



**Etoile Academy Charter School-Hornwood
Campus Improvement Plan
Address:6648 Hornwood Dr.**

Date Approved: 09/14/2023

CIP Team Members

NAME	ROLE
Kayleigh Colombero	Superintendent
Cristina Urena	Chief Schools Officer
Brittany Jean-Louis	Deputy Superintendent
Wayne Spears	Hornwood Principal
Lauren Bailey	LSSP
Audrey Daniel	Director of Operations
Rachel Moore	Data Fellow/Director of Special Projects
Emmanuel Enriquez	Board Member
Rhiannon Krasnowski	Teacher/Emergent Bilingual
Tammy Chavez	SPED Coordinator
Racquel Parkin	Director of Literacy
Nancy Leon	PEIMS Coordinator/Testing Coordinator
Quenesha Odom	Parent-Hornwood
Kristie Abbott	Parent-Hornwood
Wayne Spears	Teacher- Hornwood
Kristin Ray	Teacher-Hornwood
Lyn Koeuth	Compliance Coordinator
Linh Lacanlale	Human Resources
Ryan Dolibois	Executive Director of Yellowstone Academy

Parent and Family Engagement Committee

Name	Role
Kayleigh Colombero	Superintendent
Cristina Urena	Chief Schools Officer
Brittany Jean-Louis	Deputy Superintendent
Wayne Spears	Hornwood Principal
Kristen Ray	Teacher (Middle School)-Hornwood
Stormy Davis	Teacher (Elementary School)-Hornwood
Kristie Abbott	Parent
Quenesha Odom	Parent

Mission

Étoile Academy Charter School ensures that every student in grades 5 through 8 has the academic and character foundation necessary to succeed in high school, graduate from college, and pursue ambitious life goals.

Vision

Étoile Academy Charter School is founded on the belief that all students can achieve academic success and a college diploma with the right support. Our educational philosophy is based on seven core principles. These core principles come from the best practices of successful charter schools nationwide. Our core principles are outlined below.

- High academic expectations for all students inform every school design element.
- Supportive, targeted interventions for all learners are frequent and required.
- Data-driven, quality instruction informs all classroom instruction, individual support, and professional development needs.
- Highly structured routines, infused with joy and encouragement, support achievement.
- Intentional character development allows all students to build school and life success.
- Family involvement, driven by a clear mission, unites the entire school community.
- Measurable educational goals hold all adults accountable for student success.
- Developing and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Strategic Priorities

Comprehensive Needs Assessment

School Profile

Etoile Academy Charter School is the only campus in Etoile Academy Charter School District in Houston, TX. Etoile Academy Charter School opened its doors in August 2018 and serves 95% of low-income students (qualifies as a CEP campus). Its charter focus is college prep for middle school students with financial literacy and character development. Etoile Academy Charter School plans to serve students in grades 5-8 for the 20xx-20xx school year. Last year, students were served by the campus, which is an increase of over 56%. We see ourselves as a middle school. As such, teachers specialize in content areas and rotate into student classrooms (named after colleges). We have an extended day, after-school programming, and Saturday Academy sessions available to all students.

The student population is 10 % African-American, 1% Anglo, 26 % Asian, 63% Hispanic, 51% male, and 49% female, with a low socioeconomic status of 100%. The staff population is 42% African-American, 18% Anglo, 5% Asian, 35% Hispanic, 23% male, and 73% female, with an average of 3 years of experience.

The overall mobility rate for the campus is approximately 13%, with a drop-out rate of 0%. The average daily attendance rate for students is 95%. The average daily attendance rate for staff is 98%. In 2022-2023, we had an increase of referrals over the year before, with our student body growing from 345 to 515 students. We had an increase in both ISS and OSS from the previous year, in part from our student body growth and also from incidents of online bullying and vaping. This year, our EB population did receive more referrals than other school populations, 67% of referrals and 65% of our student population. However, our special education population received fewer referrals than their demographic percentage % of referrals and 10% of the population. In addition, our Black and African American students were slightly overrepresented in ISS but not in any other discipline category. That is an improvement from the previous year. Etoile will support efforts to reduce the overuse of discipline practices that remove students from the classroom by training teachers in de-escalation tactics and mental health support.

