Compass Rose Academy

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Postsecondary Readiness

Mission Statement

At Compass Rose, academic achievement coupled with personal growth is our “True North.” Everything we do is oriented in that direction.

We are resolute that every student will experience success in school, at every grade level and in every subject, so they can be academically prepared for college and the world beyond.

At the same time, we support our students as they learn the character traits necessary to be good citizens and effective advocates for themselves and others.

Vision

We are producing inspired, passionate students who are good citizens in their classrooms and communities, and who are ready for the colleges and careers of tomorrow.

Core Beliefs

Respect: *We value each others’ diverse perspectives and experiences, communicate clearly and consistently, hold high expectations with empathy, and take time to really get to know our teammates.*

Ingenuity: *We push ourselves out of our comfort zone, look for the most effective way to solve a problem (not just the quickest or easiest), & boldly take risks in service of our mission.*

Growth: *We are committed to continuous improvement. We operate with passion and perseverance, constantly seek and provide feedback, and know that when we stop trying to solve a problem is when we fail…until then it’s just called learning.*

Honesty: *We assume the best of others, provide authentic feedback & praise, reflect on our own strengths and areas for development, and act with the courage to always do what’s right.*

Teamwork: *We want to work with other game-changers to achieve our goal, we place the good of the team before our own comfort, and we’re quick to provide support when called upon.*

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Comprehensive Needs Assessment

Needs Assessment Overview

Through the needs assessment review, the network has determined the following areas of focus for 2020-2022:

Focus Areas	Areas of Concern
Demographics	Homogenous population; persistence; attendance rate
Student Achievement	Math, reading, and writing; Special Education program; Bilingual/ESL program;
District Culture & Climate	Social-Emotional plan; Attendance rates
Staff Quality	Turnover rates; professional development
Curriculum, Instruction & Assessment	Remote instruction structure; increased teacher effectiveness; DEI in curriculum
Family & Community Involvement	Transportation; Communication systems; Events
District Context & Organization	Diversity, Equity, and Inclusion training; Culture
Technology	Infrastructure; device availability;

Demographics

Demographics Summary

Students

The Compass Rose network currently serves families from multiple parts of San Antonio, Texas. The campus is located on the southside of the city and has approximately 370 students (grades 6-9) enrolled for the 2019-2020 school year as compared to the 2018-2019 PEIMS data, reporting 183 students in May 2019.

In the 2019-2020 school year, the student population was 85.4% Hispanic, 7.3% White, 0.3% Asian, 6.2% African American, and 0.5% Two or more races. Approximately 46.1% of students were female, and 53.9% were male.

2019-2020 PEIMS data submission reported students with disabilities comprise 10.6% of the network's population, English language learners are 13.3%, economically-disadvantaged students account for 90%, and 31.1% of students are at-risk.

School Year	All Students	African American	Hispanic	White	Asian	2+ races	Eco Dis	ELL	SpecEd	At-risk
2019-2020	369	6.2%	85.4%	7.3%	0.3%	0.5%	89.7%	13.3%	10.6%	31.1%
2018-2019	183	1.0%	91.2%	5.2%	1.6%	1.0%	86%	8.8%	11.4%	28%
2017-2018	90	4.4%	87.8%	7.8%	-	-	78.9%	13.3%	9.0%	17.8%

Staff

According to the 2018-2019 TEA Texas academic performance report district profile, Compass Rose Public Schools staff consists of 23.9 employees: 14.1 or 58.8% Teachers, 3.9 or 16.1% - Professional Support, 4.5 or 18.8% Campus Administration, 1.5 or 6.3% Central Administration. Teachers had an average of 1 year of teaching experience and an average of 1 year in Compass Rose. 0% of teachers have a masters degree and 0% have a doctoral degree. The average number of students per teacher is 13.7, and the turnover rate for teachers is 62.5%. The Board of Governors consists of 7 elected members who serve 3-year terms of office with no limit to the number of terms.

School Year	African American	Hispanic	White	Asian	2+ races	Male	Female	0 Yrs	1-5 Yrs	6-10 Yrs
2020-2021	17%	55%	19%	3%	4%	26%	74%			
2019-2020	11%	63%	21%	2%	4%	36%	64%			
2018-2019	15.3%	51.5%	26%	7.1%	0%	41.6%	58.4%	49.8%	43.1%	7.1%
2017-2018	0%	75%	25%	0%	0%	37.5%	62.5%	100%	0%	0%

Families and Community

Positive results were reflected in the Parent survey during the first quarter of the year. We saw that the overall campus experience was meeting parents' needs. We have also seen an increase in enrollment from the 2018-2019 school year to the 2019-2020 school year. Parents are more likely to refer others to our school as they have found this to be a positive environment.

Demographics Strengths

Students

Compass Rose has seen exponential increases in student population year after year. Though the network serves predominately Hispanic students, there have been incremental increases in both the African American and white student groups. The secondary program at Legacy has strong enrollment and approximately 80% student retention.

