



ÉTOILE ACADEMY

CHARTER SCHOOL

2021-2022 Safe Return to In-Person Instruction and Continuity of Services Plan

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PLEASE NOTE: The details in this document are subject to change as directives are provided by governing authorities and/or health officials, or as environmental conditions change.

Introduction

As we continue to manage the ongoing COVID-19 Pandemic, Etoile Academy is committed to our student's safety and academic success, as well as the safety of our faculty and staff. We have monitored trends in Harris County and tracked local, state, and federal guidelines and ordinances. Like the 2020-21 school year, we will continue to comply with all state and local government orders. With the input of all stakeholders (Etoile board members, staff, students, and families) and public health officials, we have created this document to give an overview of our ongoing response to COVID-19 on our campus.

Reopening Timeline

Our first day of school is August 16, 2021. At this time, we will not be offering remote instruction and all classes will take place in-person and on campus. We know that the best way for your child to learn is to be on campus every day and engage with their teachers and fellow classmates. We have relaunched our bus service and are doing everything we can to support your child's return to school. To ensure a safe environment and help your child grow, where possible, we have made our class sizes smaller this year. Our school day program has also been designed to provide more educational support, tutoring, and intervention to help your child catch up and get ahead after the last 18 months of disruption. We will still offer free COVID testing for any student who has been exposed to someone with COVID or who is displaying symptoms. As you will read in this document, we have updated our protocols around our testing and quarantine process. We will continue to communicate updates and potential exposures and/or positive cases as needed.

General Overview

Vaccination

The **best way** to stop the spread of COVID-19 and to end this crisis is for you, and anyone in your household who is eligible, to be vaccinated. Over 97% of reported COVID-19 hospital cases in our country right now are happening to those who are unvaccinated. Vaccination will help prevent you from getting COVID, and if you still do get COVID, it will significantly reduce your symptoms and the chances of severe complications from the disease. We plan on hosting another vaccine clinic on campus at the beginning of the school year and closely monitoring when the vaccine will be available to children under age 12.

Face Masks

Harris County is now under a mask mandate for public schools. We will follow this mandate and ensure that all students, staff, and visitors wear masks. This is particularly essential for any student under the age of 12 and anyone who has not been vaccinated. We are also requiring that masks be worn on our buses at all times. We will continue to provide masks to any student or adult in the building.

On-Campus Protocols

We are continuing to encourage social distancing, frequent handwashing, and daily sanitization on campus. We will also be closely monitoring activities where larger groups of students may gather together in the hallway, cafeteria, or other spaces. We will still require temperature checks and the daily health screening before entering the building for students and staff. If a staff member or a child is exhibiting any COVID-19 like symptoms (see below), they should stay home and plan to take a COVID-19 test, as outlined further in this document. If at any time you are unsure or have any questions about coming to school, please contact our main office (713-306-0566) so that we can provide further guidance.

COVID-19 Symptoms

According to the Texas Department of State Health Services, the Texas Education Agency Guidebook for Public Health Operations, and CDC, any of the following symptoms indicate a possible COVID-19 infection:

- Feeling feverish or a measured temperature greater 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing or Shortness of breath
- Fatigue
- Headache
- Chills
- Sore throat
- Congestion or runny nose
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea
- Nausea or vomiting

At any time during the school day, a staff member who is exhibiting these symptoms can request a COVID-19 test from the school nurse. Similarly, with parent permission, a student can also be administered this test if they are exhibiting these symptoms.

If there is an occurrence of possible exposure or a student/staff member begins exhibiting these symptoms after school hours, we can arrange for the nurse to be available before the school day begins to administer a test prior to the student/staff member entering the building.

Staff and Student Safety Protocols

Close Contact Definition

“Close Contact” is defined by the CDC as being within six feet of an infected individual for a cumulative duration of 15 minutes or more within a 24-hour period. It should be noted that wearing a mask significantly reduces the risk of transmission and can (at times) prevent someone from being considered a “close contact.”

Close Contact Procedures for Vaccinated Staff and Students

As outlined by the Texas Education Agency on August 5, 2021, “close contact determinations are generally based on guidance outlined by the CDC, which notes that **individuals who are vaccinated are not considered close contacts** (emphasis added).” For Etoile Academy, this means that if a staff member or student is vaccinated and are in close contact with an individual who has tested positive for COVID-19, they can continue to come to campus and do not need to test or be quarantined. At any point if they begin to develop symptoms, they may request a COVID test from the school nurse and then follow the protocol outlined below.