Etoile Academy serves over 334 English Language Learner students (65%), 50 students identified for 504 services or SPED Services (10%), and 44 students in the Rtl process (3 Tier III students) (17%).

Comprehensive Needs Assessment Process

Etoile Academy's needs assessment process is described below. The school support team evaluated the 2022-23 data. We reviewed the following data:

- STAAR (used interim data)-STAAR did not release until August 2023
- Attendance
- Discipline
- TELPAS (used holistic scores for grades K-1)-TELPAS did not release until July 2023
- NWEA Map Data
- Staff Quality
- Homeless Students
- Economically Disadvantaged
- Emergent Bilingual
- Parent Participation
- Report Cards
- Special Student Populations – 504, Special Education
- Staff Development
- Standardized Tests
- Surveys and Interviews of Students/Staff/Parents
- Teacher Turnover Rates
- RTI
- Testing/ Master Schedule
- Fundamental Five
- Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The School Support Team met on June 1, 2023, and again on July 18 to develop the CNA. The first meeting was held in the CCM and via Zoom at 1:00 p.m. on June 1, 2023, and the second meeting was held on July 18, 2023, via Zoom at 1 p.m. We plan to meet again on August 28, 2023, December 15, 2023, March 6, 2024, and June 10, 2024.

At the first meeting on June 1, 2023, the school support team reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on July 18, 2023, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities.

The School Support Team reviewed the data listed above to identify areas of strengths and problems.

<p>Demographics:</p> <p>See data above.</p>	<p>Strengths: Reflective of the community in newcomers and Emergent Bilingual</p> <p>Problems: Although our staff is reflective of our students, Pashto speakers are our second largest EB Demographic, and in 22-23, we did not have enough Pashto Translators for our school population of Pashto speakers.</p>
<p>Student Achievement:</p> <p>See STAAR Scores Summary/Academic Data Dashboard (Y4), NWEA Map Data dashboard</p> <p>Math: 5th-grade Approaches: 51%, Meets 19% Masters 5% 6th-grade Approaches: 49%, Meets 21% Masters 10%</p>	<p>Strengths: Student progress/growth, relative comparison to other high At-Risk schools, comparison to the neighboring district average (in math Etoile outperforms the neighboring district).</p> <p>Problems:</p>

<p>7th-grade Approaches: 51%, Meets 27% Masters 6% 8th-grade Approaches: 67%, Meets 35% Masters 8%</p> <p>RLA: 5th-grade Approaches: 51%, Meets 26% Masters 16% 6th-grade Approaches: 51%, Meets 23% Masters 5% 7th-grade Approaches: 52%, Meets 26% Masters 8% 8th-grade Approaches: 70%, Meets 40% Masters 14%</p>	<p>At Etoile, we have a high volume of Emergent Bilingual (EB) and immigrant students. Students who enter Etoile as their first US school and are not yet proficient in English may score lower on the STAAR due to their limited English proficiency. However, we have noticed that EB students tend to finish strong in 8th grade. To ensure that our EB students succeed earlier, we need additional resources. These resources may include accommodations and support for the STAAR, as well as language development programs to help our students improve their English proficiency. We are committed to providing our EB students with the resources they need to succeed academically and thrive in our school community.</p>
<p>Family and Community Involvement:</p> <p>90% satisfaction on the survey, 90% attendance at conferences.</p>	<p>Strengths: High participation in-home visits, family orientation attendance, and conferences.</p> <p>Problems: Due to optional virtual participation, there is an increase in lack of clarity about family compact and student code of conduct. Due to new operations team members, there is an increase in confusion on phone calls and in the main office when responding to parent needs. Etoile will implement effective parent and family engagement needs under Section 1116. We will provide parents and families with the parent-and-family compact and assess our Improvement plan and our Parent and Family Engagement policy.</p>
<p>Curriculum, Instruction, and Assessment:</p> <p>High-quality instructional materials play a crucial role in academic growth and success, especially when it comes to having a high number of evidence-based practices</p>	<p>Strengths: Rigorous and TEKS-aligned math, science, and ELA</p> <p>Problems:</p>

