



**Etoile Academy Charter School
Campus Improvement Plan
Address:6648 Hornwood Dr.
Date Approved: 06/16/2022**

CIP Team Members

NAME	ROLE
Kayleigh Colombero	Superintendent (School Leadership)
Cristina Urena	Chief Academic Officer (School Leadership)
Brittany Jean-Louis	Chief of Strategy (School Leadership)
Rachel Moore	Principal
Morgan Stanich	Assistant Principal
Natalia Ramirez	Operations Manager
Ty Malone	Data Fellow (Paraprofessional)
Emmanuel Enriquez	Board Member (Community Member)
James Helpenstill	Teacher/SPED
Brenda Ward	SPED Coordinator (Administrative)
Nancy Leon	PEIMS Coordinator/EB Coordinator (Paraprofessional)
Sandra Fernandez	Parent
Yasmin Medina	Parent
Lyn Koeuth	Compliance Coordinator (Administrative)
Kristen Ray	Teacher
Ryan Dolibois	Executive Director of Yellowstone Academy(Community Member)

Parent and Family Engagement Committee

Name	Role
Kayleigh Colombero	Superintendent
Cristina Urena	Chief Academic Officer
Rachel Moore	Principal
Kristen Ray	Teacher (Middle School)
Stormy Davis	Teacher (Elementary School)
Sandra Fernandez	Parent
Yasmin Medina	Parent
Nikcole Sterling	Parent
Carlos Acosta Galarza	Parent
Vilian Castillo	Parent
Ezatullah Raees	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 intend to strengthen academic programs and improve school conditions for student learning

Strategic Priorities

Etoile Academy Charter School

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 340 students in grades 5-8 for the 2021-2022 school year. Last year, 338 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 20% African-American, 2% Anglo, 4% Asian, 73% Hispanic, 49% male, and 51% female with the 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 23.5%, with a drop-out rate of 0%. The average daily attendance rate for students is 95%. 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 the 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 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 236 English Language Learner students (69%), 4 students identified for 504 services (3%), 44 students in the RtI process (3 Tier III students) (17%), and 25 students served through special education services (11%)

Comprehensive Needs Assessment Process

Etoile Academy's needs assessment process is described below. The school support team evaluated the 2021-22 data. We reviewed the following data:

STAAR
Attendance
Discipline
TELPAS
Staff Quality
Homeless Students
Economically Disadvantaged
ELs
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 March 28, 2022, and again on June 16th to develop the CNA. The first meeting was held in the Science Room and via Zoom at 1:00 p.m. on

March 28, 2022, and the second meeting was held on June 16, 2022 via Zoom at 1pm. We plan to meet again on September 15, 2022, December 15, 2022, March 2, 2023, and June 1, 2023.

At the first meeting on March 28th, the school support team reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on June 16th, 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 ELLs as well as FRL.</p> <p>Problems: Lower population of middle eastern and Asian students compared to the community (though an increase since the previous year), decrease in the African-American student population.</p>
<p>Student Achievement:</p> <p>See STAAR Scores Summary/Academic Data Dashboard (Y3), NWEA Map Data dashboard</p>	<p>Strengths: Student progress/growth (spring to spring during COVID-19), relative comparison to other FRL schools, comparison to the neighboring district average (in math Etoile outperforms the neighboring district).</p> <p>Problems: 5th grade approaches rate is 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).</p>

<p>Family and Community Involvement:</p> <p>85% satisfaction on the survey, 85% attendance at conferences</p>	<p>Strengths: High participation in home visits, family orientation attendance, and conferences.</p> <p>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. 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 to our Improvement plan, and our Parent and Family Engagement policy.</p>
<p>Curriculum, Instruction, and Assessment:</p> <p>(55% passing math STAAR, 65% passing ELA STAAR, 59% passing Science). The average reading level at Etoile last year (for 5th and 6th-grade students) was a 3rd-grade level. The average reading level for 7th-grade students is 5th-grade level. The average reading level for special education students is a 2nd-grade level.</p>	<p>Strengths: Rigorous and TEKS aligned math, science, and ELA</p> <p>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.</p>
<p>Staff Quality, Recruitment and Retention:</p> <p>85% 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</p>

	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.
School Context and Organization:	Strengths: Struggling students are pulled out of class when needed for small group instruction, including RtI, SPED, and Title 1 courses. Small group instruction also occurs in class time. We also use the POSSIP platform to receive weekly feedback from parents about our school academics, climate, and culture.
	Problems: Because our school is growing, we are hiring for many positions. Math, science, and certified bilingual teachers have been hard to find.
Technology:	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.
	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).

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 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.
 - 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).
- 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 at least four paraprofessionals for the first time to add additional support for students with 504s and IEPs.
 - c) 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.

