Strategy 1: Conduct career exploration surveys to fourth and fifth grade students to determine career interests. Strategy's Expected Result/Impact: Increase career exploration opportunities to determine academy of choice Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Achievement 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students receiving a Masters score on STAAR 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 Masters score on STAAR is 9% in Reading. Root Cause: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

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

Performance Objective 2: Establish and sustain a comprehensive Early College Model.

Strategy 1: Promote College Day where college information is disseminated. Strategy's Expected Result/Impact: Guiding students in choosing a career path through College Universities. Informational exposure bulletin board. Staff Responsible for Monitoring: Teacher, Staff and Administration Title I Schoolwide Elements: 2.5 Problem Statements: Student Achievement 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Promote Academies of Choice holding a parent and student meeting at Benavidez Elementary Strategy's Expected Result/Impact: Guiding students in choosing a career path through Academies of Choice. Information material meeting. Career Day and Read Across America Staff Responsible for Monitoring: Administration, Teachers, Counselor, Office Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Student Achievement
Problem Statement 1: The percentage of students receiving a Masters score on STAAR 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 Masters score on STAAR is 9% in Reading. Root Cause: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.

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

Performance Objective 3: Improve daily attendance by minimum one percent.

Evaluation Data Sources: Attendance and enrollment rates

Summative Evaluation: None

<p>Strategy 1: Advertise a giveaway for student perfect attendance by semesters. Strategy's Expected Result/Impact: All student that have perfect attendance. Staff Responsible for Monitoring: Date Clerk/ Teachers/ Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - School Culture and Climate 1 Funding Sources: Bikes or Scooters - 199 Local - \$800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Coordinate activities for students based on their attendance, such as, dances, movie nights, etc.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide after school activities and clubs for students to participate. Strategy's Expected Result/Impact: Increased the number of well rounded students Staff Responsible for Monitoring: Teachers and Campus administration Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 2: Parents lack the proficiency to support learning in the home. Root Cause: Limitations fo parent/guardian proficiency with technology and logistical issues with reliable internet.

School Culture and Climate

Problem Statement 1: Staff will need to foster a culture of collaboration among new faculty, staff, and parents towards a shared vision for all. **Root Cause:** There is a degree of concern over the physical return to campus, the execution of virtual lessons, and new curriculum initiatives.

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

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






Strategy 1: New Safety protocols , safety guidelines, emergency and safety folders, playground upkeep and bullying protocols. Strategy's Expected Result/Impact: Communication Safety Staff Responsible for Monitoring: Administration Teachers and Staff Counselor CIS Committee SAPD SAFD State Troopers Problem Statements: School Culture and Climate 1 - School Context and Organization 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Staff will need to foster a culture of collaboration among new faculty, staff, and parents towards a shared vision for all. Root Cause: There is a degree of concern over the physical return to campus, the execution of virtual lessons, and new curriculum initiatives.
School Context and Organization
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.

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

Performance Objective 2: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)





<p>Strategy 1: Implement PBIS training, student behavior charts, flow charts, discipline referrals, PBIS Store</p> <p>Strategy's Expected Result/Impact: Positive Behavior Positive SWISS reports</p> <p>Staff Responsible for Monitoring: PBIS Committee Administration, Teachers and Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1 - School Context and Organization 1</p> <p>Funding Sources: student folders, cardstock paper - 211 Comprehensive Support - \$500</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
<p>Strategy 2: 100% of instructional staff will fully implement a social -emotional program (Sanford Harmony) and supports for all students.</p> <p>Strategy's Expected Result/Impact: Decrease the number of the students in crisis.</p> <p>Staff Responsible for Monitoring: Counselor and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress				 Accomplished			
 Continue/Modify				 Discontinue			

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Staff will need to foster a culture of collaboration among new faculty, staff, and parents towards a shared vision for all. Root Cause: There is a degree of concern over the physical return to campus, the execution of virtual lessons, and new curriculum initiatives.</p>
School Context and Organization
<p>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.</p>

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

Performance Objective 3: Implement a collaborative instructional model that integrates technology and hands-on experiences.

<p>Strategy 1: Teachers will utilize Chromebooks/Laptops, iPads or Smart Board for interactive lessons to provide experiences for students to think critically to support learning and provide instruction through on-line platforms.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Learning Walks Walkthroughs Observations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CILT, Instructional Coach, Teacher, Staff and technology coordinator.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Learning Walks and Walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>Problem Statements: Technology 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 3 Problem Statements:

Technology
<p>Problem Statement 1: Teachers and students are not proficient in technology applications to create projects or utilize Google Classroom. Root Cause: Not all new teachers have been trained in Google Classroom and need professional development</p>

Goal 5: Roy P. Benavidez will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

<p>Strategy 1: Offer Parent Nutrition Classes for families in the Head Start Program.</p> <p>Strategy's Expected Result/Impact: Parent Engagement</p> <p>Staff Responsible for Monitoring: Head Start Facilitator Administration PBIS Sponsor, PTO and SA Youth</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parents lack the proficiency to support learning in the home. Root Cause: Limitations fo parent/guardian proficiency with technology and logistical issues with reliable internet.
Parent and Community Engagement
Problem Statement 1: Parental involvement has been inconsistent and needs to be increased. Root Cause: It is low due to a lack of trust and sense of community stemming from the campus having multiple administrators over the past five years as well as the uncertainty of new policies put in place as COVID precautions.

Goal 5: Roy P. Benavidez will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 2: Implement a structured program to connect and involve the home within the school setting.

<p>Strategy 1: Conduct Head Start Parent Home Visits for all students in the Early Childhood Program.</p> <p>Strategy's Expected Result/Impact: Parent Engagement</p> <p>Staff Responsible for Monitoring: Teachers, Head Start Facilitator and Administration</p> <p>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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parental involvement has been inconsistent and needs to be increased. Root Cause: It is low due to a lack of trust and sense of community stemming from the campus having multiple administrators over the past five years as well as the uncertainty of new policies put in place as COVID precautions.</p>

Goal 5: Roy P. Benavidez will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 3: Establish a volunteer program that utilizes staff, student and community membership.

