

San Antonio Independent School District
Democracy Prep At Stewart
2020-2021 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Democracy Prep at the Stewart Campus currently serves 475 students in grades PK-7th. It is primarily a neighborhood school, although it is open enrollment for students through a lottery process. 95% of students qualify as Economically Disadvantaged. 35% are considered English Language Learners. 60 students are in Special Education and 19 qualify as Gifted and Talented. 84% of students are Hispanic, 13% are African American, and 3% are White.

PK	43
Kindergarten	49
1st	60
2nd	51
3rd	69
4th	44
5th	51
6th	64
7th	37

Democracy Prep at Stewart has historically had high student mobility (averaging 20% a year), and in recent years attendance has been an area of need, with attendance declining to 93% in the 19-20 school year. Attendance during remote instruction has ranged between 82% and 90%, in part due to limited connectivity in some student homes.

There are 29 teachers, 1 instructional coach, 1 assistant principal, 1 counselor, 1 social worker, 1 operations manager, 1 family impact director and 1 principal on staff. 72% of staff returned for the 20-21 school year - a slight dip from 79% from the previous year - but higher than the historical average at the campus. There are four first-year teachers on staff. One of the biggest hiring priorities is ensuring that students see themselves represented in the teaching staff, so the majority of teachers are either Hispanic or African American. Of staff members, 54% are Hispanic, 13% are African American, 28% are Caucasian and 5% identify as Pacific Islander or 2 or more races. This reflects a slight increase in the percentage of African American and Caucasian teachers from previous years. While staff retention is stabilizing, the overall teaching staff is still novice, with an average of 2.5 years of teaching experience - well below the state average. This means that the leadership team must devote significant energy to training, coaching and supporting teachers.

There is a growing level of parent involvement on campus. While the average education level of adults in the community is limited, parents are interested and willing in supporting their children's education. The predominant languages spoken in home are English and Spanish.

Demographics Strengths

Our bilingual students outperform their monolingual peers across content areas and have demonstrated gains on TELPAS.

This past year we tripled the number of students who qualify for Gifted and Talented services.

Staff retention continues to stabilize, with 72% of staff returning for the current school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance for the 19-20 school year averaged 93%, and many students have struggled with consistent attendance during remote learning.

Root Cause: Missing school consistently makes it difficult for students to meet grade level standard.

Problem Statement 2 (Prioritized): The average years of experience teaching on the campus is 2.5 years, which is well below the state average. **Root Cause:** Stewart has historically struggled with teacher retention, and while this is stabilizing, this has impacted the average years teaching on campus.

