



**ESSENCE**  
PREPARATORY  
PUBLIC SCHOOL

**Essence Preparatory Public School**

**Campus Improvement Plan**

**723 SE Loop 410 SE Acc Rd**

**San Antonio, TX 78220**

**Date Approved: \_\_\_\_\_**

## CNA/CIP Team Members

### **NAME**

**Akeem Brown**

**Jennipha Ricks (Jae)**

**Ikeida Manning**

**Kizzie Thomas**

**Trishawn Clarke-Taylor**

**Stephanie Magallan**

**Kim Anderson**

**Marisa Renteria**

**Shana Dunn-Sims**

**Ana Sandoval**

### **ROLE**

**Superintendent**

**Deputy Superintendent/CLO**

**Director of Finance & HR**

**Principal in Residence**

**LE Instructional Coach**

**Scholar Support Specialist**

**Teacher**

**Testing Coordinator**

**Parent**

**Parent**

**Community Member**

# Mission

## Developing Leading Agents of Change

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

## Strategic Priorities

<b>Operational Stability</b>	Conduct community surveys and focus groups to understand perceptions and expectations. Develop an engagement strategy with regular communication, events, and partnerships.
<b>Academic Growth</b>	<p>Content Knowledge and Pedagogy: Foster interdisciplinary collaboration among teachers to create integrated units and projects that promote deeper learning and connections across subject areas.</p> <p>High Expectations: Expand the use of data-driven decision-making to monitor scholar progress, identify areas for improvement, and allocate resources effectively.</p> <p>Teacher Support &amp; Supervision: Develop a comprehensive mentorship program for new teachers, providing them with ongoing support, guidance, and opportunities for professional development.</p>
<b>Staff Recruitment &amp; Retention</b>	<p>Achieve a 90% annual staff retention rate through targeted support, professional development opportunities, and fostering a positive work environment.</p> <p>Attain recognition as a "Best Place to Work" by ensuring 100% participation in the staff survey, reflecting a culture of engagement, satisfaction, and continuous improvement.</p> <p>Foster staff development and stability by providing ongoing training, mentorship, and career advancement opportunities, leading to a highly skilled and committed workforce.</p> <p>Ensure 100% of staffing positions are filled by the snapshot date annually through proactive recruitment strategies, efficient hiring processes, and a focus</p>

	<p>on attracting top talent to Essence Prep.</p> <p>Cultivate an emotionally and mentally safe environment where staff feel empowered and supported to provide feedback openly and constructively, enhancing communication and collaboration.</p>
<b>Scholar Recruitment &amp; Retention</b>	<p>Conduct a thorough review of the current enrollment process, gathering feedback from stakeholders and benchmarking best practices from similar schools. Develop a revised plan with clear steps, timelines, and responsibilities.</p> <p>Form a task force to review and redesign the lottery system, focusing on transparency, fairness, and user-friendliness. Develop clear criteria and rules.</p>
<b>Financial Health</b>	<p>Lower facility costs to 20% or below of the total budget through strategic planning, effective resource allocation, and regular assessment of operational needs.</p> <p>Increase the number of days of cash on hand from <b>27 to 45</b> through prudent financial management, expense reduction strategies, and revenue-generating activities to ensure financial stability and flexibility.</p> <p>Implement a quarterly review system to improve the process for creating and approving budget amendments, enhancing transparency, efficiency, and accountability in financial decision-making.</p> <p>Develop and implement a plan to staff the finance department adequately, ensuring the availability of skilled professionals to manage budgeting, accounting, and financial reporting functions effectively.</p>

# **Essence Preparatory Public School**

## **Comprehensive Needs Assessment**

### ***School Profile***

Essence Preparatory Public School is an open-enrollment charter school in San Antonio, Texas. Essence is in its second year of operation as of August, 2023 and served 214 scholars in grades PK-6 during the 2023-2024 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 2023-24 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 Scholars
- Economically Disadvantaged
- EB scholars
- Parent Participation
- Family Events
- Special Scholar Populations - 504, Special Education, GT
- Staff Development
- Surveys and Interviews of Scholars/Staff/Parents
- Teacher Turnover Rates
- Master Schedule
- Org Chart
- Technology Inventory
- Technology Usage Reports

### **Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) Review**

The Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) review were led by Essence Prep Public Schools Deputy Superintendent and Chief Learning Officer, Jae Ricks. Documentation of this process includes meeting

minutes, agendas, and sign-in sheets. The CNA team convened on June 18, 2024, from 8:00 AM to 12:00 PM, and again from 1:00 PM to 4:00 PM, in the campus library to develop the CIP. The Instructional Leadership Team plans to reconvene on specified future dates to review and revise the CIP as necessary.