Staff

Compass Rose's staff demographics indicate more racial diversity than the 2010 San Antonio and US Census. There has also been growth in the range of teaching experience. The network pays its teachers $6,000 or more than the state average. Though teachers were relatively inexperienced in Year 1, the academic results in 2018-2019 was a testament to the ability of leadership to find high-potential talent, develop that talent rapidly, and achieve positive student results. Additionally, the district's commitment to hiring minority staff members shown through with 19.3 or 80.5% of all Compass Rose staff self-identifying as either African-American, Hispanic, or Asian beating the state average by 30.1%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 2 (Prioritized): There is a need for additional professional learning for staff members to grow within and outside their current role. **Root Cause:** Lack of comprehensive and targeted professional development within the network

Problem Statement 3 (Prioritized): There is a need to establish performance standards for every position across the network. **Root Cause:** Lack of staff knowledge around acceptable performance expectations within their roles.

Problem Statement 4 (Prioritized): There is a need for our students to experience a diverse and culturally competent staff **Root Cause:** Lack of intentional recruitment for diversity and data analysis to ensure diverse candidates had fair selection opportunities.

Problem Statement 5 (Prioritized): There is a need to improve the hiring quality of teachers and other team members. **Root Cause:** Lack of selection tools and resources that screen for desired behaviors and value aligned characteristics to meet the needs of the mission.

Student Learning

Student Learning Summary

Based on the 2018-2019 STAAR assessment, Compass Rose earned an overall accountability rating of “Met Standard” with a grade of “B” (84%) and six of seven academic distinctions in English/Language Arts, Science, Social Studies, Top 25% Closing the Gaps, Top 25% Comparative Growth, and Postsecondary Readiness.

STAAR	Standard	All Students	African American	Hispanic	White	Asian	2+ Race	Eco Dis	EL (Current)	EL (Current/ Monitored)	Spec. Ed (Current)	Spec. Ed (Former)	Non-Continuc Enrolled
2018	% Approaches or above	66	60	64	90	-	-	64	74	74	33	-	66
2019	% Approaches or above	75	0	74	96	100	100	74	65	67	32	40	75
2018	% Met or above	33	30	30	55	-	-	32	32	32	0	-	33
2019	% Met or above	40	0	38	85	33	83	39	39	40	3	13	40
2018	% Mastered	10	20	9	10	-	-	11	5	5	0	-	10
2019	% Mastered	18	0	16	46	0	33	15	6	8	0	0	18

Student Learning Strengths

The network met the expected standards in all three domains: Student Achievement, School Progress, and Closing the Gaps. Students showed significant gains in math and writing between 2018 and 2019. Overall, our students achieved a 19-percentage-point increase. Additionally, the network showed significant growth when measured by the eight student groups. 82% and 70% of Compass Rose students met or exceeded their expected growth goal in math and English, respectively. 71% of students grew one or more years on the STAAR exam. High school students are enrolled in college-level courses, as well as three other academically-advanced classes. Additionally, Compass Rose offers online coursework for students who are in need of acceleration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2 (Prioritized): There is a need to provide accelerated instruction to students based on their academic level. **Root Cause:** Lack of understanding how to differentiate instruction for multiple abilities simultaneously

Problem Statement 3 (Prioritized): There is a need to build a suite of instructional technology resources to support effective instruction. **Root Cause:** A lack of basic awareness of instructional technology possibilities across the network

Problem Statement 4: There is a need to provide targeted intervention to students who are identified in special programs including, special education, 504, and ESL **Root Cause:** Lack of understanding and tools needed to provide differentiated instruction and strategic grouping based on data

Problem Statement 5: There is a need to provide support to the general education teachers from the special education teachers and support staff in terms of providing strategies to use when accommodation for students in special programs **Root Cause:** Lack of ongoing PD sessions to revisit types of accommodations and strategies that are effective

District Processes & Programs

District Processes & Programs Summary

Compass Rose strives to be a world-class academic institution, employer, and steward of public money and trust. To that end, the network has implemented multiple systems across departments to better support the long-range and day-to-day plans. Academically, Compass Rose adopted high-quality instructional materials that are aligned to the Texas Essential Knowledge and Skills (TEKS). Our goal is to ensure that all content areas, especially core subjects have and follow curriculum guides and scope and sequences throughout the year. These guides include unit plans and resources for teachers as they create their weekly lesson plans. Job-embedded professional development expanded from 2019-2020 to the new school year. The network adopted a robust appraisal software that facilitates course development, portfolio building, and professional goal-setting. All staff members are evaluated based on the True North Framework for their role. Professional development focuses on systems development, classroom management, teaching Depth of Knowledge, data-driven instruction, classroom culture, and checking for understanding. Quarterly interim assessments are network-provided and managed, as well as aligned to the local and state curriculum. Through data days planned each quarter, teachers and instructional coaches work together to develop reteach plans and action items based on students' needs. All instructional staff have access to a comprehensive student data software system that aids in data analysis, data collection (online testing), and targeted instructional support.