Strategy 1: Implement a parent volunteer program to earn hours to chaperone on student field trips. Strategy's Expected Result/Impact: Parent engagement and support Parent Volunteer Log Parent Room Staff Responsible for Monitoring: Administration Teachers and Staff Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

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

Goal 5: Roy P. Benavidez will collaborate with parents and community to ensure all students receive a gold standard education.

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

Strategy 1: Staff will volunteer for food pantry. Strategy's Expected Result/Impact: Positive response from community to the students volunteering their services. Staff Responsible for Monitoring: Administration Counselor CIS Classroom Teachers Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:





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

Goal 5: Roy P. Benavidez will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 5: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Summative Evaluation: None

Strategy 1: Host Monthly Principal Cafecitos Strategy's Expected Result/Impact: Monthly Parent Sign In Parent Surveys Agenda Staff Responsible for Monitoring: Campus administration Head Start Facilitator Problem Statements: Demographics 2 - Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct with parent volunteer support Reading Night, Math Night and Science Night to provide parents with information about what students are currently learning and how they can support the learning at home. Strategy's Expected Result/Impact: Parent Flyer and Parent Sign In Sheets, Campus Website Staff Responsible for Monitoring: All Teachers, Principal/Vice Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create at least 3 student/teacher interest clubs: music, gardening, cheer, embroidery, art and library. Parent (nutrition classes) Strategy's Expected Result/Impact: Club by-laws Club Membership Club Meetings/schedule Agenda and sign in sheet Staff Responsible for Monitoring: Administration, Teachers & Staff, Students and Parents	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Invite parents to Title 1 Parent Meeting at initial Open House meeting held in the evening. Strategy's Expected Result/Impact: Agenda, Title1 Parent sign In sheets Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Parents lack the proficiency to support learning in the home. Root Cause: Limitations fo parent/guardian proficiency with technology and logistical issues with reliable internet.
Parent and Community Engagement
Problem Statement 1: Parental involvement has been inconsistent and needs to be increased. Root Cause: It is low due to a lack of trust and sense of community stemming from the campus having multiple administrators over the past five years as well as the uncertainty of new policies put in place as COVID precautions.





Goal 5: Roy P. Benavidez will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 6: 100% of classroom teachers will create and maintain a teacher website and online app that is user friendly to the families of Benavidez

Targeted or ESF High Priority

Evaluation Data Sources: Teacher websites

Summative Evaluation: None

<p>Strategy 1: Utilize a variety of communication platforms and social media platforms to encourage parents to communicate with the school, to share important information with families and to highlight and promote special events. Platforms may include: School Messenger, Blackboard, Twitter, Facebook, Benavidez school website and teacher websites, and Skyward</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Staff will need to foster a culture of collaboration among new faculty, staff, and parents towards a shared vision for all. Root Cause: There is a degree of concern over the physical return to campus, the execution of virtual lessons, and new curriculum initiatives.</p>
Parent and Community Engagement
<p>Problem Statement 1: Parental involvement has been inconsistent and needs to be increased. Root Cause: It is low due to a lack of trust and sense of community stemming from the campus having multiple administrators over the past five years as well as the uncertainty of new policies put in place as COVID precautions.</p>

Goal 6: Roy P. Benavidez will provide supplemental support and resources to low performing classrooms.





Performance Objective 1: Create Part-Time Tutoring positions to assist students with core content support in Reading and Math through small group tutoring sessions, increasing 15% in the area of school progress.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Hire part-time tutors to pull-out students and support them in Reading and Math Strategy's Expected Result/Impact: Identify the At-Risk students and have 100% attend tutoring with part-time tutors. Staff Responsible for Monitoring: Teachers, ICs, Reading Teacher, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parents lack the proficiency to support learning in the home. Root Cause: Limitations fo parent/guardian proficiency with technology and logistical issues with reliable internet.
Student Achievement
Problem Statement 1: The percentage of students receiving a Masters score on STAAR 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 Masters score on STAAR is 9% in Reading. Root Cause: The lack of high quality, rigorous and targeted instruction indicates students are inadequately prepared for post-secondary success.
Curriculum, Instruction, and Assessment
Problem Statement 1: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. Root Cause: Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).

Goal 6: Roy P. Benavidez will provide supplemental support and resources to low performing classrooms.

Performance Objective 2: Create tutoring groups that will be conducted by teachers/staff to be held after school and/or on Saturday to increase reading and math scores by 10% from student's last benchmark score

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Data, STAAR Data, Grades

Summative Evaluation: None

<p>Strategy 1: Teachers will analyze teacher-made test, benchmark data, and STAAR data to create tutoring groups, that will lead to 10% improvement from their last data points</p> <p>Strategy's Expected Result/Impact: Increase 10% from last data points.</p> <p>Staff Responsible for Monitoring: Teachers, ICs, Reading Teacher, Admin</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Depth and complexity means analyzing and unpacking SE's - Teacher participation and engagement in PLCs, specifically in virtual setting may limit in the analysis process. Systems are in place to rectify and adapt as needed. **Root Cause:** Lack of training in understanding Texas Essential Knowledge & Skills (TEKS) and Student Expectations (SEs).

Problem Statement 2: There is a need to improve the quality of instruction through specific face to face / virtual feedback focused on instructional practices. **Root Cause:** Teachers and administrators lack knowledge in research based best practices, differentiation, delivery, and lesson planning.

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Bikes or Scooters		\$800.00
Sub-Total					\$800.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Part time tutor		\$3,000.00
1	2	2	Part time tutors: Guadalupe Noyola, Linda Cazares		\$19,000.00
Sub-Total					\$22,000.00
211 Comprehensive Support					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	student folders, cardstock paper		\$500.00
Sub-Total					\$500.00
Grand Total					\$23,300.00

South San Antonio Independent School District

South San Antonio High School

2020-2021 Campus Improvement Plan



Mission Statement

Our mission is to inspire, empower and educate students through mutual respect to foster ingenuity and compassion within a rigorous, comfortable and safe learning environment.

Vision

Our vision is to ensure that all students graduate with the knowledge and skills necessary for college and career readiness to attain a successful future.