<p>(EBs). Research shows that high-quality curricula can increase student achievement in reading, math, and science from the 50th to the 60th percentile and higher. However, simply adopting high-quality curricula is not enough. The implementation of these materials must be supported by professional learning opportunities for teachers to ensure that the adoption of high-quality instructional materials translates into improvements in student achievement. When teachers have access to high-quality, aligned instructional materials, it makes a difference in their classroom practice and the instruction students receive.</p>	<p>Students reading significantly below grade level at the start of Etoile Academy journey. Students are not making reading gains fast enough to improve in all content areas (ELA, math, science, etc.). Students struggling with math fluency (gaps in foundational skills) and math problem solving (low literacy and lack of exposure prior to Etoile). These struggles significantly impact their results on STAAR testing.</p>
<p>Staff Quality, Recruitment, and Retention:</p> <p>97% retention</p>	<p>Strengths: Staff diversity and increase in certified teachers.</p> <p>Problems: Recruiting and hiring the highest performing staff from the beginning. Hiring teachers with ESL supplemental or Bilingual certification that are also a mission fit. Retaining all effective staff (loss of two effective staff members this year). Also, due to the teacher shortage, it has become difficult for our school to find certified SPED instructors.</p>
<p>School Culture and Climate:</p> <p>See data above</p>	<p>Strengths: Classroom culture strong, transition of culture to virtual learning, new virtual learning student handbook, consistency classroom to classroom, reduction in ICR, and only four OSS incidents.</p> <p>Problems: After virtual learning during the Covid-19 outbreak, we have seen an increase in students that need/require mental health services</p>

<p>School Context and Organization:</p>	<p>Strengths: Struggling students are pulled out of class when needed for small group instruction, including Rtl, SPED, and Title 1 courses. Small group instruction also occurs during class time. We also use the POSSIP platform to receive weekly feedback from parents about our school's academics, climate, and culture.</p>
	<p>Problems: Because our school is growing, we are hiring for many positions. Science and certified bilingual teachers have been hard to find.</p>
<p>Technology:</p>	<p>Strengths: The school provides all students with a Chromebook for use in the classroom and regularly uses technology platforms like Google Classroom and ThinkCerca to engage students in learning.</p>
	<p>Problems: We have consistently struggled with reliable WiFi access in our building, and we are working with technology consultants to improve this. We are also working with teachers to improve some basic technology skills in our students (typing, appropriate use of websites for research).</p>

Summary of Identified Problems and Related Strategies (The Bridge)

Based upon the prioritized problem, the school support team identified several intervention strategies:

Student Achievement

- 1) There is an identified problem in that our students (across the board) are reading two years below grade level. Virtual learning and COVID-19 only increased this reading gap. Although we implemented phonics intervention for the first time this year, virtual learning and COVID-19 significantly disrupted our ability to provide intervention at a regular rate of three times per week.
 - a) This year, we are hiring five paraprofessionals, five teaching fellows, a literacy specialist, and an intervention coordinator to ensure that phonics, oral reading fluency, and comprehension intervention happen on a regular basis with a high dosage to ensure growth. We are allowing teachers, Paraprofessionals, and teaching fellows the opportunity to receive stipends for providing interventionist services.
 - b) In addition, we will be training all staff in teaching literacy to ensure we provide accelerated instruction. See additional details in the plan below (Universal Reading Growth Goal).
 - c) We are also hiring 2 Pashto Translators to help with our second-largest Emergent Bilingual Population.
- 2) There is an identified problem in that our students with IEPs are reading (on average) at a 2nd-grade level. This is substantially lower than our schoolwide average. While our students with IEPs are coming in reading at lower levels than the general population, we set ambitious goals for each student this year to improve their reading fluency and comprehension and get closer to reading on grade level.
 - a) We are utilizing two reading intervention software programs (Reading Plus and Lexia Core) that are research-based and proven to increase reading levels. We also use ThinkCerca (a reading and writing platform proven to increase reading levels by 2+ grades). This year, we hired a separate special education teacher and coordinator (which used to be combined roles) to ensure students receive robust services and support.
 - b) We are also hiring a Director of Literacy for the first time to add additional support for our at-risk population.
 - c) Finally, we added one-on-one and small-group dyslexia support for our students with dyslexia who are not making adequate progress.
- 3) There is an identified problem in that our students come into 5th grade with significant gaps in foundational math skills and math problem-solving skills. Many of our 5th and 6th-grade students lack mastery of subtraction, multiplication, and division. In addition, student literacy challenges hinder their ability to comprehend and solve multi-step math problems. For strategies to address this problem, see our Deliberate Build regarding math fluency in the outline below.

