

Etoile Academy Charter School
District and Campus Improvement Plan
2021-2022

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 supports, 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.

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.

Etoile Academy Charter School
Comprehensive Needs Assessment

School Profile

Etoile Academy Charter School is the only campus in Etoile Academy Charter School District. Etoile Academy Charter School opened its doors in August 2018 and serves 95% 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 340 students in grades 5-8 for the 2021-2022 school year. Last year, 225 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 15% African-American, 2% Anglo, 9% Asian, 73% Hispanic, 50% male and 50% female with a low socioeconomic status of 95%. The staff population is 45% African-American, 25% Anglo, 0% Asian, 30% Hispanic, 18% male and 82% female with an average of 3 years of experience.

The overall mobility rate for the campus is approximately 10%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.5%. The average daily attendance rate for staff is 92%. In 2020-2021, we had an increase of 32 referrals over the year before with our student body growing by 81 students. We had a decrease in ICR (in class reflection) by 18 and only had 4 OSS incidents (compared to 3 the year before). This year, our ELL population did receive more referrals than other school populations (77% of referrals and 70% of our student population). However, our special education population received fewer referrals than their demographic percentage (9% of referrals and 11% of population). In addition, our Black and African American students were not over-represented in any area of discipline (referrals, ICR, ISS, or OSS). That is an improvement from the previous year.

Etoile Academy serves over 158 English Language Learner students (70%), 7 students identified for 504 services (3%), 42 students in the RtI process (34 Tier II students, 8 Tier III students) (19%), and 25 students served through special education services (11%).

Special Programs

Our Targeted Assistance Title I program consists of monthly family nights, intervention for math and reading, math and reading instruction professional development for all staff, two teachers in math/reading classrooms, and tutoring both after school and on Saturdays. Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students, a daily homework help period, 50-minutes of intervention every morning for all students, daily advisories, and summer school instruction and intervention.

Comprehensive Needs Assessment Process

The campus needs assessment process begins in May with the review of final NWEA Map scores and STAAR scores. The team also reviews all demographic data (students and staff), discipline data, and student/teacher retention data. The site-based decision-making team used STAAR, TELPAS, and NWEA Map data to identify the campus needs. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed that we need to focus on universal reading growth, math fluency and problem solving, organizational health (fearless staff culture), and increasing operational expertise. The STAAR data revealed that across the board, our 5th and 6th grade students underperformed in reading and math. The average reading level for a student at Etoile Academy is two grade levels behind. This is significantly impacting the academic performance of all students campus wide.

Demographics: See data above

Strengths: Reflective of the community in newcomers and ELLs as well as FRL.

Problems: Lower population of middle eastern and Asian students compared to the community (though an increase since previous year), decrease in African-American student population.

Student Achievement: See STAAR Scores Summary/Academic Data Dashboard (Y3), NWEA Map Datadashboard

Strengths: Student progress/growth (spring to spring during COVID-19), relative comparison to other FRL schools, comparison to the district average (in math Etoile outperforms the district).

Problems: 5th grade approaches rate only around 50%, 6th grade approaches rate extremely low (45% in math, 39% in reading), 7th grade math approaches low in comparison to reading/writing (only 63% compared to 77% and 71% respectively).

Family and Community Involvement: 85% satisfaction on survey, 85% attendance at conferences

Strengths: High participation in home visits, family orientation attendance, and conferences.

Problems: Due to virtual participation, increase in lack of clarity about family compact and student code of conduct. Due to new operations team members, increase in confusion on phone calls and in the main office when responding to parent needs.

Curriculum, Instruction, and Assessment: (56% passing math STAAR, 55% passing ELA STAAR, 43% passing Science). Average reading level at Etoile last year (for 5th and 6th grade students) was a 3rd grade level. Average reading level for 7th grade students is 5th grade level. Average reading level for special education students is a 2nd grade level.

Strengths: Rigorous and TEKS aligned math, science and ELA

Problems: 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.

Staff Quality, Recruitment and Retention: 65% retention

Strengths: Staff diversity and increase in certified teachers.

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).

School Culture and Climate: See data above.

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.

Problems: ELLs are still slightly over-represented in referrals.

Summary of Identified Problems and Related Strategies

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. This year, we are hiring four paraprofessionals, six 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. 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).

