

SY24 Campus Improvement Plan

REG - School

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Vision, Mission, and Core Values

KIPP Texas Vision, Mission, and Core Values	
<p>At KIPP Texas Public Schools, we believe:</p> <p>We believe in the creation of inspired lives produced by desire, discipline and dedication. We are not frightened by the challenges of reality but believe that we can change our world and our place within it. We work, plan, create and dream. Our talent, character, and integrity will be the tools we need to build a better tomorrow. We believe that we can take this place, this time and the people here to empower our communities, create a more equitable world and insist on a more just society.</p> <p>As a Team and a Family, we will either find a way or make one.</p>	<p>Mission Statement:</p> <p>Together with our families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and build a more just world.</p> <p>Core Values:</p> <ul style="list-style-type: none">● Champion Equity● Chase Excellence● Persist with Purpose● Bring Joy● Rise Together

Campus Mission and Core Values	
<p>Mission Statement:</p>	<p>Core Values:</p> <ul style="list-style-type: none">●

23.24 Organizational Goals

	Goal	Target
Academic Success: Are our students positioned to achieve academically?	Accountability Rating	__% of KIPP Texas Schools Achieve an A or B Rating <i>SY22: 75%</i>
	Reading	__% of K-2 Reading Grade Level as measured on DIBELS
		__% Students Achieving Meets or Masters on ELA STAAR <i>SY22: 45% SY21: 30%</i>
	Math	__% Students Achieving Meets or Masters on Math STAAR <i>SY22: 29% SY21: 20%</i>
	AP	__% of total scores 3+* <i>SY23 Target: 26%, SY22: 9%</i>
ACT	__% of Students scoring 21+	
Enrollment and Attendance: Are our students staying with us?	ADA	94% Average Daily Attendance <i>SY23: 93.73%</i>
	Enrollment	100% BOY Enrollment by Day 10
Employee Engagement: Are we building a sustainable people model?	Retention	80% of Staff Retained

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23.24 KTX Priorities

Priority	Target
<p>College Readiness</p>	<ul style="list-style-type: none"> ● PS: XX% of kindergarteners will obtain a composite reading score of <i>At or Above Grade Level</i> on the End of Year DIBELS assessment ● MS: XX% of 8th grade students will obtain a performance level of <i>Meets Grade Level or Masters Grade Level</i> on the STAAR Algebra I EOC ● HS: XX% of 11th grade students will obtain a score of 22 or above on the Math ACT to demonstrate college readiness in Math
<p>Keeping our KIPPsters</p>	<ul style="list-style-type: none"> ● Annual attrition is less than 10% ● SY24 attrition decreases by at least 4%
<p>Growing Talent</p>	<ul style="list-style-type: none"> ● 80% of targeted employee groups agree to key Q12 questions ● Increased % in staff retained from targeted employee groups ● Increased % of school and departmental goals met

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Priority 1: College Readiness						
Annual Goal	75% of KIPPsters score Meets+ on Algebra I EOC. (90/75/40)					
Goals by Arc	Strong Start 8/14-9/12	On Par 9/13-10/27	Rigor in Response 10/30-12/21	Focused Feedback 1/9-3/8	Fine Tuning 3/18-4/30	Finish Well 5/1-5/24
	Strong onboarding of new Algebra teacher and Math Interventionist supporting at 75%. Begin instruction with Math Processing Standards.	GVLC is on pace and seeing 90/60/30 on WFAs. Interventionist supporting lower performing kids. 75% of students are successfully using Math Problem-Solving CFS	Teacher on Mat Leave - Interventionist takes over planning and teaching. GVLC is on pace and seeing IA1 targets met. 80% of students used scratch paper strategy on IA1.	90% of students used scratch paper strategy on IA2. In class 80% of observations, we see evidence of CFS 1-5	In 90% of observations, we see evidence of CFS 1-5.	80%+ of students meet Fall-Spring Typical Growth on MAP.
Current State	Our EOC scores this year were 87/47/23. We had a skilled Algebra teacher in the class this year who is transferring to another KIPP school closer to home.					
Root Causes	These Algebra scores were impressive for us last year compared to SY 21-22. Students struggled with some Algebraic reasoning standards that carried over from 7th grade that they had not mastered.					
Key Strategies	<ol style="list-style-type: none"> Students use standardized scratch paper method for showing work on all STAAR-like problems. Students use math problem-solving CFS steps A/I support for students who scored less than 50% on 7th Math STAAR raw score 					
Budgetary Support	Budgetary Reflection					
	None!					