Student Learning

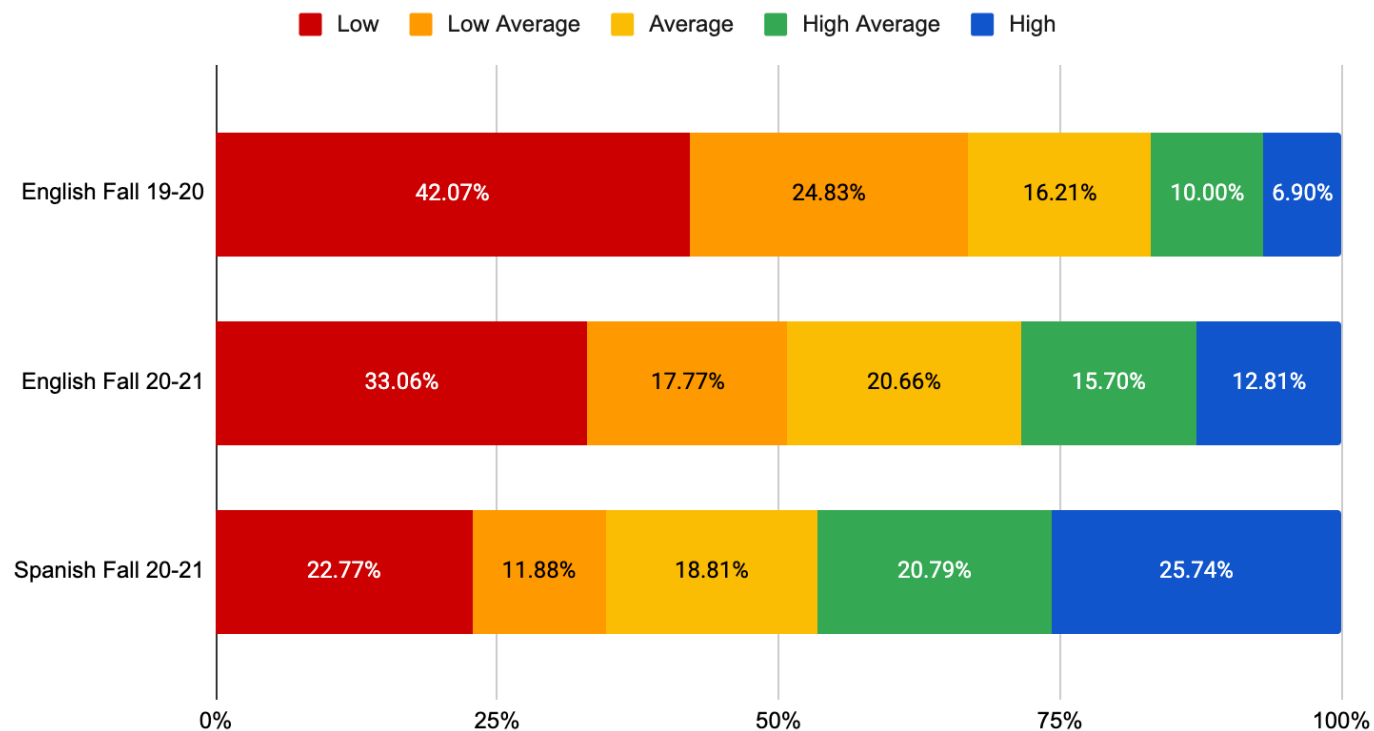
Student Learning Summary

Democracy Prep at the Stewart Campus had been an improvement required campus for 4 consecutive years. In 2017-2018 there were significant academic gains, leading the campus to exit improvement required status. In 2018-2019 there were some decreases in student performance; the campus ultimately earned a 61(D) from the Texas Education Agency. The campus is urgently working to raise scores in both overall academic performance and in student growth to improve student achievement and college readiness. For the 2019-2020 school year, teachers worked so that 40% of students would meet expectations on the STAAR exam; due to the disruptions from Covid, there was not a clear end of year data point for the school year.