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. 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 (used to be combined roles) to ensure students receive robust services and support. We are also hiring at least four paraprofessionals for the first time to add additional support for students with 504s and IEPs. Finally, we added one on one and small group dyslexia support for our students with dyslexia that 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.

4. There is an identified problem in that our staff retention was significantly lower this year than previous years. While we have identified that the problem originated with changes to our hiring process made during COVID (completely virtual process), we have additionally decided to focus on Organizational Health and creating/promoting a fearless staff culture. See the full explanation of this goal in the outline below (under Organizational Health).

5. There is an identified problem in that our virtual family orientation, virtual conferences, and turn over in operations team members lead to lack of clarity for parents around Etoile Academy's expectations for students and parents. The first strategy we will implement is returning to in-person orientations and conferences for parents to ensure high-levels of understanding and face-to-face time with all staff. Additionally, we will focus on retention, training, and support for operations team members. See the Operations goals in the document below for additional information.

Members of District Needs Assessment Team: Operations Manager, Chief Academic Officer, Superintendent, Alumni Coordinator, Principal in Residence, Director of Curriculum and Instruction, Special Education Teacher.

Dates of District Needs Assessment meetings:

June 11th 2021

June 18th 2021

Academics

21-22 Organizational Priority	Universal Reading Growth
Priority Owner	Cristina Urena
<p>Our Scholars Deserve Reading Growth. Our students deserve to engage with grade-level texts for instructional and leisure purposes. Scholars who demonstrate proficiency in reading become learners with skills to access complex information and teach themselves across content areas.</p>	

Commander's Intent

Our focus on reading growth will move us closer to world-class instruction and meaningful student engagement in our classrooms. These are classrooms that challenge students to share intellectual insights discovered from high-quality reading materials. These are classrooms in which students: uncover the deeper meaning of a challenging text through close analysis of the author's craft and purpose, engage in intellectual debate over course content with peers, expand their lens of the world around them, and communicate their understanding through written and verbal methods.

We will train all content teachers in foundational literacy skills because all teachers are literacy teachers. We will engage all scholars across content areas with grade-level texts and facilitate deep exploration and analysis within our classrooms. By intellectually preparing for each lesson at a high level, teachers will become experts in the content they teach. Students will master reading skills in multiple contexts.

Measures of Success

The key indicators below will tell us if we have "won" on the **Reading Growth** in 2021-22.

Indicator	Launch	EOQ1	EOQ2	EOQ3	EOQ4
Other Indicators					
Indicator 1 % of all students meeting individual reading benchmark goals on Reading Plus.		>60%		>80%	
Indicator 2 % of students scoring <i>Approaches</i> or better on their reading interim assessment		35%	50%	70%	80%
Indicator 3 % of students who meet or exceed their MAP Growth Reading goal			>75%		100%

Strategy 1: High-quality Tier I instruction is provided to all students in grades 5-8.

Network Support: 5-8 Literacy Specialist, Chief Academic Officer, Director of Curriculum and Instruction

School-Based Lead: Principal in Residence

We will adapt, roll out, and implement a shared curriculum for Literacy in grades 5-8 based on the Expeditionary Learning curriculum. A teacher who understands their content at the deepest level will teach that content more intelligently, with more passion, and with greater levels of scholar engagement.

Key Leader Actions

1. Deliver high-quality content sessions to literacy teachers in August.
2. Prepare for and facilitate weekly Intellectual Prep Protocol meetings with all teachers (instructional coaches).

Critical Milestones

- **By Aug 13:** CAO & Literacy Specialist lead curriculum internalization and Unit 1 launch for literacy teachers during BOY PD.
- **By Aug 30:** Principal/DCI/Literacy Specialist facilitate weekly coaching meetings with all

- a. Teach and practice IPP to teachers during summer PD.
- 3. Leaders coach all Literacy teachers and debrief live-coaching at least weekly.
 - a. Schedule regular observations to evaluate teachers using the IPP.
 - b. Literacy coaches evaluate Literacy Teachers using the IPP.
 - c. Give the feedback directly to teachers.
 - d. Provide clear next steps and a date by which the teachers will have implemented the feedback.
 - e. Record teachers' feedback and scores on the Protocol.