Close Contact Procedures for Unvaccinated Staff and Students

The CDC provides guidance that if an unvaccinated person is exposed to an infected individual, they should follow a ten-day period of quarantine. The Texas Education letter on August 5, 2021 also states: “Given the data from 2020-21 showing very low COVID-19 transmission rates in a classroom setting and data demonstrating lower transmission rates among children than adults, schools are not required to conduct COVID-19 contact tracing.” For Etoile Academy, we will continue to contact trace for potential exposures on campus or at school-related activities. In the event that an employee or student comes into contact with an infected individual either on or off campus, it is up to the staff member or the parent/guardian to determine if they will quarantine for any period of time.

While we cannot require a staff or student to quarantine for ten days after potential exposure, we strongly encourage the person to follow CDC guidelines, or at a minimum, continue to monitor symptoms, wear a mask, and get a COVID-19 test at least once over the next ten-day period. Given this guidance from the state, that is why we strongly encourage all people on campus, regardless of vaccination status, to wear a mask at all times.

When Etoile Academy is made aware of a close contact situation occurring on campus (either student to student, staff to student, or student to staff), we will still notify the impacted individuals directly so that they can then make the appropriate decision for returning to campus. This notification will adhere to all privacy requirements for the infected individual.

COVID-19 Positive Occurrences for Employees

In the event that an employee is exhibiting symptoms and tests positive for COVID-19, he/she must do the following:

- First, the employee needs to immediately notify our Operations Manager, Ms. Ramirez. Ms. Ramirez will then communicate this information to the employee’s direct supervisor to ensure proper coverage can be put in place for the required quarantine period. Staff must follow this policy. By not contacting Ms. Ramirez first, we cannot take the necessary steps for ensuring class coverage and following the rest of our protocol.
- Second, the employee will be required to quarantine for ten calendar days and may return to work on the eleventh/next school day if they have been fever free for at least 24 hours without the use of fever-reducing medication. If after ten days they are still exhibiting symptoms, they

should contact Ms. Ramirez again to discuss help with additional, medically necessary leave.

It should also be noted (as outlined in the staff handbook) that if an employee is sick with *any* communicable disease (whether vaccinated or unvaccinated) that may pose a direct threat of infection to staff and students, they should stay home and return to campus, only after being fever-free for 24 hours without the use of fever-reducing medication. After the employee has been absent from work for three days, they will be required to provide a doctor's note, advising when they are fit to return to full duty.

COVID-19 Positive Occurrences for Students

In the event that a student is exhibiting symptoms and tests positive for COVID-19, he/she must do the following:

- First, the parent needs to immediately notify our main office, 713-306-0566 or imejia@etoileacademy.org, so that we can communicate this information to the student's teacher, and follow the rest of our protocol.
- Second, the student will be required to quarantine for ten calendar days and may return to campus on the eleventh/next school day if they have been fever-free for at least 24 hours without the use of fever-reducing medication.
- Given the evolving nature of this pandemic and the ongoing guidance we are receiving from state authorities, in rare circumstances, after a student has tested positive or there has been exposure on campus, students in 6th through 8th grade may have access to remote conferencing during their quarantine period. For all grade levels, it will be imperative for the parent/guardian to stay in close contact with their child's teacher to make sure they are receiving any missing work and support for related activities while they are in quarantine.

Protocols for Campus Cleaning and Disinfecting

General

We will follow the Centers for Disease Control and Prevention guidelines regarding the cleaning, sanitation, and disinfection of our facility. We will provide enough hand soap, paper towels, tissues, hand sanitizer and disinfectant to accommodate frequent cleaning of high-touch areas. We know that frequent disinfection and hand sanitization will ensure the health and wellness of students and staff.

Daily Campus Cleaning

- Each classroom and restroom will be disinfected daily.
- All high-touch areas — such as restrooms, main offices, and staff sign-in/sign-out areas — will be cleaned and sanitized as needed.
- Staff will have access to disinfectant wipes to sanitize high-touch and working surfaces regularly.