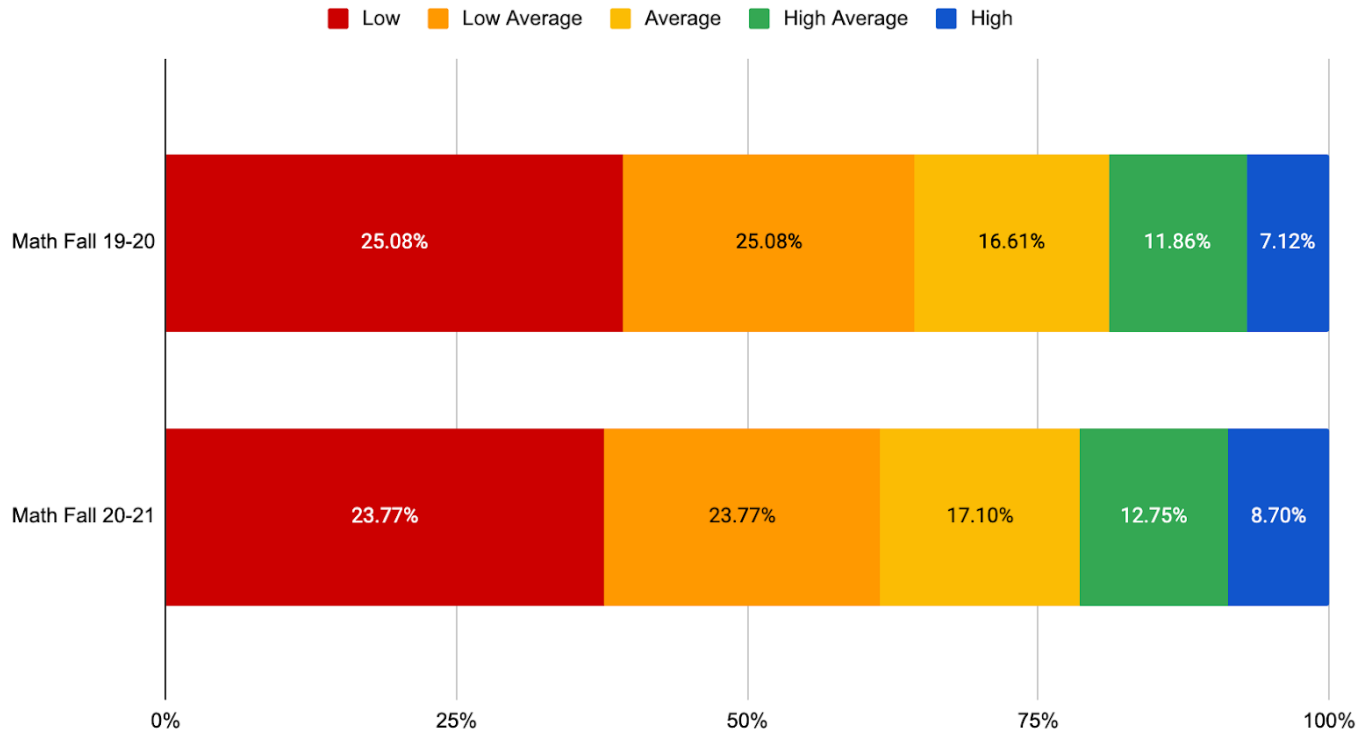
For the 20-21 school year, the campus is using MAP data to set goals and track progress in the midst of an unusual school year. Beginning of year data indicates that students have shown some growth in reading, particularly when it comes to students moving out of the lowest quintile and for students entering the highest quintile. This is encouraging to see, despite the disruptions caused by Covid. In math data does not show as much improvement, and MAP to STAAR projections indicate that many students are at risk of failing. This is the priority content area for the 20-21 school year.

Additionally, when we look closer at the percentage of students meeting their growth goal on the RIT scale for MAP, there is a sharp decline this year in both reading and math, in part due to the disruptions of the pandemic. Only 30% of students met growth in math and 36% of students met growth in reading.

MAP Reading Data



MAP Math Data



Historical Data (2018-2019 School Year)

Index 1 Data: 51(F)

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	153	153	57	50	-	413	
Approaches GL or Above	77	87	22	18	-	204	49
Meets GL or Above	38	28	8	5	-	79	19
Masters GL	14	14	3	1	-	32	8

Below is the same data broken down by subpopulations:

	Meets in Reading	Meets in Math	Meets in Science	Meets in Writing
All	25%	18%	10%	14%
Hispanic	26%	19%	9%	15%
African American	-	-	-	-
Economically Disadvantaged	24%	17%	11%	15%
Special Education	8%	8%	-	-
ELL	36%	27%	-	19%

Index 2 Data: 60(D)

66% growth in reading

61% growth in math

Index 3 Data: 64(D)

In reviewing MOY MAP data from the 2019-2020 school year, there is still a significant need to intervene for students below grade level in the upper grades.

52% of 5th graders perform in the bottom 20th percentile in reading and 50% of 3rd graders do. In math 42% of 5th graders, 51% of 4th graders and 51% of 3rd graders perform in the bottom 20th percentiles.

Student Learning Strengths

- We progressed from 7% to 13% in the top quintile for reading
- We reduced from 42% to 33% in the bottom quintil for reading
- Spanish reading is a particular strength, with 40% of students performing at a Tier 1 level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the BOY MAP test, 33% of native English speakers are performing at the bottom quintile in reading, and only 42% are considered performing at a Tier 1 level. **Root Cause:** Students are below grade level in foundational literacy skills, affecting their ability to read fluently and with comprehension.

Problem Statement 2 (Prioritized): On the BOY MAP test, 34% of students are performing at the bottom quintile in math, and only 36% are considered performing at a Tier 1 level. **Root Cause:** Students do not have the foundational understanding of math concepts, whether due to lack of educational opportunity or poor Tier 1 instruction.

