



**ESSENCE**  
PREPARATORY  
PUBLIC SCHOOL

**Essence Preparatory Public School**  
**Campus Improvement Plan**  
**4535 Lord Rd, San Antonio, TX 78220**

**Date Approved: August 16, 2023**

## CNA/CIP Team Members

### NAME

Akeem Brown  
Jae Ricks  
Ikeida Manning  
Kizzie Thomas  
Trishawn Clarke-Taylor  
Pam Friesenhahn  
Kim Anderson  
Selena Mitchell  
Gracie Word  
Shana Dunn-Sims  
Ana Sandoval  
Terry Hubbard

### ROLE

Superintendent  
Principal & CLO  
Director of Finance & HR  
Dean of Empowerment & Culture  
Director of Programs  
SpEd Coordinator  
Teacher  
Teacher  
Teacher  
Parent  
Parent  
Community Member

## Mission

### Developing leading agents of change

Essence Preparatory Public School, through rigorous academics, intentional character development, and cultivating student knowledge of self, prepares all kindergarten through eighth grade students for high school, college, and beyond as leading agents of change in their communities.

### Strategic Priorities

Commented [NG1]: Add in strategic priorities or delete

## **Essence Preparatory Public School Comprehensive Needs Assessment**

### **School Profile**

Essence Preparatory Public School is an open-enrollment charter school in San Antonio, Texas. Essence opened its doors in August, 2022 and served 103 students in grades K-5 during the 2022-2023 school year. The campus is an Elementary school.

### ***Comprehensive Needs Assessment Process***

Essence Preparatory Public School needs assessment process is described below. The CNA/CIP team evaluated the 2022-23 data. We reviewed the following data:

- STAAR (gr 3<sup>rd</sup>-5<sup>th</sup>)
- mClass BOY & EOY Data (K-2<sup>nd</sup>)
- Attendance
- Staff Quality
- Homeless Students
- Economically Disadvantaged
- EB Students
- Parent Participation
- Family Events
- Special Student Populations – 504, Special Education, GT
- Staff Development
- Surveys and Interviews of Students/Staff/Parents
- Teacher Turnover Rates
- Master Schedule
- Org Chart
- Technology Inventory
- Technology usage reports

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CNA/CIP Team met on August 7, 2023, from 8:30am-11:30am, and again on August 7, 2023 from 12:30pm-4:00pm to develop the CNA. The CNA and CIP meetings were held in the campus MPR on both dates. The Instructional Leadership Team plans to meet again on November 15, 2023, February 6, 2024, May 14, 2024, and July 16, 2024, to review and revise the CIP as needed.

At the first meeting on August 7, 2023, the Charter School Success (CSS) facilitators began the meeting with introductions. An icebreaker was conducted to help with relationship building. Then, the CSS facilitators shared with the group the team expectations. Several handouts were provided to attendees who lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. In advance of the August 7<sup>th</sup> meeting, the (CSS) facilitators provided the Superintendent and CFO/HR with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2022 -2023 school year. During the first meeting of the CNA team meeting the CSS facilitators offered a basic overview of the CNA process and its purpose in developing an effective Campus Improvement Plan (CIP). Once the data sources were identified, the CSS Facilitators, along with the campus principal and superintendent, lead the discussion as the committee looked at specific data points to identify strengths and problems from 2022-2023 school year. The CSS facilitators thanked everyone for their participation and reminded everyone of the second CNA meeting on August 7, 2023 at 12:30.

At the second meeting on August 7<sup>th</sup>, the CNA/CIP Team reviewed the identified strengths and problems in each of the 8 areas reviewed. The team acknowledged the strengths from 2022-2023, but focused most of the meeting on the problems that were identified from the data. The CSS facilitators assisted as the campus team labeled the priority problems to be addressed in the 2023-2024 CIP. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The CNA/CIP Team reviewed the data listed above to identify areas of strengths and problems.