Hand Washing/Sanitizing Expectations

- Alcohol-based hand sanitizer stations will be available in every classroom, the gym, cafeteria, and in the hallway areas throughout our campus.
- Hand sanitizer will be provided upon entry to building, in classrooms and periodic teacher reminders during instructional day.

Extracurricular Programming

Extracurricular activities will follow the same safety practices employed on school campuses during the school day. Face coverings will be made available to and encouraged to be worn by students, staff, and volunteers during all extracurricular activities.

Communications

A schoolwide newsletter will be sent out regularly to communicate with Etoile Academy families. In addition, families should regularly check their email and text messages. Our software (Deanslist) allows us to send mass messages through email and text. Finally, we regularly post updates on our social media accounts and encourage all families to follow us on Facebook and Instagram.

Protocols for Campus Visitors

We will still closely monitor all visitors and guests on campus. All visitors will be screened for temperature and symptoms. We will ask visitors to sign in so that we can keep a log in the unlikely event of having to follow contact-tracing protocols. We will also encourage mask wearing by all visitors (regardless of their vaccination status), we will adhere to social distancing guidelines and encourage limited exposure with students and staff. Any exceptions to this guidance requires advance approval by the Superintendent or her designee.

ESSER Funds Allocation

The U.S. Congress has provided financial support for districts and schools through the Elementary and Secondary School Emergency Relief (ESSER) Fund to address the ongoing impact of the COVID-19 pandemic. Texas received \$1.3 billion in ESSER I funding, an additional \$5.5 billion in ESSER II, and \$12.4 billion in American Rescue Plan (ARP) funds (also referred to as ESSER III). Etoile received a portion of these funds to continue providing all students with a high-quality education. The following two charts provide a breakdown of how the ESSER II and ESSER III funds will be allocated.

ESSER II BUDGET

CONVERTIBLE	
Initiative	Amount
Summer School 2022	50,000
Subtotal	50,000
INNOVATION	
Initiative	Amount
Summer School 2021	50,000
Special Education Instruction	75,000
Marketing/Enrollment	50,000
Subtotal	175,000
GRAND TOTAL	225,000

ESSER III BUDGET

SUSTAINABILITY			
Initiative	Total	Round 1	Round 2
Academic & Administrative Supplies	50,000	50,000	0
Subtotal	50,000	50,000	0
CONVERTIBLE			
Initiative	Total	Round 1	Round 2
Student & Staff Technology	30,000	0	30,000
Academic Services	20,000	0	20,000
COVID Reserve	50,000	0	50,000
Subtotal	100,000	0	100,000
INNOVATION			
Initiative	Total	Round 1	Round 2
Recovery Incentive Program	30,000	30,000	0
Teaching Fellows for Accelerated Intervention	240,000	180,000	60,000
Literacy Specialist	80,000	80,000	0
Subtotal	350,000	290,000	60,000
GRAND TOTAL	500,000	340,000	160,000

General FAQs

- **What is the plan for the 2021-2022 school year?**

All students will begin the 2021-2022 school year on August 16 in person, on campus.

- **What if I don't feel comfortable sending my child to school? Can I keep them at home and use online learning with Etoile Academy?**

No. As directed by the State of Texas, all learning this year will take place on campus. There is not a long-term, home-learning option.

- **What do I do if my child becomes ill/sick or has been exposed to COVID-19 after school hours?**

If your child is experiencing COVID-19 symptoms or there has been a possible exposure, we encourage you to contact the main office at 713-306-0566 or imejia@etoileacademy.org to schedule your free COVID-19 test for the next school day. Do not just drop your child off at school. We ask that you stay with them until the test results are known (the test results are available in about 15 minutes). If at that time, your child is still negative and does not have a fever or exhibiting other symptoms, you can choose to keep them in school. If their symptoms persist, if they still have a fever, or if the test is positive, you will need to take your student home and follow the protocol given to you by the School Nurse.

- **What do I do if my child usually carools, uses the Etoile Academy buses, or uses public transit to go to and from school?**

You are fine to continue this practice. For any student utilizing an Etoile bus, they must wear a mask at all times. We also recommend that your student wear a mask at all times during their ride to and from school if they are carpooling or using public transit.

- **What measures is Etoile Academy taking to protect students and faculty members?**

As outlined in this guide, we are continuing to encourage social distancing, frequent handwashing, and daily sanitization on campus. We will also be closely monitoring activities where larger groups of students may gather together in the hallway, cafeteria, or other spaces. We know that the best way to prevent the spread of this virus is for staff to monitor their health every day and for parents to monitor the health of their students on a daily basis.