Core Beliefs

- We believe in the academic freedom to pursue issues close to the student's heart.
- We believe in a positive work ethic across all areas of academic life for the continued success of our students.
- We believe that treating students with respect will result in respectful students.
- We believe encouraging student through high expectations will result in students realizing their full potential.
- We believe in providing an environment that supports safety, security and a sense of belonging.
- We believe that all students genuinely want to learn, excel and succeed in life.
- We believe in professional development to improve teaching quality of the school.
- We believe communication of all stakeholders, parents, student and community is imperative to student achievement.
- We believe that innovative and challenging experiences produce successful learners.
- We believe in a strong support system and effective leadership is essential to build a culture of high expectations.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	19
Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	20
Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	23
Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	27
Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.	29
Campus Funding Summary	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

South San Antonio Independent School District is located in the southwest quadrant of the city of San Antonio, Texas. The demographics in our community have changed over the past 30 years. Whereas our population was once a socioeconomic mixture of white and blue collar middle class and lower middle class families, with a blend of White, Hispanic and Black families, the families we serve are now predominantly a mix of socioeconomically low and lower middle class Hispanic families.

According to Texas Academic Performance Report 2018-2019, SSAHS ethnic distribution is as follows: 96.4% Hispanic, 2% White, 1.4% African American, 0.2% American Indian, 0.1% Pacific Islander, and 0.1% Asian. Our student population is 87.1% Economically Disadvantaged; in addition, 9.6% are ELL, and 61.9% are At Risk. The 2018 Annual Dropout Rate for our high school (grades 9-12) is 2.8%. Attendance rate for 2017-2018 was 90.2%, while the Region had an attendance rate of 94.6%.

Demographics Strengths

Over the last four years, the student population has shown growth in academics. They have also shown a 200+% increase in scholarships and awards as well as an increase in the number of students taking dual credit courses. Enrollment continues to maintain. We also graduated our second 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 (Prioritized): Graduation and attendance rates continue to decrease. **Root Cause:** The need for a systemic process where students are tracked to include a plan to recover students.

Student Achievement

Student Achievement Summary

District Name: SOUTH SAN ANTONIO ISD
 Campus Name: SOUTH SAN ANTONIO H S
 Campus Number: 015908001

TEXAS EDUCATION AGENCY Texas Academic Performance Report 2018-19 Campus STAAR Performance

Total Students
 Grade Span: I
 School Type: High

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitor)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	61%	61%	67%	61%	62%	*	-	-	-	29%	44%	62%	55%	59%	48%
	2018	65%	53%	53%	73%	52%	79%	*	-	*	-	20%	24%	55%	45%	51%	35%
At Meets Grade Level or Above	2019	50%	37%	37%	50%	37%	46%	*	-	-	-	16%	19%	37%	37%	36%	22%
	2018	44%	30%	30%	36%	30%	64%	*	-	*	-	14%	6%	33%	24%	29%	14%
At Masters Grade Level	2019	11%	4%	4%	0%	4%	8%	*	-	-	-	11%	0%	5%	3%	4%	2%
	2018	7%	3%	3%	9%	3%	29%	*	-	*	-	9%	0%	3%	3%	3%	2%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	59%	59%	75%	58%	75%	*	-	*	-	27%	25%	61%	52%	57%	25%
	2018	67%	59%	59%	83%	59%	64%	-	-	-	-	34%	55%	62%	49%	58%	36%
At Meets Grade Level or Above	2019	49%	38%	38%	50%	37%	58%	*	-	*	-	19%	0%	40%	30%	37%	9%
	2018	48%	38%	38%	33%	38%	50%	-	-	-	-	28%	18%	40%	29%	37%	14%
At Masters Grade Level	2019	8%	3%	3%	0%	3%	33%	*	-	*	-	10%	0%	3%	3%	3%	1%
	2018	8%	4%	4%	0%	4%	7%	-	-	-	-	11%	0%	4%	4%	4%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	80%	77%	71%	77%	57%	*	-	-	-	54%	75%	78%	73%	77%	80%
	2018	83%	74%	70%	91%	69%	100%	*	-	*	-	37%	82%	72%	65%	71%	65%
At Meets Grade Level or Above	2019	61%	50%	44%	57%	44%	43%	*	-	-	-	25%	63%	44%	44%	44%	52%
	2018	55%	39%	32%	27%	31%	50%	*	-	*	-	18%	0%	33%	27%	31%	24%
At Masters Grade Level	2019	37%	25%	20%	14%	20%	14%	*	-	-	-	15%	13%	21%	17%	19%	26%
	2018	32%	14%	10%	0%	9%	50%	*	-	*	-	10%	0%	11%	6%	9%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	86%	86%	86%	86%	78%	*	-	-	-	58%	100%	87%	83%	86%	79%
	2018	87%	80%	80%	92%	80%	100%	*	-	*	-	60%	56%	83%	73%	79%	60%
At Meets Grade Level or Above	2019	62%	48%	48%	43%	48%	44%	*	-	-	-	23%	50%	51%	42%	46%	35%
	2018	59%	38%	38%	50%	37%	89%	*	-	*	-	26%	11%	42%	27%	36%	24%
At Masters Grade Level	2019	25%	12%	12%	0%	12%	33%	*	-	-	-	7%	25%	13%	11%	12%	5%
	2018	24%	8%	8%	8%	8%	22%	*	-	*	-	9%	0%	9%	7%	8%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	91%	91%	100%	90%	100%	-	-	-	-	58%	*	92%	83%	90%	82%
	2018	92%	94%	94%	70%	94%	89%	-	*	*	-	70%	100%	94%	92%	93%	84%
At Meets Grade Level or Above	2019	73%	64%	64%	60%	64%	88%	-	-	-	-	38%	*	66%	51%	62%	29%
	2018	70%	57%	57%	30%	57%	44%	-	*	*	-	33%	57%	57%	54%	56%	40%

At Masters Grade Level	2019	45%	28%	28%	40%	27%	63%	-	-	-	-	22%	*	29%	21%	26%	17%
	2018	40%	17%	17%	10%	17%	22%	-	*	*	-	7%	43%	16%	19%	15%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	66%	72%	79%	72%	73%	67%	-	*	-	44%	60%	74%	67%	72%	60%
	2018	77%	63%	69%	82%	69%	83%	50%	*	100%	-	40%	56%	71%	62%	68%	52%
At Meets Grade Level or Above	2019	50%	33%	45%	52%	44%	55%	50%	-	*	-	23%	35%	46%	39%	43%	29%
	2018	48%	29%	38%	36%	38%	60%	13%	*	20%	-	22%	15%	40%	30%	36%	21%
At Masters Grade Level	2019	24%	11%	12%	9%	12%	29%	0%	-	*	-	13%	12%	13%	9%	11%	9%

Student Achievement Strengths

Based on the 18-19 TAPR, students showed gains in most areas and were not too far of the state scores. There were significant gains in Algebra which had been historically low for the HS. There is also upward trends in ELAR I and II as well as biology. Progress was also shown in the Meets and Masters scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Continued growth in EOC results, but the campus needs to focus on Special Education and ELL students. **Root Cause:** Targeted system for tracking student data for specific special populations.

