Campus Improvement Plan

2022-2023

SAISD

Table of Contents

VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES
- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS
- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

ESSA Title I Compliance - 1.1 Critical Needs Assessment
The CNA Team will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)			
Area Examined	**Data Sources**	**Problem Statements and Root Causes**	
Attendance	Attendance Data	**PS 1**	The Campus' attendance percentage was 84% well below the state's and district's attendance rate of 96%.
		RC 1	Inconsistent methodologies for reporting chronic absences, following up with families with chronic absences, and utilization of school resources.
Enrollment	Enrollment Data	**PS 2**	Enrollment has declined by 15% over the past three years.
		RC 2	The campus has failed to connect with the community and the families.
		PS 3	
		RC 3	
Strengths of the Campus	● 1 counselor and 1 CIS Social Worker ● Group counseling for students who have emotional behavior or family struggles to build relationships ● Students coming into Kinder from Head Start are stronger with school readiness ● Mentors still in place for new teachers ● Ongoing professional development consistently offered ● Observation of effective teachers offered to new teachers ● Planning assistance and support from mentors, grade level, instructional coaches and administration ● Consistent communication with families via class dojo and campus social media sites ● Community in school site coordinator to support our students and provide resources for families		

ESSA Title I Compliance - 1.1 Critical Needs Assessment
The CNA Team will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Instruction	STAAR Data	PS 1	Preliminary STAAR data indicates 70% of our students' DNM achievement levels. Specifically, 78% in Math, 56% in Reading, and 84% in Science.
		RC 1	Lack of substantial Tier I instruction coupled with inconsistent use of research-based interventions.
Instruction	Reading Readiness Data Math Readiness data	PS 2	As a district, 35% of students are at grade-level in reading and 22% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.
		RC 2	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.
Instruction	Circle Data MAP Data	PS 3	Less than 50% of our students are grade level ready in Reading & Math as gauged by all EOY assessments.
		RC 3	Lack of substantial Tier I instruction coupled with inconsistent use of research-based interventions.
Strengths of the Campus	60% of ALL students met their growth goal on the Reading STAAR. This is only 8% shy of meeting the closing the gap criteria. 68% of the non-continuously enrolled students met their growth goal on Reading STAAR. The closing the gap criteria was met in this area.		

Critical Needs Assessment – Perceptions

ESSA Title I Compliance - 1.1 Critical Needs Assessment
The CNA Team will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

		Perceptions (Minimum 2 Areas)	
Area Examined	**Data Sources**	**Problem Statements and Root Causes**	
Community Connection	CLT Agenda & Minutes	**PS 1**	Parent/Community/ Business Partnerships involvement on the CLT had dropped to 0% by EOY.
		RC 1	Lack of communication with parents/community/business regarding meetings and opportunities to partner with the school.
Staff Culture	Insight Survey	**PS 2**	Approximately ⅓ of the staff left the campus at the end of the year.
		RC 2	The administration failed to provide the instructional and organizational support the campus needed.
Strengths of the Campus	● Consistently hold with monthly principal meetings on varied days for inclusive parent participation ● academic family nights held annually ● non-academic nights/carnivals to promote family time ● Principal Coffee, Donuts with Dad, Muffins with mom- Parents are encouraged to attend and communication is translated into more than one language. ● School wide messaging used to communicate up-coming events and parent reminders about activities or changes to the upcoming schedule. ● Offer opportunities and events for parents to attend during the day and afterschool ● Report card night to communicate student academic success. ● Arrival, Dismissal, Lunch & PBIS procedures are in place ● Teachers have been trained on documenting behavior procedures, such as 360 and MTSS ● Teachers' use of cool off space for student social and emotional needs ● Positive Behavior Incentives in place school wide ● Students communicate with the teachers, counselors and leadership with any problems they might be having with other students. ● Behavior incentives are provided to encourage consistent campus-wide behaviors. ● Disciplinary practices and decision-making are evaluated by the administration as a response to teacher input infractions. ● Classroom management systems with support of PBIS team. ● We have garden plots and chicken coop for students social and emotional support		

ESSA Title I Compliance - 1.1 Critical Needs Assessment
The CNA Team will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
At-Risk	HB4545 Intervention Data	PS 1	As evidenced by STAAR, the campus' Economically Disadvantaged grade level readiness percentage is 10%.
		RC 1	Lack of data tracking to ensure interventions are occurring with fidelity.
PBIS	Referrals PBIS Data	PS 2	Positive Behavioral Intervention System (PBIS) is not implemented in 2/3 of all classrooms.
		RC 2	Lack of fidelity to the integration of the PBIS system.
		PS 3	
		RC 3	
Strengths of the Campus	● Monthly faculty, PBIS, and leadership meetings ● Weekly grade level meetings. ● MAPS to assess student progress in reading and math. ● Teachers are able to bring up concerns or ideas communicated at ACT meetings ● District initiatives and goals are set forth in a 5-year plan. Target areas are highlighted by MAPS BOY and MOY assessments. ● We are 1:1 technology device campus ● The science lab has abundant or science resources and Smartscopes, etc. ● Teachers post daily objectives.		