- **Are students and faculty required to wear masks and/or face coverings at school?**

As Harris County is currently under a mask mandate, we will follow the local mandate and ensure all students, visitors, and staff wear masks on campus.

- **What happens if Texas state or local government order requires the school to close?**

We will comply with all state and local government orders. If we are required to shut down, we will communicate our plans for any kind of remote instruction that would take place and our timeline for re-opening.

- **What happens if I don't feel safe sending my child to school because of COVID-19?**

We understand the challenging environment we are in, and we are sensitive to potential COVID-19 impact. However, to continue your enrollment at Etoile Academy, unless your child is notified by the school of a potential

exposure or tests positive for COVID-19, or is exhibiting other symptoms/feeling ill, we expect them to be on campus every day.

- **How often will the school be sanitized?**

We will follow the Centers for Disease Control and Prevention guidelines regarding the cleaning, sanitation, and disinfection of our facility. We have a cleaning service that completes this nightly. We will provide enough hand soap, paper towels, tissues, hand sanitizer and disinfectant to accommodate frequent cleaning of high-touch areas.

- **Will students be provided meals at school?**

Yes, students will still be provided with breakfast and lunch every day.

- **What happens if my child's teacher or a fellow classmate tests positive for COVID-19?**

In the event that a student or an on-campus employee is confirmed positive for COVID-19, we will notify anyone who has been in direct exposure with that individual (while preserving all required confidentiality procedures). Any member of the Etoile Academy community who is confirmed positive for COVID-19 will need to isolate at home for 10 calendar days and follow all other guidelines outlined in this document before returning to campus.

- **Whom do I call with questions or concerns?**

Please contact our front office with your questions and we will direct you to the appropriate contact to answer your question. You can reach our front office during normal business hours at 713-306-0566.

STAFF FAQs

Last year, I was given employer-paid leave for a COVID event. How is leave being handled this school year?

Employer-paid leave under the Coronavirus Response Act expired on December 31, 2020. Any time off taken for COVID, or any other illness will be paid through the employee's leave bank. If you do not have enough leave to cover your absence, your pay will be adjusted/docked, based on any earned leave and number of days you actually worked in the pay period.

What if I test positive for COVID and my symptoms persist past 10 days?

Please contact our Operations Manager for help with additional, medically necessary leave.

Can I be tested by my own doctor to verify my COVID status?

Yes, however, without documentation of that test (and results), Etoile Academy will rely on the COVID test administered by the Operations Manager or school nurse to guide employee recommendations for isolation and/or returning to work.

If I test negative for COVID but do not immediately return to work, as indicated by the policy, is there a consequence?

If you do not return to work as required, your absence will be subject to the attendance policy found in the employee handbook.

Is it okay to notify students or other staff about suspected or confirmed cases of COVID?

No, Etoile Academy has a communication protocol for notifying staff, families, and the community of any on-campus threat of COVID.

Is wearing a mask mandatory at Etoile Academy?

As Harris County has issued a mask mandate for public schools, staff are required to wear masks on campus.

Are employees required to be vaccinated against COVID?

Vaccination is a matter of personal choice, though Etoile Academy strongly encourages employees to be vaccinated for your own health and safety, to mitigate the spread of the disease on campus, and to give our best effort to minimize instructional interruption, as a result of staff illness.

2021-2022 District and Campus Improvement Plan

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> <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.</p> <p>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.</p>	

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).
 - 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.

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 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.

Strategy 3: High-quality professional development is provided to all classroom teachers, particularly around literacy support for students.

Network Support: Chief Academic Officer, Literacy Specialist
School-Based Lead: Principal in Residence, Director of Curriculum and Instruction

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.

<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.
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Academics

Deliberate Build	Math Fluency and Problem Solving Skills
Priority Owner	Desiree Martinez (with support from Rachel Moore)

Our Scholars Deserve

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).

Commander's Intent

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.

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 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%
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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)
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Priority Owner	Natalia Ramirez (with help from Superintendent)
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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.
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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.

<p>Key Leader Actions</p> <ol style="list-style-type: none"> 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. 	<p>Critical Milestones</p> <ul style="list-style-type: none"> ● 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.
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