Family and Community Engagement

- 4) There is an identified problem in that our students, 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.
 - a) 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
 - b) There is an identified problem in that our virtual family orientation, virtual conferences, and turnover in operations team members lead to a lack of clarity for parents around Etoile Academy's expectations for students and parents.
 - c) 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.

School Culture and Climate

- 5) There is an identified problem in that our Emergent Bilingual students are still slightly over-represented in referrals.
 - a) The first strategy we will implement behavioral techniques such as SAMA to decrease the number of referrals by 10 percent

CIP and PFE Information

The campus improvement plan was initially created on June 16, 2022.

It will be reviewed during the 2022 – 2023 school year on the following dates:

September 15, 2022, December 15, 2022, March 2, 2023, and June 1, 2023.

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 August 10th at 10:30 a.m. and on August 11th at 12:15 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 2022-2023

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 5% greater on the STAAR in each performance category in 5th - 8th grade ELA

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

Objective 3: With our new K-1 grade we intend to have 15% growth between the 1st and 4 quarter.

Family and Community Engagement

Goal 2: Etoile Academy will provide a learning community that is inclusive of parents to strengthen the home-school connection.

Objective 1: To Increase the family engagement by 15%, Etoile will host several in-person events and offer opportunities for parents to volunteer throughout the year to build trust and cultivate a relationship between school and family relationships

School Culture and Climate

Goal 3: Etoile Academy will create a high achievement and psychologically safe culture that fosters engagement, innovation, and growth. will provide a consistent classroom environment that has clear expectations for both adults and students that support a self-managing classroom.

Objective 1: Introduce new behavioral methods for our EB population to decrease the number of EB being referred

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 5% 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.	Chief Academic Officer and SPED coordinator	August 2022-June 2023 (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	Chief Academic Officer and Principal	August 2022-June 2023 (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, Chief Academic Officer and Principal	August 2022-June 2023 (Quarterly)	Local	STAAR, TELPAS, and MAP Growth and achievement projections Campus created interim assessments	PD for the teachers

				Semester exam grades Student surveys	
For our students with disabilities we will hire at least two paraprofessionals for the first time to add additional support for students with 504s and IEPs.	Superintendent and SPED Coordinator	By the End of Quarter 1	Title 1 and ESSER	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	personnel
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	Afterschool Project Manager and the Principal	(Afterschool: Monday-Thursday)	TCLAS	STAAR HB4545	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 5% 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 Academic Officer and SPED coordinator	August 2022-June 2023 (Daily)	Title 1 State CompED	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	PD for the teachers Binders for intervenist to track progression
ALL STUDENTS will create academic math goal and track their needs with the help from their teachers	Chief Academic Officer and Principal	August 2022-June 2023 (Quarterly)	Title 1 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
For our students with disabilities we will hire at least two paraprofessionals for the first time to add additional support for students with 504s and IEPs.	Superintendent and SPED Coordinator	By the End of Quarter 1	Title 1 ESSER	Special programs evaluations STAAR, TELPAS, and MAP Growth and achievement projections aggregated by special populations	personnel

<p>Our well-rounded Afterschool programs will give students hands-on experience with academic/enrichment projects while working alongside skilled professionals who will help academic growth, and skills development and expose students to rewarding opportunities</p>	<p>Afterschool Project Manager and the Principal</p>	<p>August 2022- June 2023 (Afterschool: Monday-Thursday)</p>	<p>TCLAS</p>	<p>STAAR HB4545</p>	<p>Contracts with outside vendors (tutoring and enrichment services)</p> <p>Commitments for teachers wanting to help with the Afterschool Program</p> <p>PD for Teachers</p> <p>Supplies</p>
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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: With our new K-1 grade we intend to have 15% growth between the 1st and 4 quarter.

Activity/Strategy	Personal Responsible	Timeline	Funding Source	Data Source	Resource
<p>Ensure that the reading TEKS and guidelines are being met with 100% fidelity with opening first year</p>	<p>Chief Academic Officer and Principal</p>	<p>August 2022-June2023 (Daily)</p>	<p>Local</p>	<p>lesson plans, walk-through documentation, minutes of team meetings</p>	<p>Teacher's Reading Academy</p>

Ensure teachers use supplies and materials for continued implementation of scientifically based reading and instruction	Chief Academic Officer and Principal	August 2022-June2023 (Daily)	Title 1 and Local	MAP Growth and achievement projections Campus created interim assessments Semester exam grades Parent surveys	supplies and materials
Conduct reading assessments for students in grades K-1 to identify areas of need for struggling readers	Superintendent and SPED Coordinator	August 2022-June2023 (Weekly)	Title 1 and Local	MAP Growth and achievement projections Campus created interim assessments	
Ensure sustained silent reading and/or read-aloud time for all students on a daily basis	Chief Academic Officer and Principal	August 2022-June2023 (Daily)	Local	Walk-through documentation, Master Schedule	classroom book sets
Implement a goal based program in grades K-1 to encourage independent reading	Chief Academic Officer and Principal	August 2022-June2023 (Daily)	Local	Reading Logs	

Family and Community Involvement

Goal 2: Etoile Academy will provide a learning community that is inclusive of parents to strengthen the home-school connection.