<b>Demographics:</b>	<b>Strengths:</b> Teacher demographics are representative of student demographics, student/teacher ratio
	<b>Problems:</b> Increase of economically disadvantaged population, low attendance rate, lack of communication, SpEd population not reflective of students being served, low enrollment

<b>Student Achievement:</b>	<b>Strengths:</b> Literacy (across grade levels), 1 <sup>st</sup> /2 <sup>nd</sup> increased literacy mastery (BOY → EOY), 3 <sup>rd</sup> grade ELAR/Math STAAR scores -
	<b>Problems:</b> Math (across grade levels), 5 <sup>th</sup> grade science, PK/K mastery decreased (BOY → EOY), scholars are not on grade level (all content areas, all grades), 4 <sup>th</sup> grade math
<b>Family and Community Involvement:</b>	<b>Strengths:</b> Positive feedback from parents who participated in surveys, variety of events offered, different modalities of communication
	<b>Problems:</b> low parent participation on surveys, surveys show parents have issues w/ students feeling safe on the bus, lack of parent participation at school events, time of events hindered parent participation, lack of support for parent languages outside of English, lack of preplanning events and distributing plan to parents, lack of PFE master schedule
<b>Curriculum, Instruction, and Assessment:</b>	<b>Strengths:</b> Planning time (Friday) daily, HQIM for all contents, use of assessment tools, classroom routines, resources for intervention, CIAP PD, campus grade level data dig (3 <sup>rd</sup> -5 <sup>th</sup> )
	<b>Problems:</b> Not structured or regularly monitored (planning), use of materials, lack of training for HQIM, lack of specific data, no consistency on assessment tools across grade levels, lack of mentorship, small % of teachers doing centers, no independent study, utilization of resources not used for intervention, lack of implementation w/ fidelity (CIAP), dig deeper into K-2 data, big picture - planning, PD, data
<b>Staff Quality, Recruitment and Retention:</b>	<b>Strengths:</b> Increased teacher certifications, high number of experienced teachers, local recruitment success, PTO policy, minimal vacancies -
	<b>Problems:</b> Staff retention, hiring process, coaching & support, teacher mentor program, following procedures, accountability of teachers, recruiting from a small pool (ie: locally vs. nationally)
<b>School Culture and Climate:</b>	<b>Strengths:</b> Code of conduct (fair), 83% of teacher voices being heard, 100% felt like standards met performance, 92% proud to work at EPPS, 100% follow through on commitment, parent involvement
	<b>Problems:</b> Consistency from teacher/parent communication, lack of staff cohesiveness, aggressive behavior support
<b>School Organization:</b>	<b>Strengths:</b> Instructional leadership supports teachers, one central person to support students' needs outside of academics, SpEd Coordinator & Health Aid in 1 <sup>st</sup> year, intervention, SEL, Transportation

	<b>Problems:</b> Lack of clearly defined job description, chain of command, planning time (poorly defined), duty coverage, subject being taught
<b>Technology:</b>	<b>Strengths:</b> 3 <sup>rd</sup> -5 <sup>th</sup> 1:1 technology, 5 smartboards (1 / grade level), single sign on for teachers & scholars, access to various tech apps, all staff had access to technology, all leadership had access to cellphones
	<b>Problems:</b> K-2 <sup>nd</sup> not 1:1 technology, limited access to smartboards, lack of tech PD, low utilization of technology platforms/apps, technology overload, 50% teacher buy-in on tech usage

### Summary/Bridge of Identified Problems

- There is an identified problem with low student performance in the areas of math and reading in grades 3-5 and science in grade 5.
  - Root Causes include lack of teacher continuity, parents don't know how to support student academically, language barriers, lack of effective planning, no streamlined intervention plan, disruptive behavior, limited academic vocabulary, lack of engaging activities, student/staff burnout, no capacity/time for 1:1 tutoring
- There is an identified problem in the area of Curriculum Instruction and Assessment due to a lack of a systematic way to monitor the instructional program
  - Root Causes include lack of consistency around curriculum choices, resource overload (some resources state mandated), 1<sup>st</sup> year school – inexperience/other priorities
- The third identified problem is in the area of staff quality due to the lack of a teacher mentoring program.
  - Root Causes include no mentor program in place, only 25% of teachers are trained as mentors, lack of openness to mentoring

### Three Areas of Focus for Next Year:

Student Achievement – Reading, Math, and Science

Curriculum, Instruction and Assessment – develop a workable system to monitor the key instructional practices essential to student learning

Staff Quality – Development of a Mentoring Program

**Essence Preparatory Public School  
Campus & District Improvement Plan  
2023-2024**

**Student Achievement**

**Goal 1:** All scholars (at risk, Title I, SpEd, EB, Hispanic, African American, White, EcoDis) will attain academic success through an effective and personalized teaching model; at a minimum showing growth or progress in all academic areas.