School Culture and Climate

School Culture and Climate Summary

District Name: SOUTH SAN ANTONIO ISD
 Campus Name: SOUTH SAN ANTONIO H S
 Campus Number: 015908001

TEXAS EDUCATION AGENCY Texas Academic Performance Report 2018-19 Campus Staff Information

Total Students: 2,
 Grade Span: 09 -
 School Type: High Sch

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	195.5	100.0%	100.0%	100.0%
Professional Staff:	180.8	92.5%	62.4%	64.1%
Teachers	153.9	78.7%	46.3%	49.8%
Professional Support	17.9	9.2%	11.7%	10.1%
Campus Administration (School Leadership)	9.0	4.6%	2.9%	3.0%
Educational Aides:	14.7	7.5%	9.1%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	11.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	7.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	139.1	71.1%	85.3%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.9	4.5%	2.4%	10.6%
Hispanic	93.6	60.8%	75.4%	27.7%
White	48.4	31.5%	20.9%	58.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	0.6%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	4.0	2.6%	1.2%	1.1%
Males	88.3	57.4%	31.3%	23.8%
Females	65.6	42.6%	68.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.1%	1.4%
Bachelors	100.6	65.4%	68.9%	73.6%
Masters	53.3	34.6%	31.1%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.2	4.0%	3.3%	7.0%
1-5 Years Experience	47.0	27.0%	20.0%	28.0%

1-5 Years Experience	42.9	27.9%	30.0%	26.9%
6-10 Years Experience	33.4	21.7%	19.2%	19.0%
11-20 Years Experience	44.3	28.8%	32.6%	29.3%
Over 20 Years Experience	27.0	17.5%	14.9%	15.7%
Number of Students per Teacher	17.0	n/a	16.9	15.1

All staff and faculty receive ongoing professional development based on data and need. The implementation of Teacher Instructional Mentor program to provide more frequent follow up for new teachers to the campus.

SSHS has 4 instructional coaches who provide support in specific content areas.

School Culture and Climate Strengths

There are a myriad of strategies used to help support the teachers.

There is an Instructional Leadership team that is trained and monitors the progress of our teachers.

This team consists of administrators, teacher leaders, department chairs, and instructional coaches.

Average class sizes are 23:1 in tested content areas.

30:1 in elective classes depending on the content and level.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): When vacancies do come about, it is difficult to fill the positions. **Root Cause:** The need for a robust recruiting plan to include job fairs both in-house and external.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Since 2015, faculty turnover has decreased every year.

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 (Prioritized): Hire for hard to fill areas such as core content and specialized CTE positions and retention. **Root Cause:** System/program that promotes from within allowing for growth and internal promoting/recruiting.

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 lead Learning Walks.

Hess's CRM as a foundation for instruction and planning.

Lesson plan feedback.

Individualized growth plans.

Student pull outs

Saturday supports

Early College Academy

Dual Credit program

Curriculum, Instruction, and Assessment Strengths

At SSSHS, there is a College and Career Readiness counselor that works intensely with 11th and 12th grade students as they near college application and financial aid time.

We host a large college fair as well as a number of events to celebrate student success.

We also have a Dual Credit Facilitator that tracks and monitors students in the dual credit program in an attempt to maximize the number of college hours students attain.

We have an Early College Academy program that provides opportunities for students to earn an Associate's Degree while in high school.

We are also aligning the high school course offerings to support the middle school Choice Academies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Need for higher levels of rigor in lessons and assessments throughout all content areas and not just the tested core. **Root Cause:** Systems of follow up across all contents including more targeted support.

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.

Offer a number of support services for both the students and the parents such as CIS, CareZone and various support groups.

Implemented several new community/school traditions:

Lighting of the S

Ring Ceremony

Cording Ceremony

Decision Day

Senior Parade

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of parent involvement. **Root Cause:** Parent disenfranchisement. Opportunities for parents.

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 as well as to incorporate technology into the instruction.

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 activities and events are monitored as to ensure minimal disruption to instructional time.

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 four years.

Capacity and density has been developed and built over time to include the evolution of the Instructional Leadership Team.

Increase support roles and personnel to include the implementation of Teacher Instructional Mentors.

Instructional time is maximized by including increased planning opportunities built into the master schedule to include PLCs, instructional support periods, etc.

Support services are provided in a variety of ways such as CIS, CareZone, and support groups facilitated by students.

Substantial safety plans and measures are implemented to ensure the safety of everyone on campus.

We have incorporated the use of campus monitors who patrol the campus as well as safety officers who monitor activity on the campus.

We have arranged administrative duties and schedules to maximize instructional support so that the daily operations do not take over the instructional plan.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Tracking safety and discipline and how that impacts instructional outcomes. **Root Cause:** The need to develop a systemic approach to monitor and assess safety and discipline.

Technology

Technology Summary

Remote on-line learning is required due to the COVID-19 pandemic.

- 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. All students enrolled on our campus are assigned a chromebook.

Instructional Technology Coach

An administrator specifically assigned to technology

Google Campus

Constant technology training available

Resource pages available for teachers to access

Hot spots provided to students in need

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Ensuring students bring and appropriately use the devices. **Root Cause:** Consistent messaging to parents and teachers to parents/students.

Priority Problem Statements

Problem Statement 1: Need for higher levels of rigor in lessons and assessments throughout all content areas and not just the tested core.

Root Cause 1: Systems of follow up across all contents including more targeted support.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Graduation and attendance rates continue to decrease.

Root Cause 2: The need for a systemic process where students are tracked to include a plan to recover students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Continued growth in EOC results, but the campus needs to focus on Special Education and ELL students.