The three main priorities in the Talent department are:

- Build healthy applicant pools by having at least 3 "high-quality" applicants for every projected Campus Leader and Teacher vacancy.
- Build strategic partnerships with HBCUs and associations that support diverse talent sourcing and recruitment.
- Enhance our employee referral program to make-up the largest % of our hiring source.

To evaluate the network's effectiveness in cultivating a strong organizational culture, Compass Rose participates in the Great Places to Work assessment program. This partnership will allow the organization to use a proven methodology to assess workplace culture. All team members are invited to take the survey and responses are completely anonymous.

District Processes & Programs Strengths

Curriculum, Instruction, and Assessment are aligned within the network and have a strong foundation upon which campuses can build their instructional models. Systems are in place for sourcing resources, disseminating exams, professional development, and analyzing data. Team Members at Compass Rose drive their development in collaboration with their manager and/or coach. While growth and development happen daily through on the spot feedback, observations, and check-ins, there are three key formal conversations that make up our True North Development Cycle. The appraisal and coaching processes allow for personalization, as well as standardization so that team members believe in the methods used to evaluate their performance and develop their strengths. Adopting specific communications processes

continues to support the network's push for streamlined dissemination of key information to various stakeholders.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to provide a comprehensive, strategic suite of assessments for K-12 students. **Root Cause:** Lack of alignment across the network with assessment expectations and reliable/valid exams

Problem Statement 2 (Prioritized): There is a need to build a cohesive, grassroots support system for schools and families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities.

Problem Statement 3 (Prioritized): There is a need to create a stronger culture of advocacy within Compass Rose. **Root Cause:** Barriers exist within the current system with communication and advocacy opportunities.

Problem Statement 4 (Prioritized): There is a need to increase financial stability so that Compass Rose has access to the most advantageous financing for future growth. **Root Cause:** Charter networks in their early years must balance the aim for financial stability with the need to prepare for growth.

Problem Statement 5 (Prioritized): There is a need to create a strong information technology infrastructure for the network. **Root Cause:** A lack of foundational networking exists to link IT operations

Perceptions

Perceptions Summary

Compass Rose was founded with a mission to prepare every student for college and the world beyond. We promise to be a values-driven, social-justice institution that actively fights systemic racism. Our diverse staff, students, and communities will have a voice, support, safety, and recognition to show up as their best and authentic selves every day. Our model focuses on preparing students for success in and outside of the classroom. Our students are prepared to face challenges that they will encounter in their respective careers. We are expanding our outreach to deliver a high quality of education to people from all areas of our community. We also strive to make our schools bully-free and create a safe environment for all our students. We encourage parent volunteers as well as input from our community to meet the needs of each student within our district.

Perceptions Strengths

Compass Rose has many things to be proud of when it comes to the culture of the organization and the way we exemplify our core habits each day.

- Campuses offer safe learning environments.
- Teachers are empowered and valued. They feel that it's a great environment for work.
- Administrators work closely with all staff in decision-making regarding the school
- The morale of teachers, parents, and students is steadily increasing as we progress.
- There are low instances of unsafe behavior.
- Strong relationships between teachers and parents/students exist.
- Transportation is offered to all our students.
- Campuses offer the after-school program at a reduced rate for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase Compass Rose's brand awareness. **Root Cause:** Lack of knowledge and understanding of Compass Rose's mission and vision as it relates to student success.

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to provide a comprehensive, strategic suite of assessments for K-12 students.
Root Cause 2: Lack of alignment across the network with assessment expectations and reliable/valid exams
Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: There is a need for additional professional learning for staff members to grow within and outside their current role.
Root Cause 3: Lack of comprehensive and targeted professional development within the network
Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need for additional professional learning for staff members to eliminate potential bias.
Root Cause 4: Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to provide accelerated instruction to students based on their academic level.
Root Cause 5: Lack of understanding how to differentiate instruction for multiple abilities simultaneously
Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to build a suite of instructional technology resources to support effective instruction.
Root Cause 6: A lack of basic awareness of instructional technology possibilities across the network
Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to build a cohesive, grassroots support system for schools and families.
Root Cause 7: Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: There is a need to create a stronger culture of advocacy within Compass Rose.
Root Cause 8: Barriers exist within the current system with communication and advocacy opportunities.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: There is a need to increase financial stability so that Compass Rose has access to the most advantageous financing for future growth.
Root Cause 9: Charter networks in their early years must balance the aim for financial stability with the need to prepare for growth.
Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: There is a need to create a strong information technology infrastructure for the network.
Root Cause 10: A lack of foundational networking exists to link IT operations
Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: There is a need to increase Compass Rose's brand awareness.
Root Cause 11: Lack of knowledge and understanding of Compass Rose's mission and vision as it relates to student success.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to establish performance standards for every position across the network.
Root Cause 12: Lack of staff knowledge around acceptable performance expectations within their roles.
Problem Statement 12 Areas: Demographics

Problem Statement 13: There is a need for our students to experience a diverse and culturally competent staff
Root Cause 13: Lack of intentional recruitment for diversity and data analysis to ensure diverse candidates had fair selection opportunities.
Problem Statement 13 Areas: Demographics

Problem Statement 14: There is a need to improve the hiring quality of teachers and other team members.
Root Cause 14: Lack of selection tools and resources that screen for desired behaviors and value aligned characteristics to meet the needs of the mission.
Problem Statement 14 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: Compass Rose will be a world-class academic institution.