Problem Statement 3 (Prioritized): The percentage of students meeting their growth goals on the MAP assessment declined significantly (30% in math and 36% in reading). **Root Cause:** The disruption in learning due to the pandemic and the need to adapt progress monitoring and instructional practices to a remote context have impacted student achievement.

School Processes & Programs

School Processes & Programs Summary

HIRING & RECRUITMENT

Democracy Prep at Stewart works closely with the Democracy Prep national team to recruit high-quality teachers. In the second and third year of the partnership the campus was able to recruit more highly-qualified candidates, prioritizing teaching experience. As a result, there are only 4 first-year teachers for the 2020-2021 school year. Additionally, the campus uses a rigorous protocol that includes a phone screen, on campus observations, a demonstration lesson and an in person interview to select candidates. Many of the high-performing candidates have come from internal referrals, which has strengthened the school community.

PROFESSIONAL LEARNING

Teachers participate in professional learning on Tuesdays and Thursdays after school. On Tuesdays they work in vertical teams on planning and data analysis. Thursdays focus on schoolwide goals. For the current school year, the campus is focusing on data protocols from "Driven by Data" and formative assessment. In addition, there is an emphasis on phonics and guided reading instruction. All teachers return two weeks prior to the school year in order to have more extended time for professional learning. Sessions focus on application and direct practice so that teachers have the opportunity to receive feedback on the content they are learning. For the 2019-2020 teacher leaders are helping facilitate vertical team meetings and learning protocols to increase their leadership on campus. However, teacher still cite a lack of sufficient time for planning and it is difficult to arrange schedules for all relevant staff to collaborate (General Education and Special Education, vertical teams).

CURRICULUM

Democracy Prep at Stewart has built upon the curricular resources of the network while also working to ensure that all curriculum is TEKS aligned and accessible for bilingual classrooms.

The main curricular components are as follows:

- Benchmark Reader's Workshop (Kindergarten - 5th Grade)
- Novel Study (3rd - 6th Grade)
- Go Math (Kinder - 6th Grade)
- Foundations Phonics (Kinder - 2nd grade)
- Calendar Math (Kinder - 2nd grade)
- Estrellita Phonics (Kinder - 2nd grade)
- Pearson Science (Kinder - 5th grade)
- Pearson Social Studies (Kinder - 5th grade)
- Democracy Prep science curriculum (6th grade)
- Democracy Prep social studies curriculum (6th grade)

In addition, we use the following resources for intervention and enrichment:

- Imagine Math
- Istation
- Really Great Reading
- Texas Performance Standards Project

Students take the MAP test in reading and math at the beginning and middle of the year. In the past, grade level teams had struggled to maintain consistent pacing with the Democracy Prep At Stewart

curriculum guide due to teams being newer and the urge to spend more time on content when a standard had not yet been mastered.

DATA ANALYSIS AND PROGRESS MONITORING

While the school has worked over the past year to train teachers in data driven instruction, there is still work to be done to ensure every grade level tracks appropriate data and monitors it consistently to determine instructional next steps. Currently teachers work to identify key assessments per grading period that they analyze at the student and standard level. While we have made progress, the challenges of remote learning have complicated these efforts, as it is more difficult to gather reliable data.

EXTRACURRICULARS

The campus offers the following clubs: Art club, Drama club, Kindness Rocks, Change the World Club, Soccer Team, Basketball Team, Writing Club.

TECHNOLOGY

The campus has 1:1 devices for students, with ipads in the lower grades and Chromebooks in the upper grades. There are issues with licenses and wifi access and the campus is in need of additional teacher laptops. There are Smartboards and document cameras in every classroom. There is a need to improve printing/copying on campus. Teachers are working to incorporate technology, especially through the use of Seesaw and Google Classroom. Students use Clever to log into and access various programs, including the Benchmark curriculum and digital books, as well as assignments through Google Classroom.

COLLEGE & CAREER EXPLORATION

Every classroom at Democracy Prep is named after a university and college gear is evident throughout the campus. Over the course of the year, students are exposed to information about the college. This year all 3rd-6th grade classes will visit a college campus as one of their field trip experiences. There is still a need to incorporate more career awareness into daily campus instruction; there will be a career fair in spring of 2021.