- literacy teachers focused on student data.
- **By EOQ1:** All teachers have administered Q1 Reading interim assessments.
 - **By EOQ1:** Principal/DCI/Literacy Specialist meet with each teacher to review data, set action steps, and ensure success.
 - **By Dec 18:** 75% of literacy teachers implemented curriculum with fidelity and meeting benchmarks.
 - **By Feb 1:** 100% of literacy teachers implemented curriculum with fidelity and meeting benchmarks.

Strategy 2: High-quality intervention is provided for every student and is in response to their individual needs.

Network Support: Literacy Specialist (with support from CAO)

School-Based Lead: Principal in Residence and Director of Curriculum and Instruction

Literacy-focused intervention will enable 100% of Etoile students to successfully understand and analyze complex grade-level texts. Intervention allows us to meet every scholar at their individual level, targeting unfinished learning and personalizing instruction to a greater degree than is possible in English/Language Arts class. For students who have significant unfinished learning, this means consistent Phonics and Oral Reading Fluency intervention. For students at or above grade level in reading, this means a combination of Independent Reading and enrichment (small group).

Key Leader Actions

1. Literacy Specialist and Principal create and share school-based plan for intervention groupings.
2. Literacy Specialist creates checklist for walkthroughs of intervention.
3. Lead trainings for all staff on all intervention platforms, phonics lessons, oral reading fluency, and binders.
4. Facilitate weekly Intervention Walkthrough using intervention/small group checklist.
5. Monthly professional development is delivered as needed (based on walkthroughs).

Critical Milestones

- **By July 30:** Literacy Specialist and Principal share intervention plan with all leaders and obtain feedback (Phonics, Oral Reading Fluency, Binders, Lexia Core, ThinkCerca, etc.)
- **By Aug 13:** All literacy teachers are trained on Phonics/Oral Reading Fluency and use of other intervention platforms.
- **By Aug 30:** All school leaders train intervention staff and teaching fellows.
- **By Sept 6:** Intervention groups/platforms/binders are in full operation. All diagnostics have been completed.
- **By EOQ1:** During coaching walkthroughs, Intervention groups reflect high-quality execution of phonic lessons, oral reading fluency and/or reading comprehension.
- **By EOQ2:** 50% of students in consistent intervention groups meet NWEA MAP reading goals.
- **By EOQ4:** 90% of students in consistent intervention groups meet NWEA MAP reading

	goals.
<p>Strategy 3: High-quality professional development is provided to all classroom teachers, particularly around literacy support for students.</p> <p>Network Support: Chief Academic Officer, Literacy Specialist School-Based Lead: Principal in Residence, Director of Curriculum and Instruction</p> <p><i>Literacy teachers will receive consistent, high-impact professional development and coaching so that they can implement the Expeditionary Learning curriculum with content mastery and pedagogical expertise. Non-literacy teachers will receive foundational support in literacy practices that help them support students within their content areas.</i></p>	
<p>Key Leader Actions</p> <ol style="list-style-type: none"> 1. Finalize the 21-22 literacy-based professional development training. 2. Post and email all 21-22 professional development opportunities. <ol style="list-style-type: none"> a. Special education/Diverse learner needs trainings for general education teachers b. Eureka Math unit internalizations c. Literacy-focused instructional sessions 3. Schedule literacy-focused campus level training with Readsters. 	<p>Critical Milestones</p> <ul style="list-style-type: none"> ● By July 30: CAO finalizes literacy-focused summer PD. ● By August 9: Literacy Specialist and CAO post 21-22 PD opportunities. ● By Sept 30: Literacy Specialist launches school-year literacy-focused professional development sessions. ● By Dec 18: All literacy teachers have registered for and attended at least one literacy-focused professional development workshop. ● By Dec 18: All general education teachers have attended mandatory special education trainings.

Academics

Deliberate Build	Math Fluency and Problem Solving Skills
Priority Owner	Desiree Martinez (with support from Rachel Moore)
<p>Our Scholars Deserve</p> <p>Math fluency and math problem solving skills. Our students deserve to engage with grade-level mathematics including complex, multi-step math problems. In order to engage meaningfully in math problem-solving, students need to master math fluency (addition, subtraction, multiplication, division, and fractions) as well as problem-solving strategies (CUBES).</p> <p>Commander's Intent</p> <p>Our focus on math fluency (starting in student orientation) will ensure that we have clear marching orders for the first six weeks of math instruction. All students must be proficient with addition, subtraction, and multiplication by week 6. From there, tier one instruction and intervention can focus on division, fractions, and decimals. Without foundational skills in these areas, students will be unable to engage meaningfully in math problem solving and grade level work.</p> <p>After the first six week fluency push, our focus will shift to weekly STAAR quizzes and math problem solving. All teachers and students will receive full training in CUBES, math problem solving, and supporting students in</p>	

answering STAAR math questions. Coaches will meet with teachers weekly to review the results of the weekly STAAR quizzes and set clear goals/action steps.