Performance Objective 1: At least 90% of all students and each student group, including Special Education students tested, will achieve 'Approaches,' 60% will achieve 'Meets,' and 30% will achieve 'Masters' ratings on STAAR exams.

Evaluation Data Sources: 2020-2021 STAAR Scores

Summative Evaluation: None

Strategy 1: Design an assessment structure that creates teacher and leader familiarity with expectations - Streamline assessment types across the network - Create and maintain an accurate network-wide assessment calendar - Design a network-wide DDI calendar/schedule - Implement "Data Days" after each quarter for DDI time and analysis - Develop and curate high-quality, TEKS and STAAR-aligned interim assessments that reflect an appropriate difficulty level and are curriculum-aligned **Strategy's Expected Result/Impact:** Network-wide assessment calendar Reliable, valid interim assessments **Staff Responsible for Monitoring:** Senior Director, Curriculum & Assessment Executive Director Campus Principals **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability** **Problem Statements:** Student Learning 1	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2: Implement Years 1-2 of the Math Innovation Zone Blended Learning Program **Strategy's Expected Result/Impact:** 90% of MIZ classrooms meet monthly student usage goals 50+% achieve "at or above" grade level RIT score on NWEA MAP in Math for the '20-21 school year 75+% of students in MIZ classrooms report satisfaction in the blended learning program 75+% achieve "Approaches" on STAAR Math in all MIZ grade levels **Staff Responsible for Monitoring:** Senior Director, Curriculum & Assessment / BLGP Project Manager Campus Program Managers Campus Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Chromebooks, Technology Infrastructure, IXL software licenses, Blended Learning Contractors (TEA-required) - Grants (state) - $225,000	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3: Create and implement a special acceleration program for MS/HS overage students

Strategy's Expected Result/Impact: Implemented coursework
Program deliverables

Staff Responsible for Monitoring: Sr. Dir, Curri & Assmnt
Dir., Special Programs

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Problem Statements: Student Learning 1

Reviews			
Formative			Summative
Nov	Jan	Mar	June

Strategy 4: Establish a network-wide professional development program.
- Develop PD tracks for in-depth coaching (School Leadership, Managing/Coaching, and Instruction)
- Adopt a comprehensive PD software to house the appraisal and development processes for all staff
- Design a PD program that naturally creates internal talent pools for future growth and individual progress

Strategy's Expected Result/Impact: Network catalog of professional learning opportunities
Tracking TEA SBEC credits within Strive
Staff-developed professional portfolios with artifacts & completed coursework

Staff Responsible for Monitoring: Senior Director, Curriculum & Assessment
Executive Director
Chief of Talent

Problem Statements: Demographics 1, 2

Reviews			
Formative			Summative
Nov	Jan	Mar	June

Strategy 5: Refine the network's approach to supporting English language acquisition to ensure a strong ESL/Bilingual Program.
- Support ESL certification through training and teacher reimbursement (Title II);
- All ELA teachers certified before the start of the 2021-2022 school year.
- Vet and adopt high-quality edtech resources to support ELL students' language development
- Provide ESL-specific coaching and instructional support to classroom teachers

Strategy's Expected Result/Impact: Close the STAAR performance gap between ELL and non-ELL student groups
Increase one proficiency level on TELPAS in all 4 domains

Staff Responsible for Monitoring: Director of Special Programs
Campus ESL Coordinator(s)
Classroom Teachers
Senior Director, Curriculum & Assessment
Executive Director

Title I Schoolwide Elements: 2.4

Problem Statements: Student Learning 1, 2

Funding Sources: Instructional coaching, classroom materials, student manipulatives - Bilingual/ESL Program (state)

Reviews			
Formative			Summative
Nov	Jan	Mar	June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 2: There is a need for additional professional learning for staff members to grow within and outside their current role. **Root Cause:** Lack of comprehensive and targeted professional development within the network
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to provide accelerated instruction to students based on their academic level. **Root Cause:** Lack of understanding how to differentiate instruction for multiple abilities simultaneously

Goal 1: Compass Rose will be a world-class academic institution.

Performance Objective 2: At least 90% of students will earn the College, Career, and Military Readiness designation through at least one indicator.