School Processes & Programs Strengths

- For the 2020-2021 school year the curriculum team has worked to ensure there are clear day to day pacing guides for every grade level and content area
- Clear expectations for intellectual preparation and how to prepare for lessons
- Quick adaptations to the world of remote learning
- Increase in high quality bilingual instructional materials
- The campus has 1:1 devices for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In previous years, there had not been a consistent approach to monitoring pacing and adherence to the pacing guide, leading to some teachers not adequately addressing all grade level content. **Root Cause:** With more novice teachers and teams still developing, there was a lack of coherence across grade levels to following the established pacing guide.

Problem Statement 2 (Prioritized): A consistent data-driven approach to instruction is not yet engrained in staff habits; data analysis is inconsistent across grade levels. **Root Cause:** There are more novice teachers that are still developing this skill on campus, and the challenges of remote learning have made this more difficult during the current school year.

Perceptions

Perceptions Summary

STUDENT & FAMILY ENGAGEMENT

Democracy Prep at Stewart is working hard to build relationships with families and is seeing progress; the increase in student enrollment from 350 in its first year to 475 students reflects the positive feedback families have given the school. The school provides regular communication with families by sending home weekly progress reports and parent notes, regular text messages and calls, Facebook posts, and providing every teacher with a school cell phone. There are two scheduled days in the academic calendar for parent conferences and the staff conducted home visits at the start of the year.

Additionally, the school is working to build community traditions such as a Halloween Trunk or Treat, Thanksgiving Pot Luck and a Spring Musical. Attendance at family events often exceeds 100 people.

There is still a need to create meaningful volunteer opportunities for parents and ensure that communication about student grades is understood by parents. Parents sometimes share that they are not sure of how their child is doing academically.

For the 19-20 school year, there was 1 DAEP placement. Attendance was at 93%, which was below the goal of 96% and is a priority.

The campus retained 72% of staff from the previous school year. New teachers are paired with a more experienced teacher. All teachers are paired with an instructional coach, with whom they meet on a weekly basis.

SCHOOL CULTURE

The campus serves a diverse student body and works hard to incorporate culturally relevant instruction. The day begins with Social Emotional learning to build relationships in the classroom. Student survey data indicates that students have a positive experience at school. However, there are >5% of students who do experience significant behavior challenges and require additional support. Due to significant behavior issues, there are 7 students who have been suspended 5+ times. The campus works to meet their needs through MTSS and Special Education, as well as family outreach. The campus struggles to balance meeting the needs of those students inside the campus building and prioritizing the academic achievement of their peers. The school looks to limit suspensions and provide a restorative approach to having students reflect upon their behavior and reenter the learning environment.

Additionally, students entering Kindergarten have consistently demonstrated significant academic need and delays in social development. Over half of students in Kindergarten did not attend PreKindergarten and need significant support in order to meet literacy and math milestones.

Perceptions Strengths

- Increased level of family attendance at regular community events, with typically over 100 attendees
- Highest participation rate on SAISD Family Survey
- Above average parent satisfaction responses on every category for SAISD Family Survey
- Increasing number of family volunteers
- Scheduled half days for parent conferences

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A subset of parents have shared that they are not sure how their child is doing academically. **Root Cause:** There are multiple barriers for some families, including educational attainment of parents, access or familiarity with technology, and shifts in academic standards.

Problem Statement 2 (Prioritized): A small minority of students (<5%) have frequent behavior issues that lead to recurring suspensions and lost learning time. **Root Cause:** All students with significant behavior problems have identified Adverse Childhood Experiences that impact their ability to self regulate.

Priority Problem Statements

Problem Statement 3: Attendance for the 19-20 school year averaged 93%, and many students have struggled with consistent attendance during remote learning.

Root Cause 3: Missing school consistently makes it difficult for students to meet grade level standard.

Problem Statement 3 Areas: Demographics

Problem Statement 4: On the BOY MAP test, 33% of native English speakers are performing at the bottom quintile in reading, and only 42% are considered performing at a Tier 1 level.

Root Cause 4: Students are below grade level in foundational literacy skills, affecting their ability to read fluently and with comprehension.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: On the BOY MAP test, 34% of students are performing at the bottom quintile in math, and only 36% are considered performing at a Tier 1 level.

