

Campus Improvement Plan

2024 - 2025



Arnold Elementary

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6
Demographics - CNA Problem Statements and Root Causes	
Student Learning - CNA Problem Statements and Root Causes	
Processes and Programs - CNA Problem Statements and Root Causes	
Perceptions - CNA Problem Statements and Root Causes	
Demographics - Plan for Improvement	
Student Learning - Plan for Improvement	
Processes and Programs - Plan for Improvement	
Perceptions - Plan for Improvement	
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

Board of Trustees



**President
Christina Martinez
District 6**



**Vice President
Alicia Sebastian
District 2**



**Secretary
Arthur Valdez
District 4**



**Trustee
Sarah Sorenson
District 1**



**Trustee
Leticia Ozuna
District 3**



**Trustee
Stephanie Torres
District 5**



**Trustee
Ed Garza
District 7**



**Superintendent of Schools
Dr. Jaime Aquino**

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

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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.

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 during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly those 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)]

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 May 7, 2024	Student Learning: This year we are projected to be a "C" campus based on Math and Reading growth in 4th and 5th grade. Because Math is skill based student trackers and tracked the data after every assessment. Teachers also created action plans based on the data they received from the assessments. In ELAR teachers used RACE to support students with crafting written responses to texts. Teachers in grades 2nd-5th attended Gretchen Bernabi's workshop instruction in the classroom.
Meeting #2 May 29, 2024	-Review Budget & Insight Survey Results

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

Attendance committee has monthly pizza parties for classes with perfect attendance. Teachers continue submitting lesson plans on a weekly basis. Students are provided with rigorous lessons as demonstrated by student work.

Teachers continue to monitor aggressively to ensure that all procedures and routines are practiced with fidelity.

Teachers continue to provide students with targeted interventions using colored copies and other resources such as Think It Up and i-Ready. State Interim Data projects Arnold will be a C. STAAR preliminary report, MAP and Circle data the committee determined that reading and math continued to be an area of focus for the 2024-2025 school year. We will focus on improving our mathematics instruction from the STAAR assessment last year. We would continue to plan parent engagement activities with an instructional focus.

**Implementation of the plan. The CAC
fully the needs of those children**

ed, the year teachers created
,ts.
;kshop to help support writing

ent interim data.

1 due to not meeting growth targets on

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys		Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

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	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Attendance rates have decreased over the years (2019 96.3%, 2020 95.5%, 2021 95.4% 2022 90% 2023 92% 2024 93%). Students not arriving to school on time has increased over the past 3 years.
	RC DE-1	Lack of consistent parental outreach programs, consequences for excessive absences and tardies and lack of incentive programs/ or activities have contributed to an increase of tardies and a decrease in student attendance.
Student Discipline	PS DE-2	There has been a 10% increase in SEL issues reported by teachers and on Rhithm.
	RC DE-2	Lack of classroom management and rewards and consequences systems.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
<p align="center">Strengths & Areas for Improvement Based on your Data Analysis</p>	<p>Arnold Elementary school leaders provide teachers with the support needed to maintain high standards for student behaviors at 89%. 92% of the teachers feel that school leaders promote a safe and productive learning environment that has helped with the overall EOY assessments.</p> <p>Arnold continues to strive to improve attendance by making home visits and daily phone calls. We incentivize students that have perfect attendance for the week current daily attendance average is 92%.</p>	

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	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	Students (K-5) on Tier 1 instruction scored less than 50% in both math and reading according to MAP and STAAR data. Growth (K-5) was an overall 35% (math) and 35% (reading) as a campus.
	RC SL-1	As a campus we have not monitored progress of targeted small group instruction in reading and math consistently.
EOY Assessment Outcomes	PS SL-2	According to MAP data, 40%(math) 35% (reading) students in K-5 are performing at tier one instruction. According to 2024 STAAR Data, 33% (reading) and 35% (math) of the students performed at Tier one.
	RC SL-2	As a campus we have not monitored progress of targeted small group instruction in reading and math consistently.
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	EOY Map data shows that students struggle in both growth and achievement. 2024-2025 STAAR data shows that our campus struggled in closing the gaps in the area of math.	