Evaluation Data Sources: AP Scores (3 or better)
PSAT NMSQT, SAT, ACT, and TSI Scores
OnRamps Course Completion Percentages
Dual Credit or other College Credit Earned
Industry-based Certification Completions
Military Enlistment

Summative Evaluation: None

Strategy 1: Outline and implement the CR Advanced Placement for All program.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: At least 30% of students testing will earn 3 or better Accelerated growth on MAP tests **Staff Responsible for Monitoring:** Senior Director, Curriculum & Assessment Executive Director Campus Leadership AP/Pre-AP Teachers **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Foundation School Program (state)	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: Develop a TSI preparation program/camp.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: HS students meet CCMR score criteria on the TSIA Increased fluency in reading comprehension, writing, and math **Staff Responsible for Monitoring:** Senior Director, Curriculum & Assessment HS Campus Leadership College Prep Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 - District Processes & Programs 1 **Funding Sources:** - Foundation School Program (state)	**Nov**	**Jan**	**Mar**	**June**

Strategy 3: Establish and implement the network's Career/Technology Education program. - Determine program(s) of study for the network. - Create internship/mentorship opportunities for CTE students. **Strategy's Expected Result/Impact:** Increased CCMR indicators by student Create strong post-secondary plans **Staff Responsible for Monitoring:** Senior Director, Curriculum & Assessment HS Campus Leadership **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Career/Technology Education (state)	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to provide accelerated instruction to students based on their academic level. **Root Cause:** Lack of understanding how to differentiate instruction for multiple abilities simultaneously
District Processes & Programs
Problem Statement 1: There is a need to provide a comprehensive, strategic suite of assessments for K-12 students. **Root Cause:** Lack of alignment across the network with assessment expectations and reliable/valid exams

Goal 1: Compass Rose will be a world-class academic institution.

Performance Objective 3: 100% of Bexar County Legislative Delegation and City Council will connect with Compass Rose for school tours and/or meetings with Compass Rose staff to learn about the innovative nature of our schools and our legislative priorities.

Evaluation Data Sources: 2021 Texas Legislative Session

Summative Evaluation: None

Strategy 1: Digital Storytelling: We will create a story bank filled with stories from teachers, students, and parents talking about why they chose Compass Rose, to be used when engaging with lawmakers. -check-in weekly with Director of Marketing to collaborate on building out the story bank -collect quotes from teachers, students, and parents for use in collateral -record videos of teachers, students, and parents telling their Compass Rose story -develop positive social media campaign with teacher, student, and parent stories **Strategy's Expected Result/Impact:** -Compass Rose Story Bank that can be leveraged by numerous departments. -Will help us share Compass Rose's greater community story with more intention and inclusion of key stakeholder voices. **Staff Responsible for Monitoring:** Director of Advocacy & Communications **Problem Statements:** District Processes & Programs 3 - Perceptions 1	**Reviews**					
	Formative				**Summative**	
	Nov	**Jan**	**Mar**		**June**	
	0%	0%	0%			
Strategy 2: Partner with Texas Public Charter Schools Association to advocate for public policy priorities -create multiple touch-points with the state legislature during the 2021 legislative session to highlight need for increased education funding -meet with key legislators as determined by the Texas Public Charter Schools Association to advocate for policy priorities -host and participate in "advocacy days" at the state Capitol with Compass Rose parents to center parent voices in advocacy efforts **Strategy's Expected Result/Impact:** Successful advocacy for CR policy priorities Stronger sense of community with parents and stakeholders Will help us leverage relationships we build with elected officials to push for policy change to support our work in innovation **Staff Responsible for Monitoring:** Director of Advocacy & Communications **Problem Statements:** District Processes & Programs 2, 3	**Reviews**					
	Formative				**Summative**	
	Nov	**Jan**	**Mar**		**June**	
	0%	0%	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 2: There is a need to build a cohesive, grassroots support system for schools and families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to create a stronger culture of advocacy within Compass Rose. **Root Cause:** Barriers exist within the current system with communication and advocacy opportunities.

Perceptions
Problem Statement 1: There is a need to increase Compass Rose's brand awareness. **Root Cause:** Lack of knowledge and understanding of Compass Rose's mission and vision as it relates to student success.

Goal 1: Compass Rose will be a world-class academic institution.

Performance Objective 4: Adopt a three-year technology plan that demonstrates a comprehensive approach to the network's information technology and cybersecurity infrastructure.