Root Cause 5: Students do not have the foundational understanding of math concepts, whether due to lack of educational opportunity or poor Tier 1 instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percentage of students meeting their growth goals on the MAP assessment declined significantly (30% in math and 36% in reading).

Root Cause 6: The disruption in learning due to the pandemic and the need to adapt progress monitoring and instructional practices to a remote context have impacted student achievement.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: In previous years, there had not been a consistent approach to monitoring pacing and adherence to the pacing guide, leading to some teachers not adequately addressing all grade level content.

Root Cause 7: With more novice teachers and teams still developing, there was a lack of coherence across grade levels to following the established pacing guide.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: A subset of parents have shared that they are not sure how their child is doing academically.

Root Cause 8: There are multiple barriers for some families, including educational attainment of parents, access or familiarity with technology, and shifts in academic standards.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: A small minority of students (<5%) have frequent behavior issues that lead to recurring suspensions and lost learning time.

Root Cause 9: All students with significant behavior problems have identified Adverse Childhood Experiences that impact their ability to self regulate.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: A consistent data-driven approach to instruction is not yet engrained in staff habits; data analysis is inconsistent across grade levels.

Root Cause 10: There are more novice teachers that are still developing this skill on campus, and the challenges of remote learning have made this more difficult during the current school year.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The average years of experience teaching on the campus is 2.5 years, which is well below the state average.

Root Cause 11: Stewart has historically struggled with teacher retention, and while this is stabilizing, this has impacted the average years teaching on campus.


Problem Statement 11 Areas: Demographics





Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 1: Increase students' grade level readiness by 10% across all student populations and programs as measured by end of year assessments PK-12.

Strategy 1 Details	Reviews			
Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. Funding Sources: Resources Needed - Supplies and Materials - MAP - 164 - State Compensatory Education (SCE) - \$4,830	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of teachers will consistently follow the TEKS-aligned pacing guide, leveraging time built in for corrective instruction to provide targeted instruction for lower standards. KPI/Metric/Measure: Pacing audits from the curriculum team Staff Responsible for Monitoring: Curriculum specialist Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Math teachers from grades Kinder to 7th grade will be provided a minimum of 4 opportunities to collaborate in a unit preview meeting to backwards plan for upcoming instruction.</p> <p>KPI/Metric/Measure: Unit preview meeting sign in, agenda</p> <p>Staff Responsible for Monitoring: Instructional leadership team</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</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will receive specific lesson plan feedback a minimum of 4 times per grading period about the quality of their lesson preparation, to include feedback on: student-friendly objective, exemplar responses, key questions, criteria for success and scaffolds for English Language Learners and students with disabilities.</p> <p>KPI/Metric/Measure: Lesson plan feedback</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</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: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will create a common assessment a minimum of 3 times per grading period and meet to collaboratively analyze the data at both the student and standard level once the assessment has been administered.</p> <p>KPI/Metric/Measure: Data analysis meeting sign ins, agenda</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</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 Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: On the BOY MAP test, 33% of native English speakers are performing at the bottom quintile in reading, and only 42% are considered performing at a Tier 1 level. Root Cause: Students are below grade level in foundational literacy skills, affecting their ability to read fluently and with comprehension.</p>
<p>Problem Statement 2: On the BOY MAP test, 34% of students are performing at the bottom quintile in math, and only 36% are considered performing at a Tier 1 level. Root Cause: Students do not have the foundational understanding of math concepts, whether due to lack of educational opportunity or poor Tier 1 instruction.</p>
<p>Problem Statement 3: The percentage of students meeting their growth goals on the MAP assessment declined significantly (30% in math and 36% in reading). Root Cause: The disruption in learning due to the pandemic and the need to adapt progress monitoring and instructional practices to a remote context have impacted student achievement.</p>





School Processes & Programs

Problem Statement 1: In previous years, there had not been a consistent approach to monitoring pacing and adherence to the pacing guide, leading to some teachers not adequately addressing all grade level content. **Root Cause:** With more novice teachers and teams still developing, there was a lack of coherence across grade levels to following the established pacing guide.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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





Performance Objective 2: 5% increase in the number of participants in attendance at District PD Events

Strategy 1 Details	Reviews			
Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. Funding Sources: Resources Needed: CalidadEd - 164 - State Compensatory Education (SCE) - \$27.17	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue Funding Sources: PD & related materials - 164 - State Compensatory Education (SCE) - \$100	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 3: By the end of 2020-2021, 11,000 intervention plans will be documented in the MTSS platform with 60% of plans will have all 3 critical components.