Root Cause 3: Targeted system for tracking student data for specific special populations.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: When vacancies do come about, it is difficult to fill the positions.

Root Cause 4: The need for a robust recruiting plan to include job fairs both in-house and external.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Hire for hard to fill areas such as core content and specialized CTE positions and retention.

Root Cause 5: System/program that promotes from within allowing for growth and internal promoting/recruiting.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Lack of parent involvement.

Root Cause 6: Parent disenfranchisement. Opportunities for parents.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Tracking safety and discipline and how that impacts instructional outcomes.

Root Cause 7: The need to develop a systemic approach to monitor and assess safety and discipline.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Ensuring students bring and appropriately use the devices.

Root Cause 8: Consistent messaging to parents and teachers to parents/students.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

Goals

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






Performance Objective 1: By June 2021, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, TAPR

Summative Evaluation: None

<p>Strategy 1: Provide credit recovery opportunities for students.</p> <p>Strategy's Expected Result/Impact: Improved graduation rates and meeting academic standards</p> <p>Staff Responsible for Monitoring: Campus administration and credit recovery teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Edmuntum - 199 PIC 30 State Comp - \$49,720</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Provide supplemental materials for teachers.</p> <p>Strategy's Expected Result/Impact: Increase EOC Scores, Increase CCMR %</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Provide support through online platforms for TSI.</p> <p>Strategy's Expected Result/Impact: Increased TSI passing rate</p> <p>Staff Responsible for Monitoring: Director of Early College, Campus Administrators, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Graduation and attendance rates continue to decrease. **Root Cause:** The need for a systemic process where students are tracked to include a plan to recover students.

Student Achievement

Problem Statement 1: Continued growth in EOC results, but the campus needs to focus on Special Education and ELL students. **Root Cause:** Targeted system for tracking student data for specific special populations.

Curriculum, Instruction, and Assessment

Problem Statement 1: Need for higher levels of rigor in lessons and assessments throughout all content areas and not just the tested core. **Root Cause:** Systems of follow up across all contents including more targeted support.

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

Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.

HB3 Goal

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

Summative Evaluation: None

<p>Strategy 1: Provide professional development opportunities for campus administration to improve instruction. Strategy's Expected Result/Impact: Provide effective feedback to teachers Staff Responsible for Monitoring: campus principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: TASSP - 211 Title I, Part A - \$1,785, Region 20 - 211 Title I, Part A - \$500, TASA - 211 Title I, Part A - \$504</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Continued growth in EOC results, but the campus needs to focus on Special Education and ELL students. Root Cause: Targeted system for tracking student data for specific special populations.
Curriculum, Instruction, and Assessment
Problem Statement 1: Need for higher levels of rigor in lessons and assessments throughout all content areas and not just the tested core. Root Cause: Systems of follow up across all contents including more targeted support.

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

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: HR Audit Documents








Summative Evaluation: None

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

Performance Objective 3: 100% of new teachers to the campus will receive targeted instructional support.

Evaluation Data Sources: Monitoring Documents, Support Reports, Feedback Sessions

Summative Evaluation: None

Strategy 1: Implement a program that will provide targeted instructional support for new and existing teachers on the campus. Strategy's Expected Result/Impact: Teacher retention. Staff Responsible for Monitoring: Administration Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: - 211 Title I, Part A - \$18,000	Reviews				
	Formative			Summative	
	Nov 	Jan 	Mar 	June	
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Hire for hard to fill areas such as core content and specialized CTE positions and retention. Root Cause: System/program that promotes from within allowing for growth and internal promoting/recruiting.

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







Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.






Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Clearinghouse Document, College Board, AP test results, Dual Enrollment Data, CTE Certifications and Licensures

Summative Evaluation: None

<p>Strategy 1: Provide AP on-line training for teachers. Strategy's Expected Result/Impact: AP certified Staff Responsible for Monitoring: Campus administration Title I Schoolwide Elements: 2.4 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: College Board - 211 Title I, Part A - \$150</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Provide a flex curriculum connected to state standards for the Fine Arts increasing rigor to make connections to the core content. Strategy's Expected Result/Impact: Assist in increasing EOC results, specifically ELAR. Staff Responsible for Monitoring: Campus Administration. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 211 Title I, Part A - \$3,143</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 3: Provide supplemental technology resources for to improve academic rigor in the classroom. Strategy's Expected Result/Impact: Increase in EOC results, and increase SAT/ACT scores Staff Responsible for Monitoring: Campus administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Quest, Edpuzzle, - 211 Title I, Part A - \$7,500, GoFormative - 211 Title I, Part A - \$5,749</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Provide 1:1 technology initiative to students to enhance and improve resources and academic rigor. Strategy's Expected Result/Impact: Increased student engagement, additional resources, increase EOC, TSI, and SAT/ACT results Staff Responsible for Monitoring: Teachers, Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: ZULU Licensing - 211 Title I, Part A - \$8,750	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Attain licenses for College Board and Clearinghouse Strategy's Expected Result/Impact: Increased student engagement, additional resources, increase EOC, TSI, and SAT/ACT results Staff Responsible for Monitoring: Campus administration Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: College Board and Clearinghouse Licenses - 211 Title I, Part A - \$900	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Graduation and attendance rates continue to decrease. Root Cause: The need for a systemic process where students are tracked to include a plan to recover students.
Student Achievement
Problem Statement 1: Continued growth in EOC results, but the campus needs to focus on Special Education and ELL students. Root Cause: Targeted system for tracking student data for specific special populations.
Curriculum, Instruction, and Assessment
Problem Statement 1: Need for higher levels of rigor in lessons and assessments throughout all content areas and not just the tested core. Root Cause: Systems of follow up across all contents including more targeted support.
Technology
Problem Statement 1: Ensuring students bring and appropriately use the devices. Root Cause: Consistent messaging to parents and teachers to parents/students.

