San Antonio Independent School District

Forbes Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: June 6, 2022

Demographics

Demographics Summary

Forbes Elementary is a PK through 5th grade campus. This school year, our enrollment fluctuated between 150 to 165 students. By year end, the campus had 152 students enrolled. The information below provides our campus demographics.

Grade	Total N	Female N	Female %	Male N	Male %	Amer. Ind. N	Amer. Ind. %	Asian N	Asian %	Pacific Islander N	Pacific Islander %	Black N	Black %	Hispanic N	Hispanic %	White N	White %	Two or More Races N	Two or More Races %
PK	23	14	61%	9	39%	0	0%	0	0%	0	#	1	4%	21	91%	0	#	1	4%
KG	20	12	60%	8	40%	0	0%	0	0%	0	#	1	5%	19	95%	0	#	0	0%
01	25	7	28%	18	72%	0	0%	0	0%	0	#	5	###	16	64%	4	#	0	0%
02	22	10	45%	12	55%	0	0%	0	0%	0	#	1	5%	20	91%	0	#	1	5%
03	21	14	67%	7	33%	0	0%	0	0%	0	#	1	5%	18	86%	2	#	0	0%
04	26	11	42%	15	58%	0	0%	0	0%	0	#	1	4%	25	96%	0	#	0	0%
05	15	8	53%	7	47%	0	0%	0	0%	0	#	0	0%	15	100%	0	#	0	0%
Campus Total:	152	76	50%	76	50%	0	0%	0	0%	0	#	10	7%	134	88%	6	#	2	1%

Enrollment by Subpopulation

Grade	Total N	LEP N	LEP %	BE N	BE %	ESL N	ESL %	At Risk N	At Risk %	Eco Dis. N	Eco Dis. %	SPED N	SPED %	GT N	GT %	Migrant N	Migrant %	PEP N	PEP %	Homeless N	Homeless %
PK	23	0	0%	0	0%	0	0%	18	78%	20	87%	1	4%	0	0%	0	0%	0	0%	0	0%
KG	20	0	0%	0	0%	0	0%	10	50%	19	95%	0	0%	0	0%	0	0%	0	0%	0	0%

	Total	Female		Male		Amer. Ind.		Asian		Pacific Islander		Black		Hispanic		White		Two or More Races	
01	25	0	0%	0	0%	0	0%	14	56%	23	92%	2	8%	0	0%	0	0%	0	0%
02	22	0	0%	0	0%	0	0%	16	73%	21	95%	2	9%	0	0%	0	0%	0	0%
03	21	0	0%	0	0%	0	0%	13	62%	19	90%	3	14%	1	5%	0	0%	0	0%
04	26	0	0%	0	0%	0	0%	14	54%	24	92%	6	23%	1	4%	0	0%	1	4%
05	15	2	13%	0	0%	1	7%	9	60%	14	93%	5	33%	2	13%	0	0%	1	7%
Campus Total:	152	2	1%		0%	1	1%	94	62%	140	92%	19	13%	4	3%	0	0%	2	1%

Our annual attendance rate dropped to 85% over the course of 2021-22.

Of the absences, 86% were unexcused.

Demographics Strengths

The average number of years of experience for teaching staff is 15 years

The number of students per teacher averages about 14. The campus has three state approved master teachers, two teachers at exemplary and one at recognized.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Forbes average student attendance rate is 85%. **Root Cause:** Campus outreach to increase attendance is not consistently effective.