2.1 - Campus Improvement Plan (CIP)
The Planning Team will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Strategy KPI	Monitor(s)	Fund /Purchase/ Amount
DE-1	Goal 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	Increase school wide attendance percentage to 90% Demographics PS1	Implement a campus-wide system for monitoring student attendance resulting in an annual attendance rate of 90%. The campus attendance committee will monitor and track attendance, identify trends and chronic absenteeism, organize incentives, and address concerns with parents. ● Attendance committee reports data weekly to the campus administration; ● 100% of students are recognized for attendance by class shout-outs, grade level shoutouts, weekly drawings, and 9-week drawings. ● Attendance Dance for students with 95% perfect attendance	Q1: Attendance average by the end of the 1st 9 weeks is 85% Q2: Attendance average by the end of the 2nd 9 weeks is 86% Q3: Attendance average by the end of the 3rd 9 weeks is 88% Q4: Attendance average by the end of the 4th 9 weeks is 90%	Attendan committee chair Admin Data Clerk	211 - $2,000
DE-2	Goal 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	By the end of the year, all students will have experienced two field experiences that connects to the core curriculum. Demographics PS2	Students will participate in field trips designed to enhance mastery of key concepts taught in ELAR, Social Studies, Math and Science classes. Field trips will be designed to afford students opportunities to access real-world experiences. Field trips will serve as a supplement to the core classroom instruction.	By the end of the year, all students will have experienced two field experiences that connects to the core curriculum.	Grade Level ACT Secretary	211 - $5,000

The Planning Team will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes						
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Strategy KPI**	**Monitor(s)**	**Fund /Purchase/ Amount**
SL-1	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	By the end of the year, 100% of all artifacts will be visible/displayed and show alignment to the campus' vision and expectations. Perceptions PS2	Create a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. ● Create the vision and values of the campus with all stakeholders. ● Refine the mission statement with all stakeholders. ● CLT will determine the characteristics and look-fors of a classroom that demonstrates high expectations for all students.	By the end of the year, 100% of all artifacts will be visible/displayed and show alignment to the campus' vision and expectations.	Admin	
SL-2	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS GOAL 4 ENSURE PROFICIENCY 2C	Increase student achievement by 10% across all grade levels based on EOY assessments Student Learning PS1 PS2 PS3	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. ● Daily use of formative assessments/exit tickets and using that data for Tier I , Tier II and Tier III instruction. ● Creation of a formative assessment calendar that outlines testing every 4 weeks. ● Collaboration with the Campus Leadership Team to develop protocols to ensure alignment for formative assessments and exit tickets. ● Ensure time in the master schedule for teachers to intervene based on data.	By the end of the year 100% of the teachers will use formative assessments and exit tickets to inform interventions.	Admin ICs	
SL-3	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS GOAL 4 ENSURE PROFICIENCY 2C	Increase student achievement by 10% across all grade levels based on EOY assessments Student Learning PS1 PS2 PS3	Social-Emotional Resources will be used to support students and families with a variety of needs such as: Social-emotional development, counseling support, positive behavior choices, and attendance motivators.	Discipline Referrals will reduce by 10% from BOY to EOY.	Teachers	ESSER Funds $10,0000 Kindness/PBIS $5,000
SL-4	GOAL 4 ENSURE PROFICIENCY 2C	Increase student achievement by 10% across all grade levels based on EOY assessments Student Learning PS1 PS2 PS3	Students will have access to a variety of instructional resources, technology tools, manipulatives and supplies to maximize student performance across all content areas and grade levels.	By the end of the year 30% increase in the percent of students ready in Reading & Math as identified by MAP EOY	Admin ICs	211 - $1,200

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)						
The Planning Team will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes						
#	Board Goal	Performance Objective and Problem Statement	Strategy	Strategy KPI	Monitor(s)	Fund /Purchase/ Amount
SL-5	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	By the end of the year the K - 5	Students will participate in fitness gram.			