**Objective A:** By June 2024, the percentage of students who are below grade level in ELAR, math, and science will decrease by 15%.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
1. Implement Response To Intervention (RTI) program with fidelity <ul style="list-style-type: none"> <li>• Regular meetings</li> <li>• Monitoring of intervention programs</li> <li>• Progress monitoring</li> </ul>	Dean of Empowerment & Culture  Sped Coordinator	Quarterly	FSP	F – Progress reports; mClass; Zearn/iStation S – EOY Map & STAAR	-No progress -Some progress -Significant progress -On track to meet Goal
2. Hire additional personnel for intervention	Director of HR		Title I 1 FTE		-No progress -Some progress



					-Significant progress -On track to meet Goal
3. Provide substitutes once per 6 weeks to allow teachers to participate in targeted professional development	Principal/CLO	Every 6 weeks	Title I	F – sign-in sheets/agendas/ Invoices S – Number of subs used throughout the year	-No progress -Some progress -Significant progress -On track to meet Goal
4. Provide additional vocabulary support/strategies for all scholars <ul style="list-style-type: none"> <li>Identify appropriate resources</li> <li>Implement best practices for scholar success</li> </ul>	Instructional Leadership Team	Every 3 weeks	FSP	F – Resources available/walk-through data S – EOY Map & STAAR	-No progress -Some progress -Significant progress -On track to meet Goal
5. <b>AT-RISK</b> Students will be assigned additional practice through our online curriculum. The teacher of record will be working with all students identified as At-Risk (Title I)	Instructional Leadership Team	Every 3 weeks	FSP SCE Title I	F – Usage reports from online resources S – EOY MAP & STAAR	-No progress -Some progress -Significant progress -On track to meet Goal
6. <b>All students</b> will have a personalized learning profile based on student needs and student data.	Instructional Leadership Team	Every 3 weeks	FSP SCE Title I	F – Usage reports from online resources S – EOY MAP & STAAR	-No progress -Some progress -Significant progress -On track to meet Goal
7. For a <b>Well-Rounded</b> Education, Enrichment Programs will be implemented to create a rigorous and vibrant experience for students. <ul style="list-style-type: none"> <li>Dance</li> <li>DJ</li> <li>International Baccalaureate</li> <li>Gardening Program</li> </ul>	Director of Programs  IB Coordinator	Each semester	Local	F – Student participation list/Survey results S – Invoices/hours of service	-No progress -Some progress -Significant progress -On track to meet Goal
8. Provide class size reduction as a primary strategy for the State Compensatory Education (SCE) program	Instructional Leadership Team	Each Semester	FSP PIC 30 (SCE) calculation will be based on the % of at-risk	F – Progress reports; mClass; Zearn/iStation; At-Risk list	-No progress -Some progress -Significant progress -On track to meet Goal

			students to the total enrollment	S – EOY Map & STAAR; At-Risk list	
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**Goal 1:** All scholars (at risk, Title I, SpEd, EB, Hispanic, African American, White, EcoDis) will attain academic success through an effective and personalized teaching model; at a minimum showing growth or progress in all academic areas.

**Objective B:** By June 2024, Phase 1 of a formal structured system for monitoring the instructional program will be in place.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
1. Provide training to teachers on the resources available in each content area	Instructional Leadership Team	Each semester	FSP	F – Resource usage reports S – EOY Map & STAAR	-No progress -Some progress -Significant progress -On track to meet Goal
2. Develop a calendar of “look fors” during scheduled walk-throughs	Principal/Dean of Empowerment & Culture	Monthly	FSP	F – Walk-throughs S – Phase one of monitoring program in place	-No progress -Some progress -Significant progress -On track to meet Goal
3. Research monitoring systems of other LEAs	Principal	Each semester	FSP	F/S – Research results	-No progress -Some progress -Significant progress -On track to meet Goal

**Goal 1:** All scholars (at risk, Title I, SpEd, EB, Hispanic, African American, White, EcoDis) will attain academic success through an effective and personalized teaching model; at a minimum showing growth or progress in all academic areas.