Priority 1: College Readiness - Strategic Plan					
Key Actions	Description (criteria for success)	Owner	Relevant Metrics	Funding Allocation	Timeline/Cadence
Stakeholder group: Families					

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Train families on what student work should look like	<ol style="list-style-type: none"> In person training at Open House Follow up with virtual communications for those who didn't attend 	Britton		n/a	Open House
Support student attendance at school	<ol style="list-style-type: none"> Run our school attendance communications with families Meet with chronically absent students and families 	Ayala		n/a	Daily
Check Skyward regularly to progress monitor	<ol style="list-style-type: none"> Families receive support (virtual, phone, and in-person) to log into Skyward 	Jimenez	90% of families have logged in to Skyward by Open House	n/a	Open House
Stakeholder group: Little KIPPsters (Consider NTK students, ULP students, EB students, SWIEPs, Racial/Ethnic demographic groups, Chronically Absent etc.)					
Practice scratch paper consistently	<p>CFS:</p> <ol style="list-style-type: none"> 6 problems per page Read-Draw-Write Justify answer Box final 	Ruffin	<ol style="list-style-type: none"> Exit tickets Mid-Modules EOMs 	n/a	Daily
Practice problem-solving CFS consistently	<p>CFS:</p> <ol style="list-style-type: none"> 1. Students engage in a first read of the problem to identify the "story". 2. Students engage in a second read of the problem and annotate for givens, relationships between givens and goals in the problem. 3. Teacher monitors annotations for CFS. 4. Teacher asks questions that require students to make meaning of the problems. 5. Students engage in discourse about the problems to make meaning of them and determine how they will solve the problem. 	Ruffin	<ol style="list-style-type: none"> Exit tickets Mid-modules EOMs 	n/a	Daily
Stakeholder group: Big KIPPsters (leaders, teachers, etc.)					

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Teach scratch paper method and problem solving CFS	1. Internalize and use KAMS scratch paper lesson from 22-23	Britton/Ruffin	Lesson takes place by end of week 1	n/a	Week 1 :) and daily feedback ongoing
Strategic Monitoring	1. Include laps in Lesson Plans, specify look-fors 2. Scaffold rigor of look-fors as students master the skills more	Ruffin	100% of Alg. LPs include StratMo plan with laps See evidence in 80% of walk-throughs	n/a	2x /week
A/I Planning and execution for Tiered groups of students	1. Pull students for small-group support in A/I that are NY on scratch paper and problem-solving CFS	Green	***	n/a	Thursdays and Fridays each week

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Priority 2: Keeping our KIPPsters						
Annual Goal	Annual attrition is less than 10% KAMS attrition at 7.5% or less.					
Goals by Arc	Strong Start 8/14-9/12	On Par 9/13-10/27	Rigor in Response 10/30-12/21	Focused Feedback 1/9-3/8	Fine Tuning 3/18-4/30	Finish Well 5/1-5/24
	80% of parents attend Meet the teacher on 8/1.	30% of parents will attend Capstone Day on 10/27	40% of parents will attend Capstone Day on 12/20	50% of parents will attend Capstone day on 3/8	80% of parents who started the sessions with the social worker will attend each one for the year.	60% of parents will attend Capstone day on 5/24
Current State	SY 22-23 attrition was 8.6%, so we are in a space where we are already exceeding this goal. We'd like to drop this down to 7.5% for SY 23-24.					
Root Causes	We are proud of keeping our KIPPsters at such a strong rate, but we know we can do better. We lose hardly any students throughout the school year (SY 22-23 was 6 students), but we do lose more over the summer due to moving schools. Family engagement is a big area to increase for us, so that's where we'll focus our efforts in our strategies.					
Key Strategies	<ol style="list-style-type: none"> 1. Increase family engagement with invitations to quarterly Capstone events. 2. Host quarterly Coffee with the Principal events to meet with families and get feedback on their school experience. 3. Scope and Sequence of learning opportunities with our school Social Workers 					
Budgetary Support	Budgetary Reflection					
	1. Coffee and donuts 4x per year (about \$800 total)					

Priority 2: Keeping Our KIPPsters - Strategic Plan					
Key Actions	Description (criteria for success)	Owner	Relevant Metrics	Funding Allocation	Timeline/Cadence
Stakeholder group: Families					
Check Weekly Notes + Calendar	1. 100% of families receive weekly notes and calendar through email and text message	Jimenez	End of Q1 - 50%+ are reading notes End of Q2 - 65%+ End of Q3 - 75%+	n/a	Monitor weekly towards quarterly engagement targets