2.1 - Campus Improvement Plan (CIP) The Planning Team will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes						
#	Board Goal	Performance Objective and Problem Statement	Strategy	Strategy KPI	Monitor(s)	Fund /Purchase/ Amount
PE-1	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	Increase the overall parent/community involvement as a part of the SAISD Performance Framework (SPF) by at least 10%. Perceptions PS1 Demographics PS2	Hirsch will establish and maintain programs that will engage parents and community members by encouraging their participation /involvement in school activities such as, but not limited to family academic nights, spring assessment information night, Fall and Spring conference with parents, Meet the Teacher, Winter Performance, Fall Festival, and monthly Principal's Coffees, and end of year field trips with parent chaperones etc.	Q1: 10% of families from each classroom will attend family events. Q2: 20% of families from each classroom will attend family events. Q3: 35% of families from each classroom will attend family events.	FACE specialist Teachers IC's Admin	211 - $2,000
PE-2	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	Increase student, parental, and teacher satisfaction rates by 10%. Perceptions PS2	The campus administration will ensure that at least 90% of campus staff participate in the Insight Survey and work to ensure positive response scores of 80% by providing opportunities for shared decision making and leadership on the campus for staff. Committees will plan and execute two school wide events.	By the end of the first cycle, 100% of teachers and lead team members are assigned to a committee with established roles and responsibilities;	Admin	
PE-3	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	Increase student, parental, and teacher satisfaction rates by 10%. Perceptions PS2	Teachers will be provided with 90 minutes weekly to vertically plan.	By the end of the first cycle, the master schedule includes weekly PLC time.	Admin	
PE-4	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	Increase student, parental, and teacher satisfaction rates by 10%. Perceptions PS2	Teachers will be provided with the opportunity to attend professional development sessions as needed.	By the end of the year, 100% of all classroom's will in engage in a minimum of 5 High Leverage Strategies.	Admin ICs	

2.1 - Campus Improvement Plan (CIP)
The Planning Team will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Strategy KPI	Monitor(s)	Fund /Purchase/ Amount
PP-1	GOAL 4 ENSURE PROFICIENCY 2c	Increase the percentage of all students at the meets grade level to 30% in Reading, 14% in Math, and 11% Science. Processes & Programs PS1	Teachers will utilize data to create small group intervention/enrichment sessions during Husky Hour (schoolwide intervention block) and afterschool for tutoring	Q1: 100% of students will engage in small groups.	Admin	164 - $5,000 282 - $5430
PP-2	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	100% of the campus will implement a system of Positive Behavior Intervention and Support (PBIS) in order to promote character education, foster respect, and develop appropriate decision-making for all students, decreasing the number of office referrals to 100 by the EOY. Processes & Programs PS2	Hirsch staff will utilize DOJO as a point tracker for targeted positive behavior. DOJO will also be utilized to be in frequent communication with parents involving campus and class events.	Q1: 50% of the campus is connected and using dojo to communicate with families and students for PBIS points. Q2: 75% of the campus is connected and using dojo to communicate with families and students for PBIS points. Q3: 100% of the campus is connected and using dojo to communicate with families and students for PBIS points.	Teachers PBIS committee Admin	211 - $2,000
PP-3	GOAL 1 INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS	100% of the campus will implement a system of Positive Behavior Intervention and Support (PBIS) in order to promote character education, foster respect, and develop appropriate decision-making for all students, decreasing the number of office referrals to 100 by the EOY. Processes & Programs PS2	Hirsch will utilize the Hirsch Husky Store for students to redeem prizes based on the DOJO student's redeem points on a weekly basis.	Q1: 50% of students will have a weekly opportunity to cash in dojo points for prizes or treats. Q2: 75% of students will have a weekly opportunity to cash in dojo points for prizes or treats. Q3: 100% of students will have a weekly opportunity to cash in dojo points for prizes or treats.	Teachers PBIS committee Admin	211 - $2,000

Strategy	KPI	Quarterly Reviews				Final Determination - Next Steps
		Q1	Q2	Q3	Q4	
DE-1	Q1: Attendance average by the end of the 1st 9 weeks is 85% Q2: Attendance average by the end of the 2nd 9 weeks is 86% Q3: Attendance average by the end of the 3rd 9 weeks is 88% By the end of the year, attendance rate will be 90% or higher.	MT				
DE-2	By the end of the year, all students will have experienced two field experiences that connects to the core curriculum.	NP				
SL-1	By the end of the year, 100% of all artifacts will be visible/displayed and show alignment to the campus' vision and expectations.	NP				
SL-2	By the end of the year 100% of the teachers will use formative assessments and exit tickets to inform interventions.	NP				
SL-3	Discipline Referrals will reduce by 10% from BOY to EOY.	NP				
SL-4	By the end of the year 30% increase in the percent of students ready in Reading & Math as identified by MAP EOY	GP				
PE-1	Q1: 10% of families from each classroom will attend family events. Q2: 20% of families from each classroom will attend family events. Q3: 35% of families from each classroom will attend family events.	NP				
PE-2	By the end of the first cycle, 100% of teachers and lead team members are assigned to a committee with established roles and responsibilities;	MT				
PE-3	By the end of the first cycle, the master schedule includes weekly PLC time.	MT				
PE-4	By the end of the year, 100% of all classroom's will in engage in a minimum of 5 High Leverage Strategies.	GP				
PP-1	Q1: 100% of students will engage in small groups.	GP				