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 & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher Feedback	PS PP-1	Teachers are not utilizing walk through feedback to adjust and monitor their instruction.
	RC PP-1	According to Performance Matters less than 50% of teachers are "acknowledging" their snapshot and comprehensive walk through feedback.
Teacher PD	PS PP-2	62% of survey data indicates that coaching and feedback demonstrates what effective teaching of rigorous content looks like.
	RC PP-2	There is no system in place by administrators to follow up with feedback provided to teachers on Performance Matters.
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	

Comprehensive Needs Assessment - Processes & Programs

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

Administration provides feedback with teachers immediately after observation has been completed and this is demonstrated in the survey, 91% of teachers believe the school is committed to improving daily instruction. 81% of Teachers at Arnold have a Proficient rating or higher. There are 10 teachers with TEA Designations: 2 Exemplary and 8 Recognized. Effective instructional practices helped the campus receive an overall rating of "C".

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	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	10% of families are attending monthly Cafecito with the Principal sessions.
	RC PE-1	Students not having a role in the cafecito (play, or performance) Sessions being only held during the day.
Engagement Opportunities	PS PE-2	35% of families participated in after school events related to academics such as Open House, Meet the Teacher, and Academic Nights.
	RC PE-2	Lack of incentives for attending events and lack of sessions with make and take resources families can utilize at home to support students learning.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	Parent attendance averages have increased since August 202 by over 60%. On average there are 20-25 parents in attendance. The campus has improved with family engagement through collaboration and a shared vision/mission of the campus (ESF 3.1) with the FACE (Family and Community Engagement) Specialist. The after school family engagement activities have been informative to the new STAAR assessment along with community presenters that our families have requested (ESF 3.3 and 3.4).	