At the first meeting on June 18, 2024, from 8:00 AM to 12:00 PM, Essence Prep Public Schools Deputy Superintendent and Chief Learning Officer, Jae Ricks began with introducing why the team had been assembled. We outlined team expectations and provided handouts to guide discussions. The importance of attendance and the purpose of the Title I Team were emphasized. The Ms. Ricks shared the purpose of the Comprehensive Needs Assessment and, prior to the meeting, provided the CNA/CIP team sample data options for the team to review. The Ms. Ricks offered a basic overview of the CNA process and its role in developing an effective CIP. The team, guided by Ms. Ricks and the campus principal in residence identified specific data points to pinpoint strengths and problems from the 2022-2023 school year. The facilitators concluded the meeting by thanking participants and reminding them of the second CNA meeting later that day.

During the second meeting on August 7, 2023, the CNA/CIP Team reviewed the identified strengths and problems across eight areas. While acknowledging the strengths from the previous school year, the team concentrated on addressing the identified problems. The CSS facilitators helped prioritize the issues for the 2023-2024 CIP. Each team member contributed to identifying three to five focus areas for the next year, and the team reached a consensus on three main problems that represent the highest leverage for improvement.

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 scholar demographics, economic disadvantage (Title I)
	<b>Problems:</b> Low attendance rate, lack of communication, SpEd population not reflective of scholars being served, low enrollment, scholar/teacher ratio
<b>Scholar 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; increase in parent participation; campus communication channels (website, ClassTag, Social Media (LinkedIn, Facebook, Instagram)); PTSA (Parent Teacher Scholar Association)
	<b>Problems:</b> low parent participation on surveys; lack of PFE master schedule; low number of parent participation compared to scholar enrollment; minimum support for parent languages outside of English; minimum parent workshops (parenting skills, academic support, etc.)
<b>Curriculum, Instruction, and Assessment:</b>	<b>Strengths:</b> HQIM for all contents, use of assessment tools, resources for intervention, state aligned curriculum
	<b>Problems:</b> Campus grade level data dig (3 <sup>rd</sup> -5 <sup>th</sup> ), planning time was not structured or regularly monitored, ineffective implementation of resources, inconsistent observations of classroom routines, minimum participation in training for HQIM, minimum mentorship, small % of teachers doing centers, 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> High number of experienced teachers, local recruitment success, PTO policy, minimal vacancies; staff recruitment pool increase (attended recruitment fairs/events)
	<b>Problems:</b> Quality staff retention, hiring process, coaching & support, consistency with the teacher mentor program, following campus expectations and core values, accountability of teachers
<b>School Culture and Climate:</b>	<b>Strengths:</b> Implementation of code of conduct (fair), 83% of teacher voices being heard, 100% felt like standards met performance, 100% buy-in from leadership team, parent involvement; we have defined organizational core values; culturally competent; foster and inclusive environment
	<b>Problems:</b> Consistency from teacher/parent communication, lack of staff cohesiveness, consistently providing support to teachers working with scholars who exhibited challenging behaviors; 100% teacher buy-in

<b>School Organization:</b>	<b>Strengths:</b> Multiple personnel to support scholars' needs outside of academics, SpEd Coordinator, SEL support, Transportation; Promotes a culture of teamwork and shared responsibility among staff; Adjusts strategies and approaches in response to changing educational environments and needs; Engages in community partnerships
	<b>Problems:</b> Minimal instructional support from instructional leadership team, successful implementation of job roles, effective utilization of the chain of command, underutilization of planning time, consistent on time duty coverage
<b>Technology:</b>	<b>Strengths:</b> 3 <sup>rd</sup> -5 <sup>th</sup> 1:1 technology, 9 smartboards, 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, lack of tech PD, low utilization of technology platforms/apps, technology overload, low technology integration into instructional practices; digital citizenship and safety