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Strategy	KPI	Quarterly Reviews				Final Determination - Next Steps
		Q1	Q2	Q3	Q4	
PP-2	Q1: 50% of the campus is connected and using dojo to communicate with families and students for PBIS points. Q2: 75% of the campus is connected and using dojo to communicate with families and students for PBIS points. Q3: 100% of the campus is connected and using dojo to communicate with families and students for PBIS points.	MT				
PP-3	Q1: 50% of students will have a weekly opportunity to cash in dojo points for prizes or treats. Q2: 75% of students will have a weekly opportunity to cash in dojo points for prizes or treats. Q3: 100% of students will have a weekly opportunity to cash in dojo points for prizes or treats.	NP				

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 4 Summative Review

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
The Summative Review Team will use artifacts and data to evaluate all Performance Objectives.

Strat #	Performance Objective	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, increase school wide attendance percentage to 90%		
DE-2	By the end of the year, all students will have experienced two field experiences that connects to the core curriculum.		
SL-1	By the end of the year, 100% of all artifacts will be visible/displayed and show alignment to the campus' vision and expectations.		
SL-2	Increase student achievement by 10% across all grade levels based on EOY assessments.		
PE-1	Increase the overall parent/community involvement as a part of the SAISD Performance Framework (SPF) by at least 10%.		
PE-2	Increase student, parental, and teacher satisfaction rates by 10%.		
PE-3	Increase student, parental, and teacher satisfaction rates by 10%.		
PE-4	Increase student, parental, and teacher satisfaction rates by 10%.		
PP-1	Increase the percentage of all students at the meets grade level to 30% in Reading, 14% in Math, and 11% Science.		
PP-2	100% of the campus will implement a system of Positive Behavior Intervention and Support (PBIS) in order to promote character education, foster respect, and develop appropriate decision-making for all students, decreasing the number of office referrals to 100 by the EOY.		
PP-3	100% of the campus will implement a system of Positive Behavior Intervention and Support (PBIS) in order to promote character education, foster respect, and develop appropriate decision-making for all students, decreasing the number of office referrals to 100 by the EOY.		

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

Campus Improvement Plan Quality Checklist

Critical Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.	X	All are based on the success criteria of the ESF.	X
All are based on issues that the campus can control and improve on.	X	All are controllable by the campus.	X
All are based on quantifiable issues and not based assumptions.	X	All can be mitigated by strategies.	X

Improvement Plan – Performance Objectives

All are specific and clear what the campus needs to achieve.	X	All are tied to at least one problem statement.	X
All are measurable and quantifiable.	X	All are time-bound and have an ending date.	X
All are challenging and attainable.	X	All are measured by a data source.	X

Improvement Plan – Strategies

All are above and beyond current teaching practices and routines.	X	All are targeted to eliminate at least one root cause.	X
All are attached to evidence or research-based best practices.	X	All are being monitored.	X
All are specific and clear and explains what the work is going to look like.	X	All are measured by an end of year KPI outcome.	X

Federally Required Strategies – How Many Strategies Address -

Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development	X	Dropout Prevention	NA
Physical Activity		Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary	
Quality of Learning Environment	X	College Career and Military Readiness	NA	MTSS – Behavioral Interventions	X		

2.3 Equitable Availability of Plan to Parents

Locations of Plan	
Languages Available	
URL to Online Version	

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Hirsch Elementary	15907- 137
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Eric Wicker
Principal	**SAISD Board Approval Date**
Natasha Gould	

Committee Members

Committee Members
Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role	Name	Role
Natasha Gould	**Chairperson/Admin**		
Marissa Wright	PK		
Valeria Flores	Kinder		
Erin McWhorter	First Grade		
Fix-Turkowski	Second Grade		
Mya Sneed	Third Grade		
Taylor Wheeler	Fourth Grade		
Jennifer Trevino	Fifth Grade		
Tanna Antonucci	Counselor		
Herlinda Barrientos	Librarian		
Sean Guidry	Sped		
Terri McClinton	Instructional Asst.		