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By the end of the year, grade level readiness in all students will increase by 5%. PE-1 & PE-2	The Principal and FACE specialist will hold monthly meetings in English and Spanish with parents and guardians to ensure a partnership between the parents and the school. The monthly meetings will engage parents in learning activities that they can take home and use with their child/children. Topics will include how parents can support students at home, fall festival, ESL classes, and district assessment sessions. Parents will be provided with information that helps their understanding of educational goals, best teaching of specific skills/concepts, and data provided by PreKinder - 5th grade teachers.	Principal, Assistant Principal, FACE Specialist, Instructional Coach, Teachers	
	PS #		By the end of the first quarter, monthly parent meetings report will be generated to calculate attendance and respond to meeting feedback/requests.		
			By the end of the second quarter, attendance of all calendar events will be shared with CAC committee and attendance/participation will be compared from BOY to MOY.		
			By the end of the third quarter, campus will revise parent calendar and make necessary revisions.		
			By the end of the fourth quarter, the committee will prepare for the next school year and create a rough draft of new/upcoming parent events.		
DE-2	2	By the end of the year, By the end of the year, students reporting SEL issues will decrease by 10%. Demographics 1	Social emotional learning resources will be utilized to support students and families with a variety of needs such as social emotional support, positive behavior choices, counseling support, attendance motivators. The SEL activities that will be utilized are journal writing, read alouds, Art activities and problem solving skills.	Counselor, Communities in Schools (CIS), Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of campus faculty and staff will implement the daily use of Rhitm to monitor student SEL.		
			By the end of the second quarter, the school counselor will share data results from Rhitm and monitor trends with classrooms/students.		
			By the end of the third quarter, the school counselor will share data results from Rhitm and monitor trends with classrooms/student compared with Quarter 2.		
	By the end of the fourth quarter, EOY data will be shared with committee and updates for the next school year.				
DE-3	3	By the end of the year, By the end of the year, teacher use of PBIS strategies will increase by 10%. Demographics 1	PBIS team will meet monthly and will provide the campus staff with PBIS Initiatives and Classroom Management Strategies. The PBIS Team will also use BI reports to provide guidance in order to best support students and staff needs. Acknowledgment and incentives (PBIS Store prizes) will be given to students who model PBIS standards.	Counselor PBIS Committee Principal Assistant Principal	
	PS #	Quarterly KPIs	By the end of the first quarter, campus PBIS committee will create activities calendar.		
			By the end of the second quarter, campus calendar activities will be shared and implementation of monthly incentives will begin.		
			By the end of the third quarter, data will be collected by PBIS Committee to create lists of off-campus activities that will be organized		
	By the end of the fourth quarter, end of year activities will begin and plans for next year will be discussed.				
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the year, By the end of the year, grade level readiness will increase by 10% based on EOY assessments. Student Learning 1	Use of PLC Protocol, coaching cycle, and exit tickets to consistently assess students. Teachers will incorporate online platforms and tutor to support instruction. Certified retired teachers will be utilized for interventions/small groups. (Examples of online subscriptions are:i-Ready and Learning A-Z, IXL, Starfall)	Admin Team and Instructional Coach, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices.		
			By the end of the second quarter, all teachers will create data-driven action plans that includes classroom goals.		
			By the end of the third quarter, teachers will revise campus, and district data to improve daily instructional practices.		
			By the end of the fourth quarter, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.		
SL-2	1,2	By the end of the year, By the end of the year, grade level readiness will increase by 10% based on EOY assessments. Student Learning 1	Incorporating best practices in writing across all disciplines and grade levels. Teachers will receive professional development to provide opportunities to practice and take part in observation and feedback protocols. (Examples of PD: Trail of Breadcrumbs & District PD)	Admin Team and Instructional Coach, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices.		
			By the end of the second quarter, all teachers will create data-driven action plans that includes classroom goals.		
			By the end of the third quarter, teachers will revise campus, and district data to improve daily instructional practices.		
			By the end of the fourth quarter, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.		
SL-3	1,2	By the end of the year, By the end of the year, grade level readiness will increase by 10% based on EOY assessments. Student Learning 1	Students will be given unit assessments and benchmark assessments, along with Reading, Writing, Math testing materials/resources (paper copies or online platforms) to monitor student learning. Assessments will be created by collaborating with instructional coach to ensure alignment to TEKS.	Admin Team and Instructional Coach, Teachers, Certified Retired Teachers (CRTs)	211-31-6339-00-101-30-9-45 8,800 Testing Materials
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of 3rd - 5th grade teachers will implement online assessments to monitor student mastery.		
			By the end of the second quarter, 70% of identified students will receive small group instruction and tutoring with Teachers and CRTs.		
			By the end of the third quarter, 100% of identified students will receive small group instruction and tutoring.		
			By the end of the fourth quarter, there will be a 10% increase in Meets and Masters on 2024 Math STAAR and 8% increase in Meets and Masters on 2024 Reading STAAR.		
SL-4	1	By the end of the year, By the end of the year, 50% of our students in grades K- 3 will show growth in Reading and Math on MAP data BOY to EOY. Student outcomes in Domain 1 will increase by 5%. Student Learning 1	Teachers will provide additional small-group instruction and interventions to address learning gaps or accelerate instruction for students along with the use of purchased campus teaching supplies to make copies using the iReady and Think it UP Math and Reading/Writing resources to track student mastery of specific TEKS. The colored paper will be used to create activities for reading skills: story foldables, sight words, flash cards, word lists, spelling practice/editing, and fluency cards for short readings. Reading Materials	Principal Assistant Principal Librarian	