Strategy 1 Details	Reviews			
Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: PD & related materials - 164 - State Compensatory Education (SCE) - \$446.81, online instr. resources/instr. resources - 164 - State Compensatory Education (SCE) - \$2,080.40	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 4: 100% of families will be contacted on a daily basis when their child is absent, with the end goal of reducing the number of students who are chronically absent.

Evaluation Data Sources: Daily attendance rates

Strategy 1 Details	Reviews			
<p>Strategy 1: The scholar support team will call 100% of families of absent students and log that communication daily; they will meet weekly to review priority students and determine next steps.</p> <p>KPI/Metric/Measure: Call logs and scholar support team agendas</p> <p>Staff Responsible for Monitoring: Scholar Support Team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:






Demographics
<p>Problem Statement 1: Attendance for the 19-20 school year averaged 93%, and many students have struggled with consistent attendance during remote learning. Root Cause: Missing school consistently makes it difficult for students to meet grade level standard.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 5: All first year teachers will receive extensive training, coaching and support so that they are able to be as effective as possible during their first year in the classroom.

Evaluation Data Sources: Evaluations and student performance data

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of first year teachers will receive a weekly coaching meeting with their direct coach to review observation feedback, plan, or analyze data.</p> <p>KPI/Metric/Measure: Coaching agendas</p> <p>Staff Responsible for Monitoring: Instructional leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:








Demographics
<p>Problem Statement 2: The average years of experience teaching on the campus is 2.5 years, which is well below the state average. Root Cause: Stewart has historically struggled with teacher retention, and while this is stabilizing, this has impacted the average years teaching on campus.</p>

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

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

Performance Objective 6: Families will have access to bimonthly school programming with flexible scheduling that helps them stay informed about their child's academic progress, learn strategies for supporting their child at home, and build relationships with school staff.

Evaluation Data Sources: Family Sign Ins, Annual Family Survey

Strategy 1 Details	Reviews			
Strategy 1: The school will host a minimum of 2 family events a month, with a variety of focuses including community building, academic supports, and civics programming. Staff Responsible for Monitoring: Virginia Silva, Michelle Herrera, Crystal Flores Title I Schoolwide Elements: 2.4, 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:


Perceptions
Problem Statement 1: A subset of parents have shared that they are not sure how their child is doing academically. Root Cause: There are multiple barriers for some families, including educational attainment of parents, access or familiarity with technology, and shifts in academic standards.





Goal 2: ENSURE PROFICIENCY

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

Performance Objective 1: Provide quality Tier 1 instruction in Phonics and Phonemic Awareness so that 70% of Kindergarten students score at a Tier 1 level as measured by MAP and Istation.

Evaluation Data Sources: MAP and Istation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Foundations (for phonics) and Heggerty (for phonemic awareness) curriculum with fidelity in all K-2 classrooms, with regular feedback provided by instructional leadership team.</p> <p>KPI/Metric/Measure: lesson observations</p> <p>Staff Responsible for Monitoring: Instructional Leadership team</p> <p>Title I Schoolwide Elements: 2.4 - 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: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:






Student Learning
<p>Problem Statement 1: On the BOY MAP test, 33% of native English speakers are performing at the bottom quintile in reading, and only 42% are considered performing at a Tier 1 level. Root Cause: Students are below grade level in foundational literacy skills, affecting their ability to read fluently and with comprehension.</p>

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 1: Provide quality Tier 1 instruction so that 70% of 3rd graders end the year at a Tier 1 level, as measured by MAP and Istation.