Objective 1: To Increase the family engagement by 15%, Etoile will host several in-person events and offer opportunities for parents to volunteer throughout the year to build trust and cultivate a relationship between school and family relationships

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Provide opportunities for parent engagement, such as Family Literacy Series, parent advisory council, campus representative council, including hospitality items for events.	Superintendent, Chief Academic Officer, and Principal	August 2022- June2023 (Monthly on the Second Tuesday of the Month)	Title 1 Local	POSSIP weekly feedback survey texted to families Family involvement in reading activities, community attendance at campus event	Supplies, materials and hospitality
Parent Workshops to further advance EB students growth with english	Superintendent, Chief Academic Officer, and Principal	August 2022- June2023 (Monthly on the Second Tuesday of the Month)	Title 1 Tittle III	Demographics TELPAS	Supplies, materials and hospitality
Coffee with Principal to build a bond/relationship with parents	Principal	August 2022- June2023 (Weekly on Fridays, 8 - 9am)	Local	POSSIP weekly feedback survey texted to families Biannual family surveys	Supplies, materials and hospitality
In-person parent/teacher conferences to discuss the regression or growth of students academic goals	Superintendent, Chief Academic Officer, and Principal	Octobr 2022-April 2023 (Oct. 20, 2022, Jan. 26, 2023, April 20, 2023,)	Title 1 Local	POSSIP weekly feedback survey texted to families Biannual family surveys Report Cards	Supplies, materials and hospitality

Encourage parents to volunteer by providing a list of ways that they can help	Superintendent, Chief Academic Officer, and Principal	August 2022 - June 2023 (Monthly)	Local	Family in-person turnout low due to COVID	hospitality
Collaborate with PTO in hosting family learning nights including reading/math nights	Superintendent, Chief Academic Officer, and Principal	August 2022- June2023 (Monthly on the Second Tuesday of the Month)	Title I Local	POSSIP weekly feedback survey texted to families	Supplies, materials and hospitality
Provide student and family attendance incentives such as incentive wheel	Superintendent, Chief Academic Officer, and Principal	August 2022- June2023 (Monthly on the Second Tuesday of the Month)	Local	POSSIP weekly feedback survey texted to families	Supplies, materials and hospitality
Increase parent communication about absences and the importance of coming to school.	Superintendent, Chief Academic Officer, and Principal	August 2022- June2023 (Monthly on the Second Tuesday of the Month)	Local	POSSIP weekly feedback survey texted to familie	Supplies, materials and hospitality

School Culture and Climate

Goal 3: Etoile Academy will create a high achievement and psychologically safe culture that fosters engagement, innovation, and growth. will provide a consistent classroom environment that has clear expectations for both adults and students that support a self-managing classroom.

Objective 2: Introduce new behavioral methods for our EB population to decrease the number of EB being referred

Activity/Strategy	Person Responsible	Timeline	Funding Source	Data Source	Resources
Provide training to staff on campus wide management plan to ensure new behavioral techniques for Referred Students	Superintendent, Chief Academic Officer, SPED Coordinator, and Principal	August 2022- June2023 (Biannually)	Title 1 Local	Student and staff surveys Student referral and suspension data PEMIS reports	SAMA training our teachers (verbal and non verbal cues)
Include Emergent Bilingual afterschool activities as an incentive to create a positive yet Well-Rounded enviroment	Superintendent, Chief Academic Officer, Emergent Bilingual Coordinator, and Principal	August 2022- June2023 (Afterschool: Monday-Thursday)	TCLAS	Student and staff surveys Student referral and suspension data PEMIS reports	Contracts with outside vendors (tutoring and enrichment services) Commitments for teachers wanting to help with the Afterschool Program PD for Teachers Supplies
EB students can check out Bilingual Flip books and family game night backpacks help with behavior as well as academic growth	Superintendent, Chief Academic Officer, Emergent Bilingual Coordinator, and Principal	August 2022- June2023 (Afterschool: Monday-Thursday)	Title III	Student and staff surveys Student referral and suspension data PEMIS reports	Supplies and Materials
Increase meetings of Emergent Bilingual students meetings with social	Bilingual Coordinator, School Social worker, and Principal	August 2022- June2023 (Monday-Friday) (Daily)	Title I Local	Student and staff surveys	Dean's list Supplies

workers to decrease referrals and build confidence				Student referral and suspension data	Materials
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