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

Performance Objective 2: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Graduation Pathways, Graduation Rates

Summative Evaluation: None

Strategy 1: Provide supplemental curriculum resource for teachers. Strategy's Expected Result/Impact: Differentiated lessons Staff Responsible for Monitoring: campus administration Title I Schoolwide Elements: 2.4 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: The Art of Education Curriculum - 211 Title I, Part A - \$3,143	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Continued growth in EOC results, but the campus needs to focus on Special Education and ELL students. Root Cause: Targeted system for tracking student data for specific special populations.
Curriculum, Instruction, and Assessment
Problem Statement 1: Need for higher levels of rigor in lessons and assessments throughout all content areas and not just the tested core. Root Cause: Systems of follow up across all contents including more targeted support.

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

Performance Objective 3: Develop post-secondary skills through targeted tutorials and support for 100% of ECA and Dual Enrolled students.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TSI Results, SAT/ACT results, Clearinghouse data

Summative Evaluation: None

Strategy 1: Provide academic support through a TSI bootcamp Strategy's Expected Result/Impact: Increase in TSI scores Staff Responsible for Monitoring: Leadership Team, ECA Director, ECA Counselor, Dual Credit Facilitator Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: TSI Bootcamp - 211 Title I, Part A - \$8,438	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:






Curriculum, Instruction, and Assessment
Problem Statement 1: Need for higher levels of rigor in lessons and assessments throughout all content areas and not just the tested core. Root Cause: Systems of follow up across all contents including more targeted support.

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

Performance Objective 1: By July 2021, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20%.

Evaluation Data Sources: Discipline Referrals

Summative Evaluation: None

<p>Strategy 1: Provide support and resources through awareness weeks and groups. Strategy's Expected Result/Impact: Decrease of discipline referrals regarding possession, under the influence, and dating violence. Staff Responsible for Monitoring: Administration and counselors Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: Tracking safety and discipline and how that impacts instructional outcomes. Root Cause: The need to develop a systemic approach to monitor and assess safety and discipline.

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

Performance Objective 2: Partner with community partners to provide services(mental health,etc.) for our at-risk students to succeed in school.

Evaluation Data Sources: CARE Zone Activity Log






Summative Evaluation: None

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

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Summative Evaluation: None

<p>Strategy 1: Provide various opportunities/events for parents to engage with the campus virtually and in person, i.e. college nights, financial aid nights, grade level meetings, etc.</p> <p>Strategy's Expected Result/Impact: Increase college awareness, increase attendance, increase pass rate</p> <p>Staff Responsible for Monitoring: Counselors, admin, teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Lack of parent involvement. Root Cause: Parent disenfranchisement. Opportunities for parents.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	TASSP		\$1,785.00
2	1	1	Region 20		\$500.00
2	1	1	TASA		\$504.00
2	3	1			\$18,000.00
3	1	1	College Board		\$150.00
3	1	2			\$3,143.00
3	1	3	Quest, Edpuzzle,		\$7,500.00
3	1	3	GoFormative		\$5,749.00
3	1	4	ZULU Licensing		\$8,750.00
3	1	5	College Board and Clearinghouse Licenses		\$900.00
3	2	1	The Art of Education Curriculum		\$3,143.00
3	3	1	TSI Bootcamp		\$8,438.00
Sub-Total					\$58,562.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Edmuntum		\$49,720.00
Sub-Total					\$49,720.00
Grand Total					\$108,282.00

South San Antonio Independent School District

West Campus High School

2020-2021 Campus Improvement Plan



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 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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: West Campus High School will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	16
Goal 2: West Campus High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	16
Goal 3: West Campus High School will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	17
Goal 4: West Campus High School will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	19
Goal 5: West Campus High School will collaborate with parents and community to ensure all students receive a gold standard education.	21
Title I Personnel	23
Campus Improvement Plan Advisory Committee	24
Campus Need Assessment Advisory Committee	25
Campus Funding Summary	26

Comprehensive Needs Assessment

Needs Assessment Overview

The process for CNA began in Mid May with the call for committee members. Members consisted of Christina Cardenas, Principal., Rosario Krause, Assistant Principal., Mark Weber, Teacher., Jose Arzola, Community Member. We all attended the Virtual Region 20 Training titled *It Takes a School! Collaborating Toward Continuous Improvement Through the CNA/CIP!* held on Thursday, May 28th, 2020. We added the following committee members after they were onboarded/hired after May 28th., David Villalobos, Instructional Coach Math/Science., Veronica Rivera, Secretary., Marivel Wollney, Counselor., Parent Melissa Palacio., Parent Valerie Campos. A Campus Improvement Plan Committee Meeting, that included Campus Needs Assessment, Parent/teacher/Student Compact and Parent Involvement Policy, was held on June 18th, 2020 with the committee members mentioned above. Notes were taken and attached. A CIP/CNA Finalization Meeting was scheduled to be held on Wednesday, June 24 from 2-4 PM but was canceled due to Covid-19 city wide and school wide measure to shut down and stay at home orders were given. Finalizations of CIP/CNA were done by phone calls and email correspondents.

Currently West Campus High School has the Campus Improvement Plan Committee subcommittees with that include Campus Needs Assessment, Parent/Student Teacher Compact, and Parent Involvement Policy. As our campus grows and adds grade levels so will our committees and subcommittees to include 2 teachers, 2 staff members, 2 parents, 2 Admin and 2 Instructional/Leadership members and when applicable 2 students.

The Purpose for conducting Campus Needs Assessment for West Campus High school is to identify areas of need and to be able to support those needs to ensure and achieve student success.

West Campus High School will pull pertinent data from STAAR, Attendance, Discipline, and Common Assessments and analyze by using measures from state and district criteria to ensure that we are properly identifying needs for our students and ensuring their success.

West Campus High School's areas of priority are Reading, Writing, Attendance and Math. We will use any all strategies through teaching implementation of instructional plan with faculty, staff and administration support to ensure success in those areas of priority.

After identifying needs for West Campus High School the committee created a plan to increase growth and success for our campus.

West Campus High School will hold meetings every 3rd Wednesday of the month to review progress and adjust needs new or prior.

Demographics

Demographics Summary

West Campus High School serves the 78242 zip code in the Southside of San Antonio. We are located at 622 Ray Ellison in San Antonio, Texas. Our enrollment at West Campus projected enrollment for the 2020-2021 school year will be between 190-250 students in the 9th and 10th grades. Our hispanic population mostly mirrors the overall student population. Our students and community are economically disadvantaged and at-risk. West Campus High School is in its 2nd year in operation and its 1st year as a stand alone campus. Students live primarily in single parent homes with the support of extended family (grandparent, aunts/uncles).