School Culture and Climate

- 1) There is an identified problem with the need for mental health for our students. We have seen an increase in the need for Mental Health services. During the COVID-19 outbreak, we have seen a steady increase in students who need/require mental health services.
 - a) We are hiring an outside vendor to educate our teachers and staff on Mental Health for our students.
 - b) We are providing mental health support for students, including mental health screening, early intervention and prevention, and treatment resources through our social workers and Community Outreach.
 - c) We are Implementing a time and safe spaces with the Wellness Coordinator for regular check-ins with students.

Curriculum, Instruction, and Assessment:

- 1) There is an identified problem with students reading significantly below grade level at the start of the Etoile Academy journey. Students are not making reading gains fast enough to improve in all content areas (ELA, math, science, etc.). Students struggling with math fluency (gaps in foundational skills) and math problem solving (low literacy and lack of exposure prior to Etoile). These struggles significantly impact their results on STAAR testing.
 - a) To combat this issue, we are signing our teachers (K-2) up for Reading Academy.
 - b) We are purchasing High-Quality Curricula such as Amplify, Eureka, PhD Science and using iReady.
 - c) With our After-School Program, we have implemented HB 1416 and have made our most at-risk students a priority when enrolling students in the Afterschool Program.
- 2) There is an identified problem with not holding our students accountable for their grades
 - a) This year will be the year of accountability; we will have our students create academic goals for themselves and reflect on their progress each week.
 - b) Our teachers create academic goals for each student to ensure academic success

CIP and PFE Information

The campus improvement plan was initially created on June 1. It will be reviewed during the 2023 – 2024 school year on the following dates: August 28, 2023, December 15, 2023, March 6, 2024, and June 10, 2024.

The campus improvement plan will be available at the following locations: Campus and District Front Office, Campus Website, and Open House. It was also posted on the apartment complexes where our students reside based on our bus routes. We notified all parents of our CIP through website posting.

The CIP is available in English and Spanish per our translation policy.
The Parent and Family Engagement (PFE) Policy will be provided to parents at the following events:
Annual Title I Meeting and Open House

Parents can find a copy of the PFE Policy at the following locations:
District and Campus Website, the Campus Front Office, and posted at the apartment complexes where our students reside based on our bus routes. The PFE will be available in English and Spanish per our translation policy.

Parents are encouraged to participate in the Parent and Family Engagement Committee. They are invited to join the committee every April. Invitations are sent home to all parents in March. The committee meets three times a year: April, September, and February. Each meeting is provided twice. Each meeting is on a different day of the week and time to help increase parent participation. The purpose of the April Meeting is to evaluate the PFE plan and to plan for the upcoming year. The purpose of the September meeting is to discuss the new plan. The February meeting is to review and evaluate the plan.

The Annual Title I Meeting will be held on October 9^h at 10:30 a.m. and on April 11 at 5 p.m. Parents were emailed about the two options. We also used our automated phone service and attached notices to our registration packets.
Parent Trainings: Parent Trainings will occur on the first appointed date always at 5:30 p.m., and a second opportunity will be the following date at 12:15 p.m.