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices.		
			By the end of the second quarter, all teachers will create data-driven action plans that includes classroom goals.		
			By the end of the third quarter, teachers will revise campus, and district data to improve daily instructional practices.		
			By the end of the fourth quarter, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2	By the end of the year, By the end of the year, the administrative team will calibrate bi-weekly on walkthrough data that is aligned to the TTESS rubric. Processes & Programs 1	Campus Admin will calibrate and complete TTESS components.	Leadership Team	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus Admin will create calendar of formal observations.		
			By the end of the second quarter, formal observations will begin		
			By the end of the third quarter, 70% of formal classroom observations will be completed		
			By the end of the fourth quarter, 100% of all T-TESS evaluations will be completed and calibrated.		
PP-2		By the end of the year, By the end of the year, the amount of TTESS ratings calibrated to student outcomes will increase by 5%. Processes & Programs 1	The administrative team will attend professional development (if available) on providing feedback to teachers during instructional rounds. Teachers will attend professional development to help support instructional practices in the classroom. (Examples of PD: Trail of Breadcrumbs)	Leadership Team CAC Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will meet to create calendar of campus walk-throughs.		
			By the end of the second quarter, the committee will set dates for implementation of campus walk-throughs.		
			By the end of the third quarter, 50% of observations will be completed.		
			By the end of the fourth quarter, 100% of walk-throughs will be completed with feedback provided.		
PP-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, Parent attendance in monthly parent meetings will increase by from 10% to 50%. In 2023-2024 only 10% of families were attending monthly principal meetings. Perceptions 1	Conduct parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement. Ask parents for input on topics to cover during monthly meetings.	Attendance Committee, Principal, Assistant Principal, Counselor, Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will have provided opportunities for families to identify parent training topics and where resources will be housed for parents that support student learning and achievement.		
			By the end of the second quarter, attendance at parent trainings will be 25%.		
			By the end of the third quarter, attendance at parent trainings will be 35%.		
			By the end of the fourth quarter, there will be an increase of 50% in attendance at parent trainings.		
PE-2		By the end of the year, attendance at academic events will increase 50% or more.	Incentives for attending events and make and take resources families can utilize at home to support students learning will be implemented. Colored paper will be used to create activities for reading skills: story foldables, sight words, flash cards, word lists, spelling practice/editing, and fluency cards for short readings.	Principal Assistant Principal Instructional Coach Classroom teachers FACE Specialist	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will have provided opportunities for families to identify parent training topics and where resources will be housed for parents that support student learning and achievement.		
			By the end of the second quarter, attendance at campus events will be 25%.		
			By the end of the third quarter, attendance at campus events will be 35%.		
			By the end of the fourth quarter, there will be an increase of 50% in attendance at campus events.		
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, monthly parent meetings report will be generated to calculate attendance and respond to meeting feedback/requests	Choose One	
DE-2	By the end of the first quarter, 100% of campus faculty and staff will implement the daily use of Rbim to monitor student SEL	Choose One	
DE-3	By the end of the first quarter, campus PBIS committee will create activities calendar	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices	Choose One	
SL-2	By the end of the first quarter, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices	Choose One	
SL-3	By the end of the first quarter, 100% of 3rd - 5th grade teachers will implement online assessments to monitor student mastery	Choose One	
SL-4	By the end of the first quarter, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, the campus Admin will create calendar of formal observations	Choose One	
PP-2	By the end of the first quarter, the campus will meet to create calendar of campus walk-throughs	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, the campus will have have provided opportunities for families to identify parent training topics and where resources will be housed for	Choose One	
PE-2	By the end of the first quarter, the campus will have have provided opportunities for families to identify parent training topics and where resources will be housed for	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, attendance of all calendar events will be shared with CAC committee and attendance/participation will be compared from BOY to	Choose One	
DE-2	By the end of the second quarter, the school counselor will share data results from Rhythm and monitor trends with classrooms/students	Choose One	
DE-3	By the end of the second quarter, campus calendar activities will be shared and implementation of monthly incentives will begin	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, all teachers will create data-driven action plans that includes classroom goals	Choose One	
SL-2	By the end of the second quarter, all teachers will create data-driven action plans that includes classroom goals	Choose One	
SL-3	By the end of the second quarter, 70% of identified students will receive small group instruction and tutoring with Teachers and CRTs	Choose One	
SL-4	By the end of the second quarter, all teachers will create data-driven action plans that includes classroom goals	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, formal observations will begin	Choose One	
PP-2	By the end of the second quarter, the committee will set dates for implementation of campus walk-throughs	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, attendance at parent trainings will be 25%.	Choose One	
PE-2	By the end of the second quarter, attendance at campus events will be 25%.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, campus will revise parent calendar and make necessary revisions.	Choose One	
DE-2	By the end of the third quarter, the school counselor will share data results from Rhythm and monitor trends with classrooms/student compared with Quarter 2	Choose One	
DE-3	By the end of the third quarter, data will be collected by PBIS Committee to create lists of off