Measures of Success

The key indicators below will tell us if we have “won” on the **Math Fluency** in 2021-22.

Indicator	Launch	EOQ1	EOQ2	EOQ3	EOQ4
Other Indicators					
Indicator 1 % of all students scoring proficiency and above on weekly STAAR aligned math quizzes.		>60%		>80%	
Indicator 2 % of students scoring approaches on math interims.		35%	50%	70%	80%
Indicator 3 % of students meeting or exceeding their math goals on NWEA MAP tests.			>75%		100%

Organizational Health

21-22 Organizational Priority

A Fearless Culture: Create a high achievement and psychologically safe culture that fosters engagement, innovation, and growth.

Priority Owner

Desiree Martinez (with support from Rachel Moore)

Even in the most high achieving organizations, people divert considerable energy every day to a “second job” they weren’t hired to do: preserving their reputations, hiding their inadequacies from others and themselves, and holding back when it matters most. They find themselves living in fear of the consequences of failing or fearing perceived retribution.

Our Scholars Deserve to attend a school where their teachers and leaders work together as a team to ensure their success putting their egos and insecurities behind the mission. The driving force behind the organizational culture we create is to get remarkable results for our students so they can achieve their dreams.

Commander’s Intent

We will be fearless in our pursuit of results. We will take ownership over all mistakes and learn from them as swiftly as possible. We will see all feedback as a chance to grow and improve for our students. To do this we must define excellence with clear goals, create the space for innovation, champion risk-taking and ownership over mistakes/failures, and embrace failure as part of the learning journey.

We can and will create an environment where managers make it safe to fail and quickly learn/course correct, where team members speak up because they know it benefits the greater good, and where we push our limits and maximize our collective potential.

Measures of Success

The key indicators below will tell us if we have “won” on **Organizational Health** in 2021-22.

Indicator	Launch	EOQ1	EOQ2	EOQ3	EOQ4
Other Indicators					
Indicator 1 % of team members that say they are satisfied or highly satisfied working at Etoile on the fall and spring staff surveys.		75%		>90%	
Indicator 2 % of team members that agree/strongly agree to the question “it is safe to take a risk on this team”		75%		>90%	
Indicator 3 % of staff members that return to Etoile for the next school year.				>85%	

Strategy 1: Explicitly Teach all Staff about Daring to Lead and Taking Ownership.

Network Support: Chief Academic Officer, Superintendent

School-Based Lead: Principal in Residence, Director of Curriculum and Instruction

All teachers will receive professional development (starting in Summer PD) on Daring Greatly and taking ownership over mistakes/failures. By explicitly teaching the culture we hope to create, expectations will be clear to all stakeholders.

Key Leader Actions

1. All network and school leaders will read and internalize Daring Greatly.
2. All leaders will set goals in accordance with this text. They will check in on these goals with their coach weekly.
3. Leaders will deliver clear professional development on Daring Greatly and creating a fearless culture.
4. Leaders will connect all coaching and feedback back to the mission to help staff see the opportunity to improve/grow in each moment.
5. All coaches will adhere to the coaching meetings template to ensure staff have opportunities to process, set goals, celebrate wins, and give their coach feedback weekly.
6. CAO and Superintendent will observe coaching meetings weekly to ensure these meet our expectations.

Critical Milestones

- **By July 30:** DCI and CAO complete Summer PD plan and have read/internalized Daring Greatly (Brene Brown).
- **By August 9:** All staff will have engaged in open dialogue regarding our anchor text (Daring Greatly).
- **By August 13:** All staff will be able to articulate the aim for adult culture, their own goals in regards to this, and how daily feedback from their coach plays a major role in this adult culture.
- **By Sept. 30th:** The CAO and Superintendent will have observed at least one coaching meeting with each staff member in the organization to ensure alignment to our coaching expectations and goals.
- **By October 30th:** The leadership team (including the Superintendent and CAO) will review the progress towards goal, the use of

the anchor text, and the wins/brutal facts about staff culture. The team will set clear action steps to continue to improve and move forward on this organizational goal.