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			End of Q4 - 85%+		
Stakeholder group: Little KIPPsters (Consider NTK students, ULP students, EB students, SwIEPs, Racial/Ethnic demographic groups, Chronically Absent etc.)					
Encourage family to come to events	<ol style="list-style-type: none"> Students receive family engagement calendar in Monday team meetings Students encourage parents to come to upcoming events 	Resendiz	On track with Arc Goals for parent attendance at events	n/a	Weekly on Mondays
Stakeholder group: Big KIPPsters (leaders, teachers, etc.)					
Family Engagement Calendar	<ol style="list-style-type: none"> Work with Student Achievement Chairs to complete calendar Share with Jimenez to be included in Weekly Notes 	Resendiz	Q1 Calendar complete and sent by 8/14	n/a	Update Quarterly and send
Weekly Notes with invitations to events	<ol style="list-style-type: none"> Continue system from 22-23 Notes have clarity on school happenings and invitations to events for families 	Jimenez	7 out of 9 weeks per quarter get the notes out to families	n/a	Weekly
High-level Panorama survey analysis + Response	<ol style="list-style-type: none"> Review Panorama survey responses from students after first administration Look for trends in data of student happiness and dissatisfaction Work with Student Leaders to brainstorm and make a plan 	Moorman + Resendiz	***	n/a	Use Fall scores to respond to data January-April

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Priority 3: Growing Talent						
Annual Goal	Retain 80% of High Performing+ teachers. 80% or more teachers agree to Q12 question: In the last 7 days, I have received recognition for doing good work.					
Goals by Arc	Strong Start 8/14-9/12	On Par 9/13-10/27	Rigor in Response 10/30-12/21	Focused Feedback 1/9-3/8	Fine Tuning 3/18-4/30	Finish Well 5/1-5/24
	Meet or exceed our weekly metrics in each of the 3 key strategies	90% of teachers will have received a minimum of 2 slack appreciations and received affirmations in their weekly check-in.	60% or higher agree on Q12 question. 80% HP+ teachers select YES on ITR survey. Host "Meet with Moorman" individual sessions for 100% of teachers.	Use Arc 3 Data to adjust as necessary Hold 2 feedback sessions for teachers on Q12 question.	Pre-Finish Well: Hold 100% of irreplaceable conversations.	Retain 80% of HP+ teachers. 80% or more agree to Q12 question.
Current State	In SY 22-23, we had 8 high performing or above teachers on TCP. 6 out of 8 are returning, which is 75%. The EOY survey showed 41% of staff agreeing to the question: In the last 7 days, I have received recognition for doing good work.					
Root Causes	Retaining High Performing+ teachers and having staff agree that they're feeling praised for their good work are under the same umbrella within staff culture. We want our teachers to feel like they are doing a good job, that they can grow with us, and that we appreciate them for what they bring to our school community. While we were close to the goal of keeping our best teachers, we are just shy of it. They both moved out of state to be closer to family. In terms of recognizing good work for teachers, our leaders definitely SEE the excellence. What do we NOT do as well? SAY it out loud. There really is so much to praise at our school, so we are committing to making a clear effort to make those things known to each person who contributes.					
Key Strategies	<ol style="list-style-type: none"> Starting the weekly O3 with clearly phrased praise. Instead of "Here are the glows," we will plan an authentic moment to appreciate/praise the teacher using that specific language so they know they are being praised. Big Dog of the Week: We are going to shine a light on one teacher per week for their great work at our school. This will go in the school-wide broadcast to students, have a large big dog plush that lives in that teacher's room for the week, and showcase this to parents in their newsletter as well. Slack appreciations channel: SL and APs will write 5 appreciations in slack per week. This will yield 20 appreciations per week, which is half of the staff. 					
Budgetary Support	Budgetary Reflection					
	We just need to buy the Big Dog plush - it's \$40. :)					

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Priority 3: Growing Talent - Strategic Plan					
Key Actions	Description (criteria for success)	Owner	Relevant Metrics	Funding Allocation	Timeline/Cadence
Stakeholder group: Big KIPPsters (leaders)					
Big Dog of the Week System	<ol style="list-style-type: none"> One shared leader names Big Dog of the Week in Staff PD and why that person won Prized big dog plush lives with that teacher in the classroom for the week Students hear the teacher announcement in their school-wide meeting on Thursday morning and celebrate their teacher 	Britton	1 teacher named weekly on Wednesdays – start and finish strong and never miss a week!	\$40	Weekly
Appreciations in slack	<ol style="list-style-type: none"> Each shared leader commits to writing 5 teacher/staff appreciations in slack each week These should be spread out throughout the week and give clear and specific positive feedback in the public slack space 	Moorman	20 appreciations from shared leaders in slack each week	n/a	Weekly
Affirmations in O3s	<ol style="list-style-type: none"> In each weekly O3, the leader has a planned affirmation to share with the teacher. “I want to praise you for.....the impact on our school/kids is.....” “I want to start by recognizing you for.....this makes such a difference for our kids by....” 	Moorman	100% of O3 agendas have this as the first item	n/a	Weekly
Stakeholder group: Big KIPPsters (staff, teachers, tutors, etc.)					
Complete TNTP and Two-Step surveys at each administration	<ol style="list-style-type: none"> Reminder in slack the day the surveys come out Provide time in dept meeting or PD to complete surveys 	Moorman/Jimenez	95%+ completion rate on surveys	n/a	Annual survey cadence
Engage in Meet with Moorman	<ol style="list-style-type: none"> Schedule the time in shared spreadsheet Include book choice link 	Moorman	100% of teachers are signed up within a week	Books for staff: Budgeted for in staff	Arc 3