### Summary/Bridge of Identified Problems

- **Demographics:** The school faces several demographic challenges, including a low attendance rate and inadequate communication channels. Additionally, the Special Education (SpEd) population does not accurately reflect the scholars being served, leading to mismatched resources and support. Low enrollment further compounds these issues, and the scholar-to-teacher ratio is a concern, potentially impacting the quality of education provided.
- **Scholar Achievement:** Significant issues in scholar achievement are evident across multiple areas. Math performance is weak across all grade levels, and 5th grade science scores are particularly concerning. Early education struggles are noted with a decrease in PK/K mastery from the beginning to the end of the year. Overall, scholars are not meeting grade-level expectations in all content areas and grades, with 4th grade math being especially problematic.
- **Family and Community Involvement:** There is a noticeable lack of parent engagement, reflected in low participation in surveys and events. The absence of a Parent and Family Engagement (PFE) master schedule and minimal support for parents who speak languages other than English further hinder involvement. Additionally, there are few workshops offered to parents on parenting skills and academic support, limiting their ability to assist their children effectively.
- **Curriculum, Instruction, and Assessment:** The school's curriculum, instruction, and assessment practices suffer from several deficiencies. There is a lack of structured and regularly monitored planning time, and resources are not implemented effectively. Classroom routine observations are inconsistent, and there is minimal participation in training for High-Quality Instructional Materials (HQIM). Mentorship for teachers is lacking, and only a small percentage of teachers utilize centers. Intervention resources are underused, and there is a failure to implement the Continuous Improvement Action Plan (CIAP) with fidelity.



Additionally, deeper analysis of K-2 data is necessary, and there are broader issues with planning, professional development, and data utilization.

- **Staff Quality, Recruitment, and Retention:** The school struggles with retaining quality staff and has a problematic hiring process. Coaching and support for teachers are insufficient, and there is inconsistency in the teacher mentor program. Teachers do not consistently adhere to campus expectations and core values, and there is a lack of accountability among staff.
- **School Culture and Climate:** Issues in school culture and climate include inconsistent communication between teachers and parents and a lack of staff cohesiveness. Providing consistent support to teachers dealing with challenging scholar behaviors is also a challenge, and achieving 100% teacher buy-in remains an ongoing issue.
- **School Organization:** The school organization suffers from minimal instructional support from the leadership team and issues with the successful implementation of job roles. The chain of command is not effectively utilized, planning time is underused, and duty coverage is inconsistently on time.
- **Technology:** The integration of technology within the school presents several problems. K-2nd grade lacks 1:1 technology, and there is a notable deficiency in professional development for technology use. Technology platforms and apps are underutilized, leading to technology overload and insufficient integration into instructional practices. Additionally, there are concerns regarding digital citizenship and safety.

### **Three Areas of Focus for Next Year:**

- **Scholar Achievement** - Reading, Math, and Science
- **Curriculum, Instruction and Assessment** - Develop a workable system to monitor the key instructional practices essential to scholar learning
- **Staff Quality** - Continue to develop the Mentoring Program

# Essence Preparatory Public School Campus & District Improvement Plan 2024-2025

## Scholar 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 2025, the percentage of scholars 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. Targeted planning time for teachers.	ILT	weekly	Title I	F - sign-in sheets/agendas	-No progress -Some progress -Significant progress -On track to meet Goal
3. Provide weekly PLCs 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> scholars will be assigned additional practice through our online curriculum. The teacher of record will be	Instructional Leadership Team	Every 3 weeks	FSP SCE Title I	F - Usage reports from online resources	-No progress -Some progress -Significant progress

working with all scholars identified as At-Risk (Title I)				S - EOY MAP & STAAR	-On track to meet Goal
6. <b>All scholars</b> will have a personalized learning profile based on scholar needs and scholar 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 scholars. <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 - scholar 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 scholars to the total enrollment	F - Progress reports; mClass; Zearn/iStation; At-Risk list S - EOY Map & STAAR; At-Risk list	-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 B:** By June 2025, 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	-No progress -Some progress -Significant progress

				S - Phase one of monitoring program in place	-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 2025, 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 scholar attendance handbook	Attendance Committee	Monthly	FSP	F - list of scholars who earn the incentives S - Attendance rate	-No progress -Some progress -Significant progress -On track to meet Goal
3. Identify scholars 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 2025, 100% of teachers with 3 years or less experience will be assigned a mentor.

Activity/Strategy	Personal Responsible	Timeline	Resources	Evaluation	Status
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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. Implementation of the Mentorship Handbook for Essence Prep staff with fidelity	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 and mentees	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 2025, 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 2025, 75% of parents/caregivers and 75% of scholars will rate themselves as “satisfied” or “very satisfied” on the BOY and EOY caregiver surveys.

Activity/Strategy	Person Responsible	Timeline	Resources	Evaluation	Status
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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. 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
3. 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 scholars, faculty and staff.

**Objective B:** By June 2025, the number of scholars receiving more than 1 discipline referral will not exceed 8%.

Activity/Strategy	Person Responsible	Timeline	Resources	Evaluation	Status
1. Continue implementation of the Behavior Management Support System 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
2. Implementing a systematic way of entering discipline referrals for more efficient monitoring of scholar 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