Evaluation Data Sources: Helpdesk Ticketing System
Student and staff surveys

Summative Evaluation: None

Strategy 1: Establish an asset management tracking system for all network technology **Strategy's Expected Result/Impact:** 100% asset tagged devices Software used to track and maintain technology **Staff Responsible for Monitoring:** Director of Information Technology Technology Implementation Specialist Campus Operations **Problem Statements:** District Processes & Programs 5 **Funding Sources:** - Foundation School Program (state)	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2: Build the foundational IT infrastructure to connect all campuses and network office. - Establish a firewall. - Erect servers to link schools. - Upgrade campus hardware. - Upgrade/Ensure that bandwidth at all campuses match. - Implement Active Directory for the network. - Create a comprehensive helpdesk ticketing system that integrates all necessary departments and is personalized to stakeholder role (staff, student, family). - Refine cybersecurity systems related to student and staff data protection. - Ensure compliance with CIPA, COPPA, FERPA, and PPRA **Strategy's Expected Result/Impact:** 100% compliant department Streamlined processes for receiving IT support **Staff Responsible for Monitoring:** Director of Information Technology Technology Implementation Specialist **Problem Statements:** District Processes & Programs 5 **Funding Sources:** Relevant hardware (i.e. servers, access points, etc.), additional staff - Foundation School Program (state)	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3: Establish an instructional technology professional learning program for teachers, non-instructional staff, and families. - Offer semi-regular parent workshops - Provide in-classroom instructional coaching for technology integration - Offer network-level PD opportunities by experience level (i.e. Novice , Intermediate, Advanced user) **Strategy's Expected Result/Impact:** Expanded capacity in classroom teachers to engage in more technology-infused instruction Families report a clearer understanding of basic technology concepts (i.e.: bandwidth, Google Suites, etc.) **Staff Responsible for Monitoring:** Technology Implementation Specialist Senior Director, Curriculum & Assessment **Title I Schoolwide Elements:** 2.4, 2.5, 3.2 **Problem Statements:** Demographics 2 - Student Learning 3	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for staff members to grow within and outside their current role. **Root Cause:** Lack of comprehensive and targeted professional development within the network
Student Learning
Problem Statement 3: There is a need to build a suite of instructional technology resources to support effective instruction. **Root Cause:** A lack of basic awareness of instructional technology possibilities across the network
District Processes & Programs
Problem Statement 5: There is a need to create a strong information technology infrastructure for the network. **Root Cause:** A lack of foundational networking exists to link IT operations

Goal 1: Compass Rose will be a world-class academic institution.

Performance Objective 5: 97% Average Daily Attendance for the Network

Evaluation Data Sources: Campus Daily Attendance Trackers
Txeis
Attendance Escalation Matrix

Summative Evaluation: None

Strategy 1: Weekly Check-ins with DOO's and daily share out of ADA report to campus and senior leadership **Strategy's Expected Result/Impact:** Allows for adult visibility on ADA. With more eyes focused on ADA, we will be able to move the needle more and ensure we are reaching out to all students who are absent each day. **Staff Responsible for Monitoring:** DOO's, Principals, ED, COO **Title I Schoolwide Elements:** 2.5	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	
Strategy 2: Meeting with campus lead team over high-risk students and implementation plan on the important of attendance **Strategy's Expected Result/Impact:** By meeting w/campus lead team, we are able to focus on what needs to be done and what campus is currently doing to target students who have high absence rates **Staff Responsible for Monitoring:** COO **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Compass Rose will be a world-class academic institution.

Performance Objective 6: 85% Student Persistence for Network

Evaluation Data Sources: Campus Persistence Tracker
Txeis

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly check-in and action planning w/campus staff on high-risk students **Strategy's Expected Result/Impact:** Identify students who are struggling academically, socially, emotionally and be able to implement supports, build stronger partnerships between home/school, create a sense of belonging for student because of additional adult interactions and check ins. **Staff Responsible for Monitoring:** Dean of Students and Families Campus Leadership Teams Family Engagement Specialist Executive Director **Title I Schoolwide Elements:** 2.4, 2.6, 3.1	0%	0%	0%	
Strategy 2: Quarterly parent surveys on parent satisfaction with school **Strategy's Expected Result/Impact:** Gather and respond to family input based on experience of customer service and satisfaction with child's experience at school; be able to effectively respond and grow from feedback and gauge levels of satisfaction overall **Staff Responsible for Monitoring:** Family Engagement Specialist Executive Director **Title I Schoolwide Elements:** 2.6, 3.1, 3.2	0%	0%	0%	
Strategy 3: Training and implementation of restorative practices **Strategy's Expected Result/Impact:** Students will be able to articulate harm caused by choices made, remain part of the community and build stronger relationships overall. **Staff Responsible for Monitoring:** Campus Teachers Campus Principals Dean of Students and Families Family Engagement Specialist Executive Director	0%	0%	0%	

Strategy 4: Create culture of joy and engagement for 100% of scholars (advisory structures, community meetings, joy events, relationship building)

Strategy's Expected Result/Impact: Students will express love for coming to school (either virtually or in-person) and will want to be in school each day. They will build connections with peers and teachers that will help grow their sense of belonging and also increase their ability to engage in rigorous academic work.

Staff Responsible for Monitoring: Campus Teachers
Campus Lead Teams
Family Engagement Specialist
Executive Director

Reviews			
Formative			Summative
Nov	Jan	Mar	June
0%	0%	0%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Compass Rose will be a world-class employer.

