Campus Improvement Plan
2023-2024

SAISD

Campus Name

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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.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 April 1, 2023	22-23 CIP Summative Evaluation and CNA Data Review
Meeting #2 April 17, 2023	22-23 CNA/ CIP Workshop

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

We reviewed all goals and strategies to discuss impact of student performance, attendance, campus climate, and community building. We discuss the effectiveness and the cost for each strategy. We used a start/stop protocol and discussed blind spots that we missed and wish to address in our CIP for next year.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC 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	
Teacher Retention	Teacher demographics Teacher transfer requests Teacher resignations and retirement	PS DE-1	31% of our teacher are not returning next year due to retirement, resignation, or transfer requests.	
		RC DE-1	Campus culture needs to improve with additional incentives and recognition for teachers.	
Student Attendance	student attendance reports	PS DE-2	We are not meeting the district's goal of 95% attendance, 4% percent below the district average.	
		RC DE-2	We lack a school-wide attendance incentive plan.	
		PS DE-3		
		RC DE-3		
		PS DE-4		
		RC DE-4		
Data Determinations	UTSA teacher survey			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC 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
Math	STAAR 22-23 MATH Interim Data from Fall and Spring MAP MOY Math Data	PS SL-1	According to STAAR interim data, 60% or more of our students are below grade level in Math in grades 3rd to 5th.
		RC SL-1	We had limited professional development and access to resources.The manipulatives are also insufficient.
Reading	STAAR 22-23 Reading Interim Data from Fall and Spring MAP MOY	PS SL-2	According to STAAR interim data, 50% or more of our students are below grade level in Reading in grades 3rd to 5th.
		RC SL-2	Teacher are not familiar with reading curriculum and lack alignment campus-wide.
Science	STAAR 22-23 Science Interim Data from the Fall and Spring MAP MOY	PS SL-3	According to STAAR interim data, 70% or more of our students are below grade level in Science in 5th grade.
		RC SL-3	Lack of fidelity to science curriculum campus-wide and limited hands on experiences and materials.
		PS SL- 4	
		RC SL-4	
Data Determinations	STAAR interim data and MAP MOY data		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC 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	
Behavior Expectations	UTSA Survey	PS PP-1	PBIS is implemented inconsistently in 50% of the campus.	
		RC PP-1	We lack a school wide tracking of implementation and incentives.	
Vertical Alignment	UTSA Survey	PS PP-2	We only have vertical alignment activities twice a year.	
		RC PP-2	Limited collective efficacy among teachers and opportunities were not planned for vertical alignment.	
		PS PP-3		
		RC PP-3		
		PS PP-4		
		RC PP-4		
Data Determinations				

Comprehensive Needs Assessment – Perceptions

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC 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**
Student Behavior	UTSA Survey, Frontline data	**PS PE-1**	45% of teachers felt that had little influence over student behavior.
		RC PE-1	Teachers received insufficient training on restorative practices and campus-wide discipline plan.
Community Engagement	Sign Ins, Flyers	**PS PE-2**	25% of parents did not attend any of our school events.
		RC PE-2	The campus did not offer opportunities for families who are unable to attend traditional events.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations			

Plan for Improvement – Demographics

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By the end of August, the master schedule will reflect additional 45 PD and 45 PLC time for teachers. P.S. DE 1	Creating additional Specials classes such Motor Lab, STEM Lab, Mariachi, Counseling to allow teachers opportunities for training, peer observations, and PLC.	instructional coaches and principal	
		Quarterly KPIs	By the end of August, the master schedule will reflect additional 45 PD and 45 PLC time for teachers		
DE-2	1	PO:Campus will have a daily rate of attendance of 97%. P.S. DE 2	Students will be provided with incentives every 3 weeks based on attendance through a campus incentives store.	attendance clerk and family specialist	
		Quarterly KPIs	By the end of the 1st grading period… By the end of the second period…		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	4	PS-SL1 Students will demonstrate a 20% increase in MAP Math Growth EOY Scores for kindergarten through 5th grade.	All pre-kinder through fifth grade teachers will receive Math professional development by instructional, new curriculum, materials, and manipulatives throughout the school year.	instructional coaches	
		Quarterly KPIs	100% of our teachers will receive professional development. Sign-in sheets		
SL-2	4	PS-SL2 Students will demonstrate a 20% increase in MAP Reading Growth EOY Scores for kindergarten through 5th grade.	All pre-kinder through fifth grade teachers will receive Reading professional development by instructional coaches, new curriculum, books, and reading/writing materials throughout the school year. Feedback will be provided by walkthroughs and student data.	instructional coaches	
		Quarterly KPIs			
SL-3	4	**PS-SL3** Students will demonstrate a 20% increase in MAP Science Growth EOY Scores for 5th grade.	All pre-kinder through fifth grade teachers will receive Science professional development bby instructional coaches, new curriculum, materials, and manipulatives throughout the school year.Feedback will be provided by walkthroughs and student data.	instructional coaches	
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	Improve campus culture by 25% for students and staff by the end of the year.	Students will participate in various campus celebrations to increase campus culture this may include, PBIS incentives, snacks/treats, and campus gear/swag items.	counselors, face specialist	
		Quarterly KPIs	Student, staff, and family surveys		
PP-2	1	100% of our teachers will participate in quarterly vertical alignment planning sessions.	Prek-5th teachers will participate in team building activities, vertical planning, and will utilize vertically aligned instructional resources(physical and digital)and planning tools/materials for these sessions. Substitutes will be utilized as needed.	instructional coaches	
		Quarterly KPIs			
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)						
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes						
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		Student behavior incidents will decrease by 10% .	Students will have multiple enrichment opportunities during and afterschool such as ballet folklorico, mariachi, gardening, student council, tutoring, chess club, running club, girl scouts, art club. They will also attend at least 2 academic field trips and/or demonstrations on campus.	counselors	
		Quarterly KPIs	Frontline reports for attendance and behavioral incidents		
PE-2		Parent involvement will increase by 10%.	Campus will host 2 monthly events for community engagement, quarterly student performances, and will invite parents to local and out of town symposiums, conferences, and parent development opportunities.	family specialist	
		Quarterly KPIs			
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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 2 Formative Review

2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

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 3 Formative Review

	2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 3 KPI**	**Q3 Rating**	**Findings / Next Steps**

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

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

Quarter 4 Formative Review

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Summative Review

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

Performance Objective	Q4 Rating	Findings / Next Steps

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

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Always Learning GPS	Problem Statement & Root Cause				

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Quality Checklists

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	
All are measured by a data source.			

Improvement Plan – Strategies

All are in BEST format.		All strategies are targeted to eliminate at least one root cause.	
All are measured by quarterly KPI outcomes.		Entire plan has been checked for spelling and grammar.	

Federally Required Strategies – Do we have strategies that address -

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

Equitable Availability of the Campus Improvement Plan to Parents / Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan		Physical Locations of the Plan	
Languages Available		Languages Available	
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed	
Languages Available	English and Spanish		
URL to Online Version			

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	
School-Parent-Compact (ESSA Sec. 1116(d)			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	**Google Shared Folder**	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	**Google Shared Folder**	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

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
Graebner Elementary	15907- ###
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Eric Wicker
Principal	**SAISD Board Approval Date**
Rebecca De Leon	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

Committee Members

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

Name	Role	Name	Role

Committee Members