Operations

21-22 Organizational Priority	Operations Expertise (teamwide)
Priority Owner	Natalia Ramirez (with help from Superintendent)

Every member of our Operations Team is able to execute their role at full capacity. We will know we have won this priority if, by the end of the year, our team members express satisfaction with and clarity on their day to day work, families are satisfied (greater than 90%) with the service provided and level of expertise they experience from all ops team members, and academic leaders are spending less than 10% of their time on operations-related issues. We believe that clearly defined roles and responsibilities along with increased training and support will lead to these outcomes.

Our Scholars Deserve highly functioning, safe, supportive, and clean school buildings. Families deserve a quality and streamlined experience with their child's school (regardless of who they speak with).

Commander's Intent

Our focus on training and support, along with clear roles and responsibilities, will ensure that we meet the metrics above. Our team members across all of operations will be able to execute their role at a high level, and will ensure our school is highly functioning, safe, clear, and welcoming. Our operations team members will fully understand how operations is mission critical. Without highly functioning operations we will be unable to meet our academic goals.

Measures of Success

The key indicators below will tell us if we have "won" on the **Operations Expertise Goal** in 2021-22.

Indicator	Launch	EOQ1	EOQ2	EOQ3	EOQ4
Other Indicators					
Indicator 1 % of families indicating satisfaction with school experiences on fall and spring surveys.		>80%		>90%	
Indicator 2 % of operations team members that answer agree/strongly agree to the questions below on the fall and spring staff survey. <ul style="list-style-type: none"> - I am confident in executing my role - I am growing and developing - My coach supports AND pushes me 		>70%		>90%	
Indicator 3 % ADA is above 97% and Student Persistence is					

above 85%					
Indicator 4 On quarterly leadership team check ins, academic staff report spending less than ____% of their time on operations.		20%	15%	10%	<10%

Strategy 1: Explicit Roles, Responsibilities and Benchmarks for each role.
 Network Support: Superintendent
 School-Based Lead: Operations Manager

All staff will receive a clear breakdown of roles and responsibilities for the Operations Team including clear metrics for success in their role.

<p>Key Leader Actions</p> <ol style="list-style-type: none"> 1. The Operations Manager will create a finalized version of the Roles and Responsibilities document and train all members of the Operations team on their roles/responsibilities. 2. The Superintendent and Operations Manager will create a PD calendar specific for operations including outside training and school visits. This will be specific to each member's roles/responsibilities. 3. The Operations Manager will train all team members on the School Quality Measures and ensure School Quality walkthroughs occur at least 1 time per week. 	<p>Critical Milestones</p> <ul style="list-style-type: none"> ● By August 9: All members of the Operations Team will have participated in a Roles/Responsibilities Training. ● By Sept. 30th: All Operations PDs for the year will be calendared and explained to the Operations team. ● By October 30th: All team members have internalized the School Quality Measures and use them weekly to improve operations. ● By January 30th: All Operations Team members will report clearly understanding their role, responsibilities, and metrics for success.
---	--

Strategy 2: Increase training and support provided to each member of the Operations Team.
 Network Support: Superintendent
 School-Based Lead: Operations Manager

All staff will receive additional training and support as they grow in their role and work to meet benchmarks.

Key Leader Actions

1. The Superintendent and Operations Manager will create a PD calendar specific for operations including outside training and school visits. This will be specific to each member's roles/responsibilities.
2. The Operations Manager will track completed training for the team and ensure all team members complete at least two external trainings per semester specific to their role/responsibility.
3. All new members of the team will receive finance and fiscal responsibility training from TPSCA and from the Superintendent.
4. In weekly coaching meetings, supervisors will ask "what additional training would be helpful for your role?" to ensure all members received critical training and support.

Critical Milestones

- **By August 13:** The Superintendent will train the team on School Quality Measures and Fiscal Responsibilities.
- **By Sept. 30th:** All Operations PDs for the year will be calendared and explained to the Operations team.
- **By October 30th:** All team members will have completed one external training.
- **By January 6th:** All team members will have completed at least two external trainings.
- **By June 7th:** All team members will have completed at least four external training sessions.
- **Ongoing:** Supervisors will ask direct reports about additional training needed and revise the training calendar based on that feedback.