Performance Objective 1: 100% of staff will receive Advocacy training - equipping educators with the tools to advocate for themselves and our students.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide bi-monthly training opportunities -develop curriculum for Advocacy 101 and Advocacy Champion Training -partner with Texas Public Charter Schools Association for training resources -strengthen relationships between advocacy team and classroom educators **Strategy's Expected Result/Impact:** Educators will be prepared and equipped with tools to advocate for themselves and our students. Stronger culture of advocacy. **Staff Responsible for Monitoring:** Director of Advocacy & Communications **Problem Statements:** District Processes & Programs 2, 3	0%	0%	0%	
Strategy 2: Provide at least 5 advocacy action opportunities to educators during the 2020-21 School Year -create opportunities for educators to leverage what they learn in advocacy trainings during the legislative session by hosting teacher roundtables with elected officials and elected official campus visits -create opportunities for educators to build a culture of advocacy in their classrooms and day-to-day work **Strategy's Expected Result/Impact:** Educators will gain experience in advocacy work. Stronger culture of advocacy. **Staff Responsible for Monitoring:** Director of Advocacy & Communications **Problem Statements:** District Processes & Programs 2, 3	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 2: There is a need to build a cohesive, grassroots support system for schools and families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to create a stronger culture of advocacy within Compass Rose. **Root Cause:** Barriers exist within the current system with communication and advocacy opportunities.

Goal 2: Compass Rose will be a world-class employer.

Performance Objective 2: 80% staff retention from August 2020 to August 2021 without significant gaps in demographics

Evaluation Data Sources: Staff Retention Tracker
GPTW quarterly survey results
Exit leaver survey results

Summative Evaluation: None

Strategy 1: Create a culture of feedback and opportunities for all employees to engage in network decision making processes. **Strategy's Expected Result/Impact:** 85% of employees will agree or strongly agree to the "collaboration focus area" in our Great Places to Work Survey **Staff Responsible for Monitoring:** Chief Talent Officer	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Compass Rose will be a world-class employer.

Performance Objective 3: Certify as a Great Place to Work

Evaluation Data Sources: Great Place to Work quarterly survey data

Summative Evaluation: None

Strategy 1: Create and communicate a clear culture vision, core values, and habits that are consistently recognized. **Strategy's Expected Result/Impact:** All staff are rated on the core values as part of their True North Development plan and we maintain an average of 4 out of 5 on the performance rubric. **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 3	**Reviews**				
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	
Strategy 2: Launch a performance and development program **Strategy's Expected Result/Impact:** 100% of staff members will engage in three formal performance and development conversations throughout the school year with their manager. **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 2	**Reviews**				
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	
Strategy 3: Foster an anti-racist and inclusive culture **Strategy's Expected Result/Impact:** 85% of employees will agree/strongly agree on the "fairness area" of the Great Place to Work Survey 100% of Compass Rose employees engage in Anti Racist training provided by the network. **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 1	**Reviews**				
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need for additional professional learning for staff members to eliminate potential bias. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding
Problem Statement 2: There is a need for additional professional learning for staff members to grow within and outside their current role. **Root Cause:** Lack of comprehensive and targeted professional development within the network
Problem Statement 3: There is a need to establish performance standards for every position across the network. **Root Cause:** Lack of staff knowledge around acceptable

performance expectations within their roles.

Goal 2: Compass Rose will be a world-class employer.

Performance Objective 4: 100% of staff are hired and fully onboarded before the start of summer professional development

Evaluation Data Sources: ATS staffing tracker reports

Summative Evaluation: None

Strategy 1: Early hiring beginning in December **Strategy's Expected Result/Impact:** 60% hired by February **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 5	**Reviews**				
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	
Strategy 2: New hire engagement strategies **Strategy's Expected Result/Impact:** 95% of hires for the 2021-2022 school year start with us on the first day of their work agreement **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 5	**Reviews**				
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: There is a need to improve the hiring quality of teachers and other team members. **Root Cause:** Lack of selection tools and resources that screen for desired behaviors and value aligned characteristics to meet the needs of the mission.

Goal 2: Compass Rose will be a world-class employer.

Performance Objective 5: Define quality and improve the quality of teacher and leader hires.

Evaluation Data Sources: Applicant tracking system reports
Mid-year talent reviews
End of Year performance reviews

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement an internal referral campaign **Strategy's Expected Result/Impact:** 30% of new hires come from internal referrals as a source **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 5	0%	0%	0%	
Strategy 2: Promote employees from within who meet performance standards and expectations. **Strategy's Expected Result/Impact:** 50% of our leader and 15% of our teacher positions are filled internally. "A" players on talent reviews are considered for promotion opportunities. **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 5	0%	0%	0%	
Strategy 3: Implement a new applicant tracking system that utilizes predictive analytics **Strategy's Expected Result/Impact:** Having a better gauge on quality utilizing predictive analytics allows us to focus time, attention, and resources in the right recruitment areas. 3 high-quality applicant for every projected vacancy. **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 5	0%	0%	0%	
Strategy 4: Create value and skill-based selection tools for every single role across the network **Strategy's Expected Result/Impact:** 100% of managers utilize selection tools consistently to avoid bias in the interview process **Staff Responsible for Monitoring:** Chief Talent Officer **Problem Statements:** Demographics 5	0%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 5: There is a need to improve the hiring quality of teachers and other team members. **Root Cause:** Lack of selection tools and resources that screen for desired behaviors and value aligned characteristics to meet the needs of the mission.

Goal 3: Compass Rose will be a world-class steward of public money and trust.