The Goals of 2023-2024

Student Achievement:

Goal 1: Etoile Academy will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals

Objective 1: Students will perform 7% greater on the STAAR in each performance category in 5th - 8th grade ELA

Objective 2: Students will perform 10% greater on the STAAR in each performance category in 5th - 8th grade Math

Objective 3: K-2 grade we intend to have 17% growth in reading between the 1st and 4th quarter

School Culture and Climate:

Goal 2: Create a positive school culture and climate that promotes student well-being and engagement.

Objective 1: 100% of our staff will complete mental health training, promoting awareness and understanding of mental health issues, reducing stigma, and providing support to students and parents who may be struggling.

Curriculum, Instruction, and Assessment:

Goal 3: Ensure equity in opportunity and implement academic content and instruction by leveraging adaptive technologies, tools, pedagogies, and resources to ensure relevance and deep understanding of High Impact Curriculum approved by TEA

Objective 1: Increase the number of students who achieve mastery of High Impact Curriculum standards by 10% by the end of the academic year

Objective 2: Provide professional development opportunities for teachers to learn and implement new pedagogies and resources that promote equity in opportunity and deep understanding of High Impact Curriculum, resulting in a 20% increase in teacher satisfaction and a 5% increase in student achievement.

Objective 3: Increase access to High Impact Curriculum resources and materials for all students, regardless of socioeconomic status, resulting in a 10% increase in student participation in advanced coursework and a 5% increase in college readiness.

Improvement Details

Student Achievement

Goal 1: Etoile Academy will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals.

Objective 1: Students will perform 10% greater on the STAAR in each performance category in 5th - 8th grade ELA

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
AT-RISK Students will be given additional practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	Superintendent, Deputy Superintendent, Chief of Schools and SPED coordinator, EB Coordinator, Literacy Coach	August 2023-June 2024 (Daily)	Title 1 and State Comp ED	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	PD for the teachers Binders for interventionists to track progression
ALL STUDENTS will create academic reading goal and track their needs with the help from their teachers	Superintendent, Deputy Superintendent, Chief of Schools and SPED coordinator, EB Coordinator	August 2023-June 2024 (Quarterly)	Title 1 and Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments Semester exam grades Student surveys	Supplies for the students PD for the teachers
ALL students will receive highly trained teachers to help increase reading growth	Superintendent, Deputy Superintendent, Chief of Schools and SPED coordinator, EB	August 2023-June 2024 (Quarterly)	Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments	PD for the teachers

	Coordinator, Literacy Coach			Semester exam grades Student surveys	
For our students with disabilities we will hire at least literacy and dyslexia specialist for the first time to add additional support for students with 504s and IEPs.	Superintendent, Deputy Superintendent, Chief of Schools and SPED coordinator, EB Coordinator	By the End of Quarter 2	Title 1 and ESSER	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	Personnel
Hired 2 Pashto Translators to aid in academic success for our Emergent Bilingual Pashto speakers	uperintendent, Deputy Superintendent, Chief of Schools and SPED coordinator, EB Coordinator	By the End of Quarter1		Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	
Our well-rounded Afterschool programs will give students hands-on experience with academic/enrichment projects while working alongside skilled professionals who will help skills development and expose students to rewarding opportunities	Chief of Schools, Director of External Partnerships, Afterschool Coaches	(Afterschool: Monday-Thursday)	TCLAS	STAAR HB4545, HB 1416	Contracts with outside vendors (tutoring and enrichment services) Commitments for teachers wanting to help with the Afterschool Program PD for Teachers Supplies

Student Achievement

Goal 1: Etoile Academy will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals

Objective 2: Students will perform 7% greater on the STAAR in each performance category in 5th - 8th grade Math