Evaluation Data Sources: MAP and Istation

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of Kindergarten-3rd grade teachers will complete Units 1-8 of the LETRS professional development, with regular feedback on their instructional practices provided by the leadership team.</p> <p>KPI/Metric/Measure: Certificates for LETRS training</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</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: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: On the BOY MAP test, 33% of native English speakers are performing at the bottom quintile in reading, and only 42% are considered performing at a Tier 1 level. Root Cause: Students are below grade level in foundational literacy skills, affecting their ability to read fluently and with comprehension.</p>

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: Increase overall District student achievement on STAAR at the "Meets" level from 32% to 50%

Strategy 1 Details	Reviews			
<p>Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas.</p> <p>Funding Sources: instructional resources/online instructional resources - 164 - State Compensatory Education (SCE) - \$541, instructional resources/online instr resources - 164 - State Compensatory Education (SCE) - \$8,480</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Assessment resources - 164 - State Compensatory Education (SCE) - \$2,081, Resources Needed: Explore Learning - 164 - State Compensatory Education (SCE) - \$478.08, Resources Needed: Adaptive Platform - iStation - 164 - State Compensatory Education (SCE) - \$7,096.25, PD & related materials - 164 - State Compensatory Education (SCE) - \$500, Resources Needed: Leadward - 164 - State Compensatory Education (SCE) - \$64.13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: PD & related materials - 164 - State Compensatory Education (SCE) - \$155, PD & related materials - 164 - State Compensatory Education (SCE) - \$3,600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase of technology (laptops and/or tablets) for students to access digital resources and online learning</p> <p>Funding Sources: Technology (Laptops and/or Tablets) - 277 - Eastside Promise Neighborhood - \$3,853.80</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: ENSURE PROFICIENCY

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

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

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

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

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

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

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

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus needs assessment was developed in CLT meetings, including Sept 28 before presenting to families on October 7th. We reviewed historical enrollment and attendance data, staff demographic data and years of experience, and our academic performance across grade levels and content areas. In January we reviewed mid-year MAP data with all staff in order to make adjustments.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The following individuals are members of the Campus Leadership Team:

Cassandra Horton, Teacher

Valeria Zamarripa, Teacher

Ashley Crandall, Teacher

Priscilla Garza, Teacher

Keisha Harris, Teacher

Hayley Morrill, Teacher

Sabina Flagmeier, Teacher

Jesus Ruiz, Instructional Coach

Summer Ahmed, Assistant Principal

Virginia Silva, Principal

Yesenia Rodriguez, Parent

Maria Alvarado, Parent

F.A.C.E. Specialist, Crystal Flores

2.2: Regular monitoring and revision

The Campus Improvement Plan was revised on December 14 and then reviewed again on January 25 as we began looking at our middle of year data.

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

Our Campus Improvement Plan is available in the front office and is posted on our campus website. Parents can request a copy in Spanish.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy was developed by the members of our CLT, as well as with the input of families via a family meeting. The Family Engagement Policy was presented to families on a meeting on October 7th for feedback.

3.2: Offer flexible number of parent involvement meetings

We have offered a variety of parent meetings this year, including evening events (Trunk or Treat, Meet the Teacher), morning and afternoon orientation sessions, and parent conferences scheduled from 12pm to 6pm. We have offered workshops on different days of the week (typically Tuesdays-Thursdays), as well as hosting a few Saturday meetings.

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources Needed - Supplies and Materials - MAP		\$4,830.00
1	2	2	Resources Needed: CalidadEd		\$27.17
1	2	4	PD & related materials		\$100.00
1	3	2	PD & related materials		\$446.81
1	3	2	online instr. resources/instr. resources		\$2,080.40
4	1	1	instructional resources/online instructional resources		\$541.00
4	1	1	instructional resources/online instr resources		\$8,480.00
4	1	2	Assessment resources		\$2,081.00
4	1	2	Resources Needed: Explore Learning		\$478.08
4	1	2	Resources Needed: Adaptive Platform - iStation		\$7,096.25
4	1	2	PD & related materials		\$500.00
4	1	2	Resources Needed: Leadward		\$64.13
4	1	4	PD & related materials		\$155.00
4	1	4	PD & related materials		\$3,600.00
Sub-Total					\$30,479.84
277 - Eastside Promise Neighborhood					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Technology (Laptops and/or Tablets)		\$3,853.80
Sub-Total					\$3,853.80
Grand Total					\$34,333.64