**Objective C:** By June 2024, the overall scholar attendance rate for Essence Prep will increase by 5 percentage points from 87% to 92%.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
1. Teachers/staff will make wellness checks to identify potential issues with scholars at home	PEIMS Coordinator Director of Family Engagement	Monthly	FSP Title I	F – Call logs S – Attendance rate	-No progress -Some progress -Significant progress -On track to meet Goal

2. Reinforce attendance incentives as defined in the student attendance handbook	Attendance Committee	Monthly	FSP	F – list of students who earn the incentives S – Attendance rate	-No progress -Some progress -Significant progress -On track to meet Goal
3. Identify students with excessive absences who are also at risk of not meeting state standards	PEIMS Coordinator	Monthly	FSP	F – Color coded lists S – Attendance rate	-No progress -Some progress -Significant progress -On track to meet Goal

## Staff Quality, Recruitment, Retention

**Goal 2:** Essence Prep will recruit, develop, and retain compassionate, highly effective, and innovative teachers.

**Objective A:** By January 2024, 100% of teachers with 3 years or less experience will be assigned a mentor.

Activity/Strategy	Personal Responsible	Timeline	Resources	Evaluation	Status
1. Provide training to potential mentor teachers	Director of Programs	Monthly	FSP Title I	F – Training certificates S – Invoices	-No progress -Some progress -Significant progress -On track to meet Goal
2. Develop a Mentorship Handbook for Essence Prep staff	Instructional Leadership Team	Once per semester	FSP	F – Drafts S – Written Handbook	-No progress -Some progress -Significant progress -On track to meet Goal
3. Provide ongoing support for mentors	Instructional Leadership Team	Every 9 weeks	FSP	F – Training Certificates/Sign-In sheets S – T-TESS results/invoices	-No progress -Some progress -Significant progress -On track to meet Goal

**Goal 2:** Essence Prep will recruit, develop, and retain compassionate, highly effective, and innovative teachers.

**Objective B:** By June 2024, 85% of teachers will achieve a rating of “acceptable” or “effective” on the teacher evaluation instrument.

Activity/Strategy	Personnel Responsible	Timeline	Resources	Evaluation	Status
1. Provide targeted professional development for all teachers and staff such as: <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Use of HQIM resources</li> <li>• Data driven instruction</li> </ul>	Instructional Leadership Team	Bi-monthly	FSP Title I	F – Meeting minutes/ training certificates S – T-TESS rating	-No progress -Some progress -Significant progress -On track to meet Goal

### Family and Community Engagement

**Goal 3:** Essence Prep will promote strong ties between teachers/staff and scholar caregivers (parents/family/community).

**Objective A:** By June 2024, 75% of parents/caregivers and 75% of students will rate themselves as “satisfied” or “very satisfied” on the BOY and EOY caregiver surveys.

Activity/Strategy	Person Responsible	Timeline	Resources	Evaluation	Status
1. Provide resources designed to support caregivers with assisting their scholars academically in all content areas	Instructional Leadership Team	Quarterly	FSP Title I	F – Survey results/ Newsletters/ Digital communication resources S – EOY survey results	-No progress -Some progress -Significant progress -On track to meet Goal
2. Hire additional personnel for parent & family engagement	Director of HR	Monthly	Title I 1 FTE	F – Sign-in sheets/ event flyers & invitations/ feedback forms/ Survey results/ Newsletters/ Digital communication resources S – EOY survey results & participation numbers	-No progress -Some progress -Significant progress -On track to meet Goal

3. Host scheduled Parent meetings including: <ul style="list-style-type: none"> <li>• Open House</li> <li>• Annual Title I meeting (two different days and at two different times)</li> <li>• Academic Family nights</li> <li>• Showcases</li> <li>• Family Gatherings</li> </ul>	Instructional Leadership Team  Director of Family Engagement	Monthly	FSP Local Title I	F – Sign-in sheets/ event flyers & invitations/ feedback forms S – EOY survey results	-No progress -Some progress -Significant progress -On track to meet Goal
4. Distribute an updated parent survey at the beginning and end of the year.	Director of Family Engagement	Twice a year	FSP Title I	F – Development of the survey S – survey results	-No progress -Some progress -Significant progress -On track to meet Goal

**Goal 4:** Essence Prep will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.

**Objective B:** By June 2024, the number of students receiving more than 1 discipline referral will not exceed 8%.

Activity/Strategy	Person Responsible	Timeline	Resources	Evaluation	Status
Continue implementation of the PBIS program with fidelity to reduce disruptions and improve academic performance	PBIS Committee/ Dean of Empowerment & Culture	Monthly	FSP Title I	F – Discipline reports S – EOY referral rate	-No progress -Some progress -Significant progress -On track to meet Goal
Implementing a systematic way of entering discipline referrals for more efficient monitoring of student behavior	Dean of Empowerment & Culture PEIMS Coordinator	Monthly	FSP	F – Discipline reports S – EOY referral rate	-No progress -Some progress -Significant progress -On track to meet Goal