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
AT-RISK Students will be given additional math practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	Chief of Schools and SPED coordinator	August 2023-June 2024 (Daily)	Title 1 State CompED	Special programs evaluations HB 4545, HB1416 STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	PD for the teachers' Binders for interventionist to track progression
ALL STUDENTS will create academic math goal and track their needs with the help from their teachers'	Chief of Schools and Principal	August 2023-June 2024 (Quarterly)	Title 1 Local	STAAR, TELPAS, and MAP Growth and achievement projections HB 4545, HB1416 Campus created interim assessments Semester exam grades Student surveys	Supplies for the students PD for the teachers
AT-RISK Students will be given additional math practice through our online curriculum. The Interventionist will be working with all students identified as At-Risk.	Superintendent and SPED Coordinator	By the End of the Second Quarter	Title 1 ESSER Blended Learning Grant LASO Grant	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	personnel
ALL STUDENTS will create academic math goals and track their needs with the	Afterschool Project Manager and Chief of Schools	August 2023-June 2024	Title 1 ESSER Blended Learning Grant	STAAR, TCLAS Decision 4, HB4545, HB1	Contracts with outside vendors (tutoring and enrichment services)

help from their teachers		(Afterschool: Monday-Thursday)	LASO Grant TCLAS		Commitments for teachers wanting to help with the Afterschool Program PD for Teachers Supplies
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Student Achievement

Goal 3: Etoile Academy will enhance the quality of instructional programs to improve performance and enable students to meet their academic goals

Objective 3: K-2 grade we intend to have 15% growth in reading between the 1st and 4 quarter.

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
Ensure that the reading TEKS and guidelines are being met with 100% fidelity with opening first year	Chief of Schools and Principal	August 2023-June2024 (Daily)	Local	lesson plans, walk-through documentation, minutes of team meetings	Teacher's Reading Academy
Ensure teachers use supplies and materials for continued implementation of scientifically based reading and instruction	Chief of Schools and Principal	August 2023-June2024 (Daily)	Title 1 ESSER Blended Learning Grant LASO Grant	MAP Growth and achievement projections Campus created interim assessments Semester exam grades Parent surveys	supplies and materials
Conduct reading assessments for students in grades	Principal, School Leads, EB	August 2023-June2024 (Weekly)	Title 1 and Local	MAP Growth and achievement projections	

K-2 to identify areas of need for struggling readers	Coordinator, and SPED Coordinator			Campus created interim assessments	
Ensure sustained silent reading and/or read-aloud time for all students on a daily basis	Chief of Schools and Principal, Assistant Principals/Coaches	August 2023-June 2024 (Daily)	Local	Walk-through documentation, Master Schedule	classroom book sets
Implement a goal-based program in grades K-2 to encourage independent reading	Chief of Schools and Principal	August 2023-June 2024 (Daily)	Local	Reading Logs	

School Culture and Climate

Goal 2: Create a positive school culture and climate that promotes student well-being and engagement.

Objective 1: 100% of our staff will complete mental health training, promoting awareness and understanding of mental health issues, reducing stigma, and providing support to students and parents who may be struggling.

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Hire an outside vendor to educate our teachers and staff on Mental Health	Principal, AP of SPED, Social Workers, Wellness Coordinators	November 2023-April 2024 (Annually)	Local	Dean's List Teacher Surveys, Student Surveys	Outside Vendor Professional Development
Provide mental health support for students, including	Principal, AP of SPED, Social	August 2023-June 2024 (Daily)	Local	Dean's List Teacher Surveys, Student Surveys	Personnel

mental health screening, early intervention and prevention, and treatment resources	Workers, Wellness Coordinator				
Implement time and safe spaces with Wellness Coordinator for regular check-ins with students	Principal, AP of SPED, Social Workers, Wellness Coordinator	August 2023-June2024 (Daily)	Local	Dean's List Teacher Surveys, Student Surveys	Supplies Professional Development

Curriculum, Instruction, and Assessment:

Goal 3: Ensure equity in opportunity, and implement academic content and instruction by leveraging adaptive technologies, tools, pedagogies, and resources to ensure relevance and deep understanding of High Impact Curriculum approved by TEA

Objective 1: Increase the number of students who achieve mastery of High Impact Curriculum standards by 10% by the end of the academic year.