Demographics Strengths

The West Campus zone area is growing and continues to grow with the building of new homes and apartments surrounding our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): West Campus was closed for many years and was recently reopened. We are limited on course offerings and extra curricular activities due to enrollment numbers. **Root Cause:** This is our second year as a campus but our first as a stand alone campus. School closure.

Student Achievement

Student Achievement Summary

Student Achievement can not be measured for the previous year because it was a satellite campus for the main high school. This will be our 2nd year in operation but our 1st year as a stand alone campus and we will be able to measure student achievement in the years to come.

Based on middle school data for incoming freshman based on 7th grade data, the following are concerns:

State: 7th Reading-76%, 7th-Math-75%, 7th-Writing-75% (Approaches standard); 7Reading-49%, 7Math-43%, 7Writing-43% (Meets standard)

Campus: 7th Reading-56%, 7th-Math-64%, 7th-Writing-64% (Approaches standard); 7Reading-27%, 7Math-29%, 7Writing-29% (Meet standard)

Student Achievement Strengths

Student Achievement Strengths will be measured as our enrollment increases with every year implementing a new grade to reach all 4 grades of High School Education.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In the past we have seen low reading and writing levels. Due to COVID-19 we are having to adjust to distance learning and figuring out various ways to reach our students. **Root Cause:** The lack of educational resources and and professional development opportunities. .

School Culture and Climate

School Culture and Climate Summary

In the past, the culture and climate were positive and there was an abundance of school pride. With its re-opening after a 2-year closure West Campus is currently developing clubs, activities and extracurriculars based on student interest.

School Culture and Climate Strengths

Our staff is coming to us with many strengths and experiences. Our staff will be a part of several different committees for the betterment of our campus, students and community. Our staff will be given every opportunity for trainings to assist in every day teaching.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): West Campus is in the first year of opening and not all students are face to face which makes it difficult to build positive relationships and meet their social emotional needs. **Root Cause:** The lack of consistency for aggressive monitoring the 2nd period caseload.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

West Campus HS had 3 faculty members and 2 staff members for the 2019-2020. The campus will tentatively 18-20 faculty members for the 2020-2021 school year: 8 core teachers, 3 special education teachers, 6 electives, 1 front office staff, 2 Administrators, 1 Counselor, 1 Instructional Coach for Math/Science and 1 Instructional Coach for ELAR/Social Studies.

Staff Quality, Recruitment, and Retention Strengths

West Campus High School will have approximately 18 faculty and staff members supported by instructional coaches and administration. Administration team has extensive experience in supporting new hires and new teachers to the district and to the campus. Gear-up providing professional development for teachers. Counselor providing services to faculty. Building capacity with our department heads.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The process of building the West Campus HS Master schedule did not allow enough time for potential applicants to apply. **Root Cause:** The Master Schedule process needs to follow a timeline that allows adjustments and more time for applicants to apply.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instruction, curriculum, and all assessment decisions will be driven by data and based on the particular data for student groups will base additional academic materials, trainings and education to meet the needs. Based on student performance, additional academic materials are needed to meet the academic needs. If STAAR is given for the 2020-2021, additional intervention and academic support will be needed for the following year.

Curriculum, Instruction, and Assessment Strengths

Administration will ensure that Instructional coaches will support and build our teachers. Teachers will be part of weekly professional learning communities to plan and 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 (Prioritized): As a new campus, we are having to adjust to getting to know what works best for our students with limited data. **Root Cause:** We need to create a safe environment that maximizes and is focused on quality instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

History has shown us that many parents are ready to support the campus and recent phone calls and emails validate this observation. West Campus will offer many engagement opportunities for parents and community members, including parent classes to improve student academic achievement. Increase academic nights, cafecitos in the AM and the PM, and promote volunteer opportunities.

Parent and Community Engagement Strengths

Parents are excited about West Campus High School reopening. West Campus communicates information through twitter, school messenger, Facebook and school webpage.

Parent are very prideful and are ready to support the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are having safety concerns due to COVID-19 **Root Cause:** We will provide more targeted opportunities, adhering to CDC guidelines, for parents and community to be informed throughout the year.

School Context and Organization

School Context and Organization Summary

West Campus will establish a schedule that allows for bell to bell instruction, conference periods for departments so that they are connected to allow for more planning and the opportunity to learn. Planning periods will allow for sharing concerns to provide solutions for academic deficiencies. Social emotional education is needed.

School Context and Organization Strengths

West Campus High School will have committees (SBDM, Attendance, Behavior, Academic, Social) campus wide for for parents, staff, and community members to be involved in decision making. Transparent process methods. Collaborative leadership.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): West Campus High school is in its 1st year as a stand alone campus. **Root Cause:** School closure.

Technology

Technology Summary

Working on ensuring that all students have access and teacher and students are knowledgeable with online platforms.

Determine a technology standard for teachers, students, administrators and classrooms should we have in person classroom instruction or virtual.

Evaluate and monitor software programs for usage and efficacy.

Technology Strengths

West Campus High School will offer new laptops to be issued to faculty and 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 (Prioritized): How are we reaching and supporting students who lack internet access? **Root Cause:** During the pandemic, all students will need to have an electronic device and internet access to be able to learn virtually.

Priority Problem Statements

Problem Statement 1: In the past we have seen low reading and writing levels. Due to COVID-19 we are having to adjust to distance learning and figuring out various ways to reach our students.

Root Cause 1: The lack of educational resources and and professional development opportunities. .

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: West Campus was closed for many years and was recently reopened. We are limited on course offerings and extra curricular activities due to enrollment numbers.

Root Cause 2: This is our second year as a campus but our first as a stand alone campus. School closure.

Problem Statement 2 Areas: Demographics

Problem Statement 3: West Campus is in the first year of opening and not all students are face to face which makes it difficult to build positive relationships and meet their social emotional needs.

Root Cause 3: The lack of consistency for aggressive monitoring the 2nd period caseload.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The process of building the West Campus HS Master schedule did not allow enough time for potential applicants to apply.

Root Cause 4: The Master Schedule process needs to follow a timeline that allows adjustments and more time for applicants to apply.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: As a new campus, we are having to adjust to getting to know what works best for our students with limited data.