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			of launching	appreciation - \$600	

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Title I Components

SY24 Campus Improvement Plan Information	
SY23 Accountability Rating	<i>Fill this in once Final Accountability Ratings are released in September</i>
CIP and Title I Program Availability	CIP was available to staff on campus and housed on our district Google Drive. The CIP will be posted on the KIPP Texas website and a printed copy will be made available in the front office
CIP Committee Meeting	Date/Time: Location:
Meeting to Share CIP w/ Parents/Families	Date/Time: Location:
Comprehensive Needs Assessment	The Needs Assessment is contained in each school's SY23 EOY Reflection on annual goals
Instruction by HQ Teachers	KIPP Texas, through its recruiting and HR department, continues to push toward 100% of teachers being highly qualified
High Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Campus-based professional development • Periodic staff development days provide targeted learning for teachers and leaders across the region • Equity and data days and regional professional development days allow for development of teachers' skills in using data to drive instruction
Attracting HQ Teachers to High-Needs Schools	<ul style="list-style-type: none"> • All KIPP Texas campus are considered high-needs • All recruitment is targeted at attracting highly qualified teachers
Parent Involvement	<ul style="list-style-type: none"> • Schools hold multiple events for parents; see Parent Family Engagement Plan
Transitions from PK, Primary, Middle, and High School to Next Level	<ul style="list-style-type: none"> • Schools have students visit with their feeder campuses and work to support smooth transitions • KIPP Forward works with students throughout high school and during freshman year of college to support stronger outcomes
Including Teachers in Decisions about Academic Assessments	<ul style="list-style-type: none"> • Academic Progress Monitoring, Weekly Data Meetings, Equity and Data Days, O3 Meetings, and Content Team Meetings each provide a forum for teacher collaboration on academic assessments
Effective and Timely Assistance	<ul style="list-style-type: none"> • All schools have organized, scheduled interventions for students who experience academic difficulties, and several data systems to assist with early identification of struggling students
Coordination and Integration of Federal, State, Local Services	<ul style="list-style-type: none"> • Services and programs used are referred to in the Needs Assessment above

SY24 Campus Improvement Committee Roster	
Role	Name
Campus Based Non-Teaching Professional	
Campus Based Auxiliary/Para	
District Personnel (SLM)	
Teacher 1	
Teacher 2	
Teacher 3	
Teacher 4	
Parent 1	
Parent 2	
Parent 3	
Parent 4	

Title I Digital Binder Submission Schedule

SY24 Title I Digital Binder Information		
Component	Documentation Requirements	Submission Timeline
SY24 Title I Digital Binder	Google Drive Link SY24 Title I Documentation Guidance	Upload by May 31, 2024
SY23 Title I Digital Binder	Google Drive Link	(for reference)
Parent-Family Engagement	SY24 Parent Family Engagement Policy (template)	Upload by October 31, 2023
	SY24 Commitment to Excellence Form or SY24 Parent-School Compact (template)	
Comprehensive Needs Assessment	SY23 EOY Reflection	Upload by June 30, 2023
Campus Improvement Plan	SY24 Campus Improvement Plan (this document)	Upload by September 30, 2023 (including Title I Components)
Professional Development	SY24 Campus Professional Development Schedule or 3x PD agendas, with corresponding sign-in sheets	Upload by December 22, 2023
Facilitate Effective Transitions for Students	Evidence of helping students transition to/from your campus. Examples: PS: PD for Pre-K and/or Kinder teachers, Open House or Meet the Teacher event MS: Visits for NTK students and 5th graders, or 8th grade visits to high schools HS: AB/IB course schedule K-12: Any of the above examples will satisfy this requirement	Upload by May 31, 2024

Appendices

Appendix A: Key Links

- [SY24 Strategic / Campus Improvement Plan Guidance](#)
- **KTX Reference Links**
 - [SY24 Arc of the Year](#)
 - [SY24 Assessment Strategy](#)
 - [SY23 Strategic Plans](#)
 - SY23 EOY Reflections
 - [AUS](#)
 - [DFW](#)
 - [HOU](#)
 - [SAN](#)
- [KAT Dashboards](#)
- **Title I Documentation Links**
 - [SY24 Title I Guidance](#)
 - [SY24 Title I Digital Binders](#)
 - [SY23 Title I Guidance](#)
 - [SY23 Title I Digital Binders](#)