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Implement High-Impact Practices (HIPs): HIPs are proven strategies that enhance student engagement and success	Superintendent, Deputy Superintendent, Chief of Schools and SPED coordinator, EB Coordinator, Literacy Coach	July 2023-June2024 (Daily)	Local, Title I and Title III	Dean's List Teacher Surveys, Student Surveys Classwork NWEA Map STAAR	Personnel Amplify, iReady, Eureka, PhD Science
Purchase the approved High-Quality	Superintendent, Deputy Superintendent, Chief	August 2023-June2024 (Daily)	TCLAS and Title I	Dean's List Teacher Surveys, Student Surveys	Amplify, iReady, Eureka, PhD Science

materials approved/ suggested by TEA	of Schools and SPED coordinator, EB Coordinator, Literacy Coach			Classwork NWEA Map STAAR	
Implement HIT (High-Impact Tutoring) in the afterschool program	Superintendent, Deputy Superintendent, Chief of Schools and SPED coordinator, EB Coordinator, Literacy Coach	August 2023-June2024 (Daily)	TCLAS and Title I	Dean's List Teacher Surveys, Student Surveys Classwork NWEA Map STAAR	Supplies Professional Development

Curriculum, Instruction, and Assessment:

Goal 3: Ensure equity in opportunity and implement academic content and instruction by leveraging adaptive technologies, tools, pedagogies, and resources to ensure relevance and deep understanding of High Impact Curriculum approved by TEA

Objective 2: Provide professional development opportunities for teachers to learn and implement new pedagogies and resources that promote equity in opportunity and deep understanding of High Impact Curriculum, resulting in a 20% increase in teacher satisfaction and a 5% increase in student achievement.

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Enroll teachers in Reading Academy (K-2)	Superintendent, Deputy Superintendent, Principal, Chief of Schools, Afterschool Program Director	August 2023-June 2024 (Daily)	Local	Student Surveys Parent Surveys Staff surveys NWEA MAP Data STAAR	Reading Academy

Teachers and Afterschool employees will train on the High-Quality Materials using outside vendor	Superintendent, Deputy Superintendent, Principal, Chief of Schools, Afterschool Program Director	August 2023-June 2024 (Biannually)	TCLAS, Title 1 ESSER Blended Learning Grant LASO Grant	Student Surveys Parent Surveys Staff surveys NWEA MAP Data STAAR	Professional Development for Staff and Teacher
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Curriculum, Instruction, and Assessment:

Goal 3: Ensure equity in opportunity, and implement academic content and instruction by leveraging adaptive technologies, tools, pedagogies, and resources to ensure relevance and deep understanding of High Impact Curriculum approved by TEA

Objective 3: Increase access to High Impact Curriculum resources and materials for all students, regardless of socioeconomic status, resulting in a 10% increase in student participation in advanced coursework and a 5% increase in college readiness.

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Student performance expectations at appropriately high levels: Students will set high expectations for themselves	Superintendent, Deputy Superintendent, Principal, Chief of Schools, Afterschool Program Director	August 2023-June 2024 (Daily)	Title 1, Local Funds, TitleIII ESSER Blended Learning Grant LASO Grant	Student Surveys Parent Surveys Staff surveys NWEA Map Data Classwork STAAR	Professional Development for Staff and Teacher Turn and talks with other students Supplies
Set performance expectations at appropriately high levels: Teachers should set high expectations for all students and provide them with the necessary support to meet those expectations. This can	Superintendent, Deputy Superintendent, Principal, Chief of Schools, Afterschool Program Director	August 2023-June 2024 (Daily)	Title 1, Local Funds, TitleIII ESSER Blended Learning Grant LASO Grant	Student Surveys Parent Surveys Staff surveys 1:1 Coaching Sessions NWEA Map Data Classwork STAAR	Professional Development for Staff and Teacher Supplies

include scaffolding, differentiated instruction, and personalized learning.					
Support teaching to greater intellectual depth: Teachers will provide opportunities for students to engage in higher-order thinking skills, such as analysis, synthesis, and evaluation. This can be done through project-based learning, inquiry-based learning, and problem-based learning.	Superintendent, Deputy Superintendent, Principal, Chief of Schools, Afterschool Program Director	August 2023-June 2024 (Daily)	Title 1, Local Funds, Title III	Student Surveys Parent Surveys Staff surveys 1:1 Coaching Sessions	Professional Development for Staff and Teacher