Root Cause 5: We need to create a safe environment that maximizes and is focused on quality instruction.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Parents are having safety concerns due to COVID-19

Root Cause 6: We will provide more targeted opportunities, adhering to CDC guidelines, for parents and community to be informed throughout the year.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: West Campus High school is in its 1st year as a stand alone campus.

Root Cause 7: School closure.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: How are we reaching and supporting students who lack internet access?

Root Cause 8: During the pandemic, all students will need to have an electronic device and internet access to be able to learn virtually.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Employee Data

- Staff surveys and/or other feedback

Goals

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

Performance Objective 1: By June 2021, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, TAPR

Summative Evaluation: None

<p>Strategy 1: West Campus will provide focused and targeted instruction during Cougar Block interventions, Co-teacher is providing weekly accommodations during class time that are STAAR appropriate, and supplemental resources will be implemented based on standards.</p> <p>Strategy's Expected Result/Impact: The expected result will be an overall increase in state assessments with all students and concentrated special populations.</p> <p>Staff Responsible for Monitoring: All teachers and leadership team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the past we have seen low reading and writing levels. Due to COVID-19 we are having to adjust to distance learning and figuring out various ways to reach our students. Root Cause: The lack of educational resources and and professional development opportunities. .</p>

Goal 2: West Campus High School will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: Quality professional development during the 2020-2021 school year will be provided to 100% of instructional staff thus ensuring student success.

HB3 Goal

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

Summative Evaluation: None

<p>Strategy 1: West Campus will provide professional developments through Gear UP, EDGE meetings, common planning period professional development, peer observations, and support from Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: Increase in instructional support and community for teachers which will increase student achievement.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: The process of building the West Campus HS Master schedule did not allow enough time for potential applicants to apply. Root Cause: The Master Schedule process needs to follow a timeline that allows adjustments and more time for applicants to apply.</p>

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

Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Clearinghouse Document, AP test results, Dual Enrollment Data, CTE Certifications and Licensures

Summative Evaluation: None

<p>Strategy 1: West Campus will provide interventions through the College Transition course for TSI, PSAT, SAT/ACT. Strategy's Expected Result/Impact: An increase in college ready students for advanced academics. Staff Responsible for Monitoring: All teachers and Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In the past we have seen low reading and writing levels. Due to COVID-19 we are having to adjust to distance learning and figuring out various ways to reach our students. Root Cause: The lack of educational resources and and professional development opportunities. .
Curriculum, Instruction, and Assessment
Problem Statement 1: As a new campus, we are having to adjust to getting to know what works best for our students with limited data. Root Cause: We need to create a safe environment that maximizes and is focused on quality instruction.

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

Performance Objective 2: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.


Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: Graduation Pathways, Graduation Rates


Summative Evaluation: None

<p>Strategy 1: West Campus will create a P-Tech Academy and Early College that provides pathways. Strategy's Expected Result/Impact: Increase choices for students to earn college credit, certification and licensures. Staff Responsible for Monitoring: Advanced academic teachers, and Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:








Curriculum, Instruction, and Assessment
Problem Statement 1: As a new campus, we are having to adjust to getting to know what works best for our students with limited data. Root Cause: We need to create a safe environment that maximizes and is focused on quality instruction.

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

Performance Objective 1: By July 2021, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20%.

Evaluation Data Sources: Discipline Referrals

Summative Evaluation: None

Strategy 1: Create workshops and implement a restorative approach for teachers and students. Strategy's Expected Result/Impact: Increase in positive student behavior and a decrease in undesirable behavior. Staff Responsible for Monitoring: All campus staff Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: School Culture and Climate 1	Reviews				
	Formative			Summative	
	Nov 	Jan 	Mar 	June	
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: West Campus is in the first year of opening and not all students are face to face which makes it difficult to build positive relationships and meet their social emotional needs. Root Cause: The lack of consistency for aggressive monitoring the 2nd period caseload.</p>


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


Performance Objective 2: Partner with community partners to provide services(mental health,etc.) for our at-risk students to succeed in school.


Evaluation Data Sources: CARE Zone Activity Log


Summative Evaluation: None

Strategy 1: West Campus will implement a system that monitors students needs, such as phone logs, mentoring and guidance. Strategy's Expected Result/Impact: To offer support to meet the social emotional needs of each student. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: School Culture and Climate 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: West Campus is in the first year of opening and not all students are face to face which makes it difficult to build positive relationships and meet their social emotional needs. Root Cause: The lack of consistency for aggressive monitoring the 2nd period caseload.

Goal 5: West Campus High School will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By May 2021, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Summative Evaluation: None

Strategy 1: We will host campus community events such as October Fest, Winter Wonderland, Cougar Fest, Parent Night, Academic Night Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Leadership Team and Gear UP Title I Schoolwide Elements: 3.2 Problem Statements: Parent and Community Engagement 1 Funding Sources: - 199 Local - \$5,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents are having safety concerns due to COVID-19 Root Cause: We will provide more targeted opportunities, adhering to CDC guidelines, for parents and community to be informed throughout the year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
PENDING	Instructional Coach	Title I, Part A	100%

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Christina Cardenas	Principal
Administrator	Rosario Krause	Assistant Principal
Non-classroom Professional	Marivel Wollney	Counselor
Classroom Teacher	Amado Luis	Teacher
Classroom Teacher	Mark Weber	Teacher
Classroom Teacher	David Villalobos	Teacher
Community Representative	Jose Arzola	Community Member
Parent	Michelle Palacio	Parent
Parent	Valerie Campos	parent
Paraprofessional	Veronica Rivera	campus secretary

Campus Need Assessment Advisory Committee

Committee Role	Name	Position
Administrator	Christina Cardenas	Principal
Administrator	Rosario Krause	Assistant Principal
Non-classroom Professional	Marivel Wollney	school counselor
Classroom Teacher	Amado Luis	Teacher
Classroom Teacher	Mark Weber	teacher
Classroom Teacher	David Villalobos	teacher
Community Representative	Jose Arzola	community member
Parent	Michelle Palacio	parent
Parent	Valerie Campos	parent
Paraprofessional	Veronica Rivera	campus secretary

Campus Funding Summary

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$5,000.00