Student Learning

Student Learning Summary

Student MAP data from EOY 2021 to EOY 2022

Reading

Kinder 50% TO 61%

1st 35% TO 30%

2nd 27% TO 55%

3rd 57% to 84%

4th 58% to 67%

5th 56% to 64%

Math

Kinder 29% TO 47%

1st 47% TO 48%

2nd 18% TO 42%

3rd 35% to 60%

4th 47% to 64%

5th 39% to 64%

Student Learning Strengths

During the 2021-22 school year, part of our targeted improvement plan included students taking ownership of their learnin
Our 3rd through 5th grade students were supported with a master teacher as their teacher of record

Most grade level cohorts increased in academic achievement from the EOY of 21 to the EOY 22.
Most grade levels increased in academic achievement (same year) from BOY to EOY

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to Student SEAD Survey results, there was a 10% decrease in students reporting being able to self-manage . **Root Cause:** Forbes did not have a school wide system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy

Problem Statement 2 (Prioritized): As a campus, STAAR achievement at the approaches, meets and masters levels in 2022 was 73% overall 75% approaches, 43% meets and 16% masters). In 2019, campus achievement overall was at 78% **Root Cause:** Inconsistent targeted instruction based on immediate checking for understanding/feedback and student skill mastery.

Problem Statement 3 (Prioritized): High absenteeism among students in Tiers 2 and 3 cause gaps in skill attainment which impact the ability to meet rigorous and challenging standards set by the state. **Root Cause:** Campus outreach to increase attendance is not consistently effective.

Problem Statement 4 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

Forbes Elementary is one of the smallest campuses in the district, averaging an enrollment of about 160 students over the past three years. Parents have stated that because of the small campus 'feel' they prefer their child attend as their child gets more support and attention from their teachers and staff.

According to the 2021-22 school survey, 73% of the Forbes families said that the campus matches their child development needs and 87% stated they feel welcomed and appreciated by the principal and the staff.

Approximately 85% of our students in grades 3-5 state they have a favorable relationship with their teacher while 80% indicate they have a positive sense of belonging.

Approximately 70% of our students feel positively about school safety. Teachers at Forbes rated the campus, overall, as a positive one. Teachers indicated that they felt students can achieve academic standards for their grade levels. Teachers also indicate that school leaders articulate a clear overarching vision that drives priorities, goals, and decision making within the school. Teachers also felt heard, supported, and encouraged to continue teaching at

Families at Forbes participate in their child's education by ensuring their child(ren) attend school daily as well as keeping in regular contact with their child's teachers to learn how they can better support their child's education whether it has been remotely or on campus. Participation rates indicate that many families attended fall and spring parent-teacher conferences.
Of student SEL surveys 83% of Forbes families indicate that they feel the campus has a safe environment and a sense of belonging.
Although procedures have changed due to Covid parents still feel welcome when they come to school or participate in zoom meetings
Parents and guardians learn about their students learning standards expectations and progress through fall and spring parent teacher conferences as well as ongoing communication through class dojo or other communication method
Parents and guardians are involved throughout the year from zoom activities to teach parents and how to help students both with canvas access front line to keep up with student grades and attendance. District and Forbes provides tutorials on canvas Frontline and other family engagement support classes.

Curriculum, Instruction, Assessment

- All classroom activities and instruction are aligned to the TEKS and are observed during classroom walkthroughs and evidenced in lesson plans.
- During PLCs, teachers will collaborate to create common assessments and utilize the data to drive instruction.
- Data is available to all stakeholders at all times through systems such as Gradebook, Eduphoria, iData portal, as well as instructional

coaches.
- Data is distributed and discussed at department meetings; action plans are developed to target areas.
- Ongoing staff development is provided based on data and campus needs.
- Literacy across the curriculum will continue to be an ongoing process for our campus.
- All teachers receive one full day of planning on a three week cycle rotation.
- Instruction is driven by backward design and the GRR process.
- Meet the teacher (Fall)
- Parent-Teacher conferences (Fall and Spring)
-

School Processes & Programs Strengths

Because teacher turnover is low, processes and systems established are built upon each continuing year. PLCs have had a focus on alignment since 2017-18 while each year has been supplemented with additional strategies and research based practices to continue supporting strong instruction and alignment in student work.