Performance Objective 1: District Leadership will develop and monitor a budget that demonstrates equitable allocations of resources to programs.

Evaluation Data Sources: Budget proposal and approved budget
Financial Reports

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: District leadership will provide periodic reporting to department and campus leaders **Strategy's Expected Result/Impact:** Informed campus and department leaders on track with budgeted expenditures **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - Foundation School Program (state)				
Strategy 2: District leadership will seek input from department and campus leaders in order to develop budget proposal **Strategy's Expected Result/Impact:** Engaged campus and department leaders in budget process **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - Foundation School Program (state)				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Compass Rose will be a world-class steward of public money and trust.

Performance Objective 2: The District's CFO will monitor the criteria for a superior FIRST rating as established by the Texas Education Agency.

Evaluation Data Sources: CharterFIRST

Summative Evaluation: None

Strategy 1: Compass Rose will monitor FIRST parameters to assess progress toward highest rating **Strategy's Expected Result/Impact:** A rating **Staff Responsible for Monitoring:** Chief Financial Officer	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2: Compass Rose will retain a portion of each month's revenue to work toward 30 days cash-on-hand **Strategy's Expected Result/Impact:** 4+ points on CharterFIRST solvency indicator #6 **Staff Responsible for Monitoring:** Chief Financial Officer	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Compass Rose will be a world-class steward of public money and trust.

Performance Objective 3: The District's CFO will continuously monitor the current budgetary practices, purchases, and records to implement changes as needed and in accordance with state and federal expectations to ensure that the District's financial position is exceptional.

Evaluation Data Sources: Charter School Performance Framework

Summative Evaluation: None

Strategy 1: Compass Rose leadership will regularly report to the CEO and Board Finance Committee in order to identify opportunities for improved overall financial management and cash management. **Strategy's Expected Result/Impact:** 90% or above on CSPF financial indicators **Staff Responsible for Monitoring:** Chief Financial Officer	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Compass Rose will be a world-class steward of public money and trust.

Performance Objective 4: All 5 schools will develop and sustain parent organizations to build a support system for schools and families.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Work with school leaders and parents to create sustainable parent organization structure -meet with school leaders to develop school-specific mission, objectives, and goals for parent organizations -identify parent leaders interested in developing organizational framework through direct outreach -map out outlines with school and parent leaders **Strategy's Expected Result/Impact:** Creation of school-specific parent involvement opportunities **Staff Responsible for Monitoring:** Director of Advocacy & Communications Family Engagement Specialist **Problem Statements:** District Processes & Programs 2, 3	0%	0%	0%	
Strategy 2: Highlight families engaging in school-based parent organizations -publish at least 3 family stories via op-ed or blog this school year to elevate family voices -create social media campaign highlighting the work of parent organizations -develop family advocate appreciation events **Strategy's Expected Result/Impact:** Creation of a sustained flow of parent involvement and engagement **Staff Responsible for Monitoring:** Director of Advocacy & Communications Family Engagement Specialist **Problem Statements:** District Processes & Programs 2, 3	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

District Processes & Programs
Problem Statement 2: There is a need to build a cohesive, grassroots support system for schools and families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities.
Problem Statement 3: There is a need to create a stronger culture of advocacy within Compass Rose. **Root Cause:** Barriers exist within the current system with communication and advocacy opportunities.

Goal 3: Compass Rose will be a world-class steward of public money and trust.

Performance Objective 5: 100% Projected Enrollment by end of the first week of school

Evaluation Data Sources: Recruitment Tracker
Schoolmint
Txeis

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure the community is aware of Compass Rose and its successes **Strategy's Expected Result/Impact:** SDM, DOO, ADE, Operations and Enrollment Coordinators will conduct blockwalks within an 8 mile radius of the campus and attend major events that pertain to campuses to build brand awareness and enform the community of the great things Compass Rose offers. **Staff Responsible for Monitoring:** Sr. Director of Marketing and Enrollment Assistant Director of Enrollment **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%	0%	0%	
Strategy 2: COO and SDM will meet weekly/monthly/quarterly to ensure checkpoints and progress towards goals with enrollment and operations teams. **Strategy's Expected Result/Impact:** Able to target new areas to recruit, what is working and what is not working. Able to go over daily goals along with weekly and monthly campus strategies on enrollment **Staff Responsible for Monitoring:** Sr. Director of Marketing of Enrollment COO	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

District Funding Summary

Career/Technology Education (state)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$0.00
				Sub-Total	$0.00

Bilingual/ESL Program (state)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Instructional coaching, classroom materials, student manipulatives		$0.00
				Sub-Total	$0.00

Foundation School Program (state)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	4	1			$0.00
1	4	2	Relevant hardware (i.e. servers, access points, etc.), additional staff		$0.00
3	1	1			$0.00
3	1	2			$0.00
				Sub-Total	$0.00

Grants (state)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Chromebooks, Technology Infrastructure, IXL software licenses, Blended Learning Contractors (TEA-required)		$225,000.00
				Sub-Total	$225,000.00
				Grand Total	$225,000.00

Addendums