Over the last four years, the administrative team has worked with teachers on creating objective driven daily lesson plans to include daily formative assessments aligned to the day's lesson. This year, we have included the ESF TIF plan with our focus on essential actions 5.1 and 5.3 as these best support the work our campus has done over the past four to five years. Teacher practices have continued to increase and improve as it relates to the alignment of their work to the student products and assessment data.

Other strengths include:

1:1 technology

A SMART TV in every classroom

Embedded professional learning opportunities for all teachers

A strong understanding by teachers to analyze data to determine student needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Insight Survey results indicate that 63% of the teachers feel there are not consistent expectations and consequences for student behavior. **Root**

Cause: Lack of a true PBIS team and system was not in place. Campus is not consistent in campus wide expectations.

Perceptions

Perceptions Summary

Forbes is one of the smallest campuses in the district, averaging an enrollment of about 160 students over the past three years. Parents have stated that because of the small campus 'feel' they prefer their child attend as their child gets more support and attention from their teachers and staff.

According to the 2021-2022 school survey, 88% of Forbes families feel teachers show students at the campus a tremendous amount of respect while 95% stated they feel welcomed and appreciated by the principal and the staff.

Approximately 85% of our students in grades 3-5 state they have a favorable relationship with their teacher while 80% indicate they have a positive sense of belonging.

Teachers at Forbes rated the campus, overall, as a positive one. Teachers indicated that they felt students can achieve academic standards for their grade levels. Teachers also indicate that school leaders articulate a clear overarching vision that drives priorities, goals, and decision making within the school. Teachers also felt heard, supported, and encouraged to continue teaching at Forbes.

Families at Forbes participate in their child's education by ensuring their child(ren) attend school daily as well as keeping in regular contact with their child's teachers to learn how they can better support their child's education whether it has been remotely or on campus. Participation rates indicate that many families attended fall and spring parent-teacher conferences.
Based on family surveys 83% of Forbes families indicate that they feel the campus has a safe environment and a sense of belonging.

Parents and guardians learn about their students learning standards expectations and progress through fall and spring parent teacher conferences as well as ongoing communication through class dojo or other communication method
Parents and guardians are involved throughout the year from zoom activities to teach parents and how to help students both with canvas access front line to keep up with student grades and attendance. District and Forbes provides tutorials on canvas Frontline and other family engagement support classes.

Forbes is a Lighthouse campus, providing students and teachers with 1 to 1 technology as well as providing upgrades in classrooms for teachers to provide technology-based lessons.

Forbes serves students in special education gifted and talented students and students who receive 504 services.

Historically Forbes has served a small attendance zone catering to generations of families since opening in the 1950s.

Perceptions Strengths

Overall, families at Forbes Elementary feel the campus is safe and provides the learning their child needs. In addition, several families were students at Forbes themselves, and trust the campus staff as they remain in contact over several generations.

Forbes Elementary is one of the smallest campuses in the district, averaging an enrollment of about 160 students over the past three years. Parents have stated that because of the small campus 'feel' they prefer their child attend as their child gets more support and attention from their teachers and staff.

Overall, teachers feel Forbes is a good place to teach and learn.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The 2022 Spring SEL survey indicated that 37% of parents and families feel they are involved with and interact with their child's school. **Root Cause:** Currently there is no active PTA or PTO. As such, the organization takes no role with implementing activities on campus. School efforts to form a PTA or PTO have been unsuccessful.

Problem Statement 2 (Prioritized): Insight survey data indicates that 63% of the campus teachers agree that when the campus commits to a program or priority, they follow through. **Root Cause:** Campus instructional leaders need to establish clear, transparent, and written roles and responsibilities and core leadership tasks are scheduled on weekly calendars.

Problem Statement 3 (Prioritized): Based on the Spring 2022 SEL 52% of the students indicated that they felt they had the potential to change factors that play a role in their learning. **Root Cause:** Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student.

Priority Problem Statements

Problem Statement 1: Forbes average student attendance rate is 85%.

Root Cause 1: Campus outreach to increase attendance is not consistently effective.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As a campus, STAAR achievement at the approaches, meets and masters levels in 2022 was 73% overall 75% approaches, 43% meets and 16% masters). In 2019, campus achievement overall was at 78%

Root Cause 2: Inconsistent targeted instruction based on immediate checking for understanding/feedback and student skill mastery.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to Student SEAD Survey results, there was a 10% decrease in students reporting being able to self-manage .

Root Cause 3: Forbes did not have a school wide system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Insight Survey results indicate that 63% of the teachers feel there are not consistent expectations and consequences for student behavior.

Root Cause 4: Lack of a true PBIS team and system was not in place. Campus is not consistent in campus wide expectations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: High absenteeism among students in Tiers 2 and 3 cause gaps in skill attainment which impact the ability to meet rigorous and challenging standards set by the state.

Root Cause 5: Campus outreach to increase attendance is not consistently effective.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on the Spring 2022 SEL 52% of the students indicated that they felt they had the potential to change factors that play a role in their learning.

Root Cause 6: Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Insight survey data indicates that 63% of the campus teachers agree that when the campus commits to a program or priority, they follow through.

Root Cause 7: Campus instructional leaders need to establish clear, transparent, and written roles and responsibilities and core leadership tasks are scheduled on weekly calendars.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 8: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: By the end of year, observation data will indicate that teachers are developing in T-TESS, Domain 3 resulting in a 10% increase in Learning Environment.

Evaluation Data Sources: Insight Survey
Performance Matters

Strategy 1 Details	Reviews			
Strategy 1: 100% of campus teachers will implement and maintain consistent use of the PBIS system to set behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships as evidenced by Frontline discipline data.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: SEAD/SEL Data Frontline Discipline Data **Staff Responsible for Monitoring:** Erica Lopez Michelle Felix Rebecca Holliday **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 3	20%	20%		

Strategy 2 Details	Reviews			
Strategy 2: 100% of the campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships as evidenced by campus insight data.	Formative			Summative
	Oct	Jan	Apr	June
KPI/Metric/Measure: Teacher Insight Survey Data Rhithm **Staff Responsible for Monitoring:** Erica Lopez Michelle Felix Rebecca Holliday **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - Perceptions 3	15%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

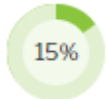| Student Learning |
|---|
| **Problem Statement 1**: According to Student SEAD Survey results, there was a 10% decrease in students reporting being able to self-manage . **Root Cause**: Forbes did not have a school wide system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy |
| **School Processes & Programs** |
| **Problem Statement 1**: Insight Survey results indicate that 63% of the teachers feel there are not consistent expectations and consequences for student behavior. **Root Cause**: Lack of a true PBIS team and system was not in place. Campus is not consistent in campus wide expectations. |
| **Perceptions** |
| **Problem Statement 3**: Based on the Spring 2022 SEL 52% of the students indicated that they felt they had the potential to change factors that play a role in their learning. **Root Cause**: Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student. |

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: By the end of the 2022-23 school year, the student SEL survey will indicate a 10% increase in 'sense of belonging' for 3rd through 5th grade students.

    Evaluation Data Sources: Student SEL survey

Strategy 1 Details	Reviews			
Strategy 1:	**Formative**			**Summative**
All teachers and students will follow the school wide discipline plan, utlize communication folder with parents/guardians, as evidenced by the communication application 'Class Dojo'	**Oct**	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Discipline Data Class Dojo reports **Staff Responsible for Monitoring:** Erica Lopez Michelle Felix **Title I:** 4.1 **Problem Statements:** Student Learning 1 - Perceptions 3	50%	70%		

Strategy 2 Details	Reviews			
Strategy 2: PBIS Team will meet once a month to discuss implementation, analyze data, implement plans of action in regards to PBIS initiative on campus and to monitor and adjust as needed as evidenced by PBIS sign in sheets and agendas.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: PBIS agenda and sign in sheets **Staff Responsible for Monitoring:** Erica Lopez Rebecca Holliday **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	30%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: The campus counselor will conduct weekly guidance lessons, work collaboratively with the campus's Community in Schools social worker, as well as work with the librarian to incorporate campus wide events and holidays into lessons such as reading challenge, holiday celebrations for diversity/acceptance, etc. as evidenced by the counselor's lesson plans and logs. **KPI/Metric/Measure:** Counseling lesson plans Counselor's log Counselor referrals **Staff Responsible for Monitoring:** Erica Lopez Rebecca Holliday Christine Guerrero Christina Sanchez **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - Perceptions 3	Oct	Jan	Apr	June
	50%	70%		

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 100% of campus staff will build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all. The campus will continue to implement a system of Positive Behavior Intervention and Support to include incentives at all grade levels in order to promote character education, foster respect, and develop appropriate decision-making for all students. **KPI/Metric/Measure:** Frontline Discipline Data End of year student SEL survey **Staff Responsible for Monitoring:** Erica Lopez- Principal Rebecca Holliday- Counselor **Title I:** 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 3	Oct	Jan	Apr	June
	15%	30%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to Student SEAD Survey results, there was a 10% decrease in students reporting being able to self-manage . **Root Cause**: Forbes did not have a school wide system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy

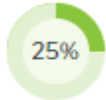| School Processes & Programs |
|---|
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Perceptions
Problem Statement 3: Based on the Spring 2022 SEL 52% of the students indicated that they felt they had the potential to change factors that play a role in their learning. **Root Cause**: Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student.

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Performance Objective 1: By the end of the 2022-23 school year, 100% of Pre-K students will take the CIRCLE assessment to monitor student growth to achieve 70% growth from BOY to EOY.

Evaluation Data Sources: Circle Reports

Strategy 1 Details			Reviews			
Strategy 1: 100% of our pre-kinder teachers will implement the Frog Street program with fidelity to increase student achievement as evidenced by lesson plan submission and circle reports.			**Formative**			**Summative**
			Oct	Jan	Apr	June
KPI/Metric/Measure: Lesson Plans Circle Reports **Staff Responsible for Monitoring:** Erica Lopez Michelle Felix PK Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 4			25%	50%		
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 1: By the end of year, 3rd grade students will increase scores from 75% approaches to 80% AND Math STAAR from 73% approaches to 80% approaches.

High Priority

Evaluation Data Sources: Benchmarks, Simulations, and STAAR EOY results

Strategy 1 Details		Reviews			
Strategy 1: Reading and Math MAP assessments will be administered to all students in the Fall, Winter and Spring (BOY, MOY, EOY) to monitor progress and student growth. Teachers will conference with students after each assessment to review results, discuss and set goals while re-teaching TEKS identified as areas of need as evidenced by targeted action plans.		**Formative**			**Summative**
		Oct	Jan	Apr	June
KPI/Metric/Measure: Lesson plan submission MAP (core content areas) Daily Formative Assessments Circle assessment STAAR Teacher conference notes Targeted action plans **Staff Responsible for Monitoring:** Principal-Erica Lopez Assistant Principal-Michelle Felix **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4 - Perceptions 3		30%	50%		
	0% No Progress	100% Accomplished		Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: As a campus, STAAR achievement at the approaches, meets and masters levels in 2022 was 73% overall 75% approaches, 43% meets and 16% masters). In 2019, campus achievement overall was at 78% **Root Cause**: Inconsistent targeted instruction based on immediate checking for understanding/feedback and student skill mastery.

Student Learning
Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.
Perceptions
Problem Statement 3: Based on the Spring 2022 SEL 52% of the students indicated that they felt they had the potential to change factors that play a role in their learning. **Root Cause**: Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of the 2022-23 school year, there will be a 10% increase in students performing on grade level in reading and math.

High Priority

Evaluation Data Sources: MAP Data
STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers, 1st through 5th grade, will create and implement data driven lesson plans to ensure student academic needs are met for Tier 1 instruction, intervention and acceleration as evidenced by lesson plan submission and formative assessments submitted into Google classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Google Classroom- Lesson Plan and Formative Assessment housing Teacher Data Trackers Action Plans **Staff Responsible for Monitoring:** Erica Lopez Michelle Felix All teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 3 **Funding Sources:** Learning A-Z to provide supplemental enrichment and intervention support - 282 - ESSER - 11-6399-65-124-11-R29 - $684	30%	50%		

Strategy 2 Details		**Reviews**			
Strategy 2: All campus teachers, PK through 5th grade, will receive training on and implement the use of gap analysis and performance monitoring as evidenced by sign in sheets.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Sign in Sheets Gap Analysis Documents Performance Monitoring Logs **Staff Responsible for Monitoring:** Principal-Erica Lopez Assistant Principal-Michelle Felix **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4		30%	40%		

Strategy 3 Details		**Reviews**			
Strategy 3: Third through fifth grade teachers will offer additional intervention support and enrichment support through after school tutoring opportunities to increase student achievement in Reading and Math as evidenced through sign in sheets and logs.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: Sign in Sheets Targeted action plans **Staff Responsible for Monitoring:** Erica Lopez- Principal Michelle Felix- Assistant Principal Teachers - 3rd/4th/5th **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4		15%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Forbes will purchase supplies and materials for all PK through 5th grade teachers to support tier 1 targeted instruction as evidenced through lesson plans.	Formative			Summative
	Oct	Jan	Apr	June
KPI/Metric/Measure: Lesson plans **Staff Responsible for Monitoring:** Grade level teachers Erica Lopez-Principal Michelle Felix-Assistant Principal Monica De Hoyos **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2 - Perceptions 3 **Funding Sources:** Supplies for classrooms for math and reading(crayons, markers, scissors, poster boards, chart paper) cardstock, - 282 - ESSER - 282-11-6399-01-124-11-R29 - $1,190, Supplies for classrooms for math and reading(crayons, markers, scissors, poster boards, chart paper) cardstock, - 282 - ESSER - 282-11-6399-01-124-11-R29 - $737.74	15%	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: As a campus, STAAR achievement at the approaches, meets and masters levels in 2022 was 73% overall 75% approaches, 43% meets and 16% masters). In 2019, campus achievement overall was at 78% **Root Cause**: Inconsistent targeted instruction based on immediate checking for understanding/feedback and student skill mastery.
Problem Statement 4: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Perceptions
Problem Statement 3: Based on the Spring 2022 SEL 52% of the students indicated that they felt they had the potential to change factors that play a role in their learning. **Root Cause**: Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: By the end of the instructional year, Forbes Elementary will score 80% all tests at approaches, 50% at meets and 20% at masters.

    Evaluation Data Sources: STAAR Data
CBA Data
MAP Data

Goal 5: ENSURE PROFICIENCY

3.1 Develop and distribute Parent and Family Engagement

Performance Objective 1: Parent and Family Engagement Policy formed with Parents, Campus Leadership Team, and FACE specialist.

Strategy 1 Details	Reviews			
Strategy 1: Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child'sachievement: Through parent/family meetings twice a month via zoom. **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	Jan	Apr	June
	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide materials and training to help parents work with their child, such as literacy and technology training: Parents and students have one to one conference with teachers to provide all necessary materials. If technology issues arise, teachers makes arrangements to get technology replaced if it can not be repaired. The FACE specialist and counselor also make arrangement to drop off materials needed for students if parents cannot come in. **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	Jan	Apr	June
	30%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners: Annual Title I meetings, school compacts, and other presentations are made to keep all faculty, staff, and stakeholders informed. **KPI/Metric/Measure:** Sign in sheets Meeting agendas **Staff Responsible for Monitoring:** Irene Ramirez -FACE specialist Erica Lopez-Principal **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Engagement Supplies - 211 - ESEA Title I, Part A - Regular - $561	**Formative**			**Summative**
	Oct	Jan	Apr	June
	30%	50%		

Strategy 4 Details	Reviews			
Strategy 4: The campus will provide numerous educational resources and learning opportunities, both on and off campus, to engage parents in supporting their child's learning. Events include make and take sessions, Bingo for Books, Bowling for Bikes, Forbes Kindness Fiesta Parade, Parent Led meetings, etc. as evidenced through sign in sheets and agendas.	Formative			Summative
	Oct	Jan	Apr	June
KPI/Metric/Measure: Agenda Sign In Sheets Parent Surveys **Staff Responsible for Monitoring:** I. Ramirez- FACE specialist E. Lopez- Principal M. Felix- Asst. Principal Teachers **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - Perceptions 3 **Funding Sources:** Parent Refreshments, coffee, sweet bread, water - 211 - ESEA Title I, Part A - Regular - $561	30%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: According to Student SEAD Survey results, there was a 10% decrease in students reporting being able to self-manage . **Root Cause**: Forbes did not have a school wide system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy
Perceptions
Problem Statement 3: Based on the Spring 2022 SEL 52% of the students indicated that they felt they had the potential to change factors that play a role in their learning. **Root Cause**: Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student.

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Initial Development of CNA and CIP-6/4/21

CNA reviewed and revised- 6/6/22

Staff who assisted in the review:

Erica Lopez- Campus Principal

Michelle Felix- Assistant Principal

Sarah Kersh- 1st grade teacher

Jessica Soto-3rd grade teacher

Irene Ramirez-FACE Specialist

The 21-22 CIP was reviewed and used to guide and evaluate the systems in place. A team of stakeholders reviewed historical achievement and enrollment data and identified trends and patterns for student learning, demographic and perceptions components. These trends and patterns were used to develop problem statements and identify root causes. This information in conjunction with the Targeted Improvement plan was used to identify strategies to address the problem statements and root causes.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Name	Position	Committee Role
Erica Lopez	Principal	
Michelle Felix	Assistant Principal	Administrator
Irene Ramirez	FACE Specialist	Professional
Jessica Soto	4th grade teacher	Teacher

Sarah Kersh	1st grade teacher	Teacher
Fernando Lopez		Parent
Angel Acosta		Parent

2.2: Regular monitoring and revision

Initial Development of CNA and CIP-6/4/21

CNA reviewed and revised- 6/6/22

Formative review date (October)- 11/16/22

Formative review date (January)- 1-20-23

2.3: Available to parents and community in an understandable format and language

The CIP is available on campus in the possession of the FACE specialist and campus secretary.

The CIP is distributed digitally in English through Class DOJO

The CIP can be distributed in another language other than English

The Campus Improvement Plan is made available in English and can be distributed in another language other than English.

The CIP can be distributed via physical paper copies during Parent and community engagement meetings, and always available in the front office.

2.4: Opportunities for all children to meet State standards

Forbes Elementary will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically toaddress the instructional needs of At-Risk students. In the Plan4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Our campus FACE specialist, Ms. Ramirez, works collaboratively with parents to develop and refine the Parent and Family Engagement Policy every year. This policy is made available to parents in Spanish and English via multiple forms, including but not limited to, paper copies sent home and available in the front office and digital copies sent via e-mail.

Parent education meetings are held once per month in English and Spanish by the Family and Community Engagement Specialist. One session each semester will focus on providing parents assistance in understanding the State's academic standards, the State and local assessment standards. Forbes Elementary will support parents' involvement in improving their child's achievements by hosting one curriculum night per semester that provides parents ideas and instructional activities that can be done at home with students to improve student achievements.

Our Family and Community Engagement Specialist and campus counselor collaborate to provide resources, parent education, and outreach to families.

Parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, parent meetings, family events.

Our campus provides opportunities for parent activities at various times during the day. Some events are scheduled during the day; others are scheduled in the evening to accommodate working parents. Family surveys will be utilized to get feedback from families at events to continuously improve events from the perspective of families being served.

A list of the individuals and their roles who assisted with the development and refinement of the Parent and Family Engagement Policy for the 22-23 school year on May 18th, 2022 from 3:30-4:30:

Committee Role	Name
FACE Specialist	Irene Ramirez
Assistant Principal	Michelle Felix
P/T Counselor	Margaret Alvarez
Kinder Teacher	Monica Dickson
PE Teacher	Jamaal Hamilton
Parent	Ernest Ferdin
Parent	Christian Benavides
Parent	Fernando Lopez

Committee Role	Name
Parent	Audrey Zeller
Parent	Stephanie Gonzales
Parent	Catherine Thompson
Parent	Mingo Borrego
Parent	Guadalupe Carmona
Parent	Andrew Flores
Parent	Hugo Garcia
Parent	Juan Gutierrez
Parent	Gabriella Zapata
Parent	Chelsea Roque
Parent	Tulles Lopez
Parent	Karen Galvez
Parent	Ruben Escobedo

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Family Engagement Policy was distributed on September 15th 2022 during our open house event. The meeting and refinement of policy was conducted in English.

Campus Compact on is available in English and Spanish directly from the campus website.

School/Parent/Student Compact shared on October 21st and October 24th directly with parents through parent teacher conferences

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency **shall**

Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement

Committee Role	Name
FACE Specialist	Irene Ramirez
Assistant Principal	Michelle Felix
P/T Counselor	Margaret Alvarez
Kinder Teacher	Monica Dickson
PE Teacher	Jamaal Hamilton
Parent	Ernest Ferdin
Parent	Christian Benavides
Parent	Fernando Lopez
Parent	Audrey Zeller
Parent	Stephanie Gonzales
Parent	Catherine Thompson
Parent	Mingo Borrego
Parent	Guadalupe Carmona
Parent	Andrew Flores
Parent	Hugo Garcia
Parent	Juan Gutierrez
Parent	Gabriella Zapata
Parent	Chelsea Roque
Parent	Tulles Lopez
Parent	Karen Galvez
Parent	Ruben Escobedo

4.2: Offer flexible number of parent involvement meetings

August:

August 12th from 3:30 PM to 5:00 PM

Meet the Teacher

August 24th at 8:30 AM

Virtual Coffee with the Principal

September:

September 15th from 4:30 PM-7:00 PM

Campus Open House/Art Night/Annual Title I Meeting

October:

October 19th from 8:30 AM - 9:45 AM

Annual Title I Meeting

October 31st from 1:15 PM - 3:00 PM

Forbes Annual Trunk or Treat

November:

November 4th from 4:00 PM - 7:00 PM

Forbes Annual Fall Fest

November 10th from 8:30 AM - 11:30 AM

Forbes Bike Rodeo

November 10th from 3:30 PM - 4:30 PM

Science Fair

November 11th from 1:30 PM - 3:00 PM

Veteran's Day Family Event

November 17th from 9:00 AM - 10:00 AM

Literacy Night featuring Bingo for Books

November 30th from 8:30 AM - 9:45 AM

Principal Coffee

5. Targeted Assistance Schools Only

Campus Funding Summary

211 - ESEA Title I, Part A - Regular						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Parent Engagement Supplies		$561.00
5	1	4	Parent Refreshments, coffee, sweet bread, water		$561.00
				Sub-Total	$1,122.00

282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Learning A-Z to provide supplemental enrichment and intervention support	11-6399-65-124-11-R29	$684.00
4	1	4	Supplies for classrooms for math and reading(crayons, markers, scissors, poster boards, chart paper) cardstock,	282-11-6399-01-124-11-R29	$737.74
4	1	4	Supplies for classrooms for math and reading(crayons, markers, scissors, poster boards, chart paper) cardstock,	282-11-6399-01-124-11-R29	$1,190.00
				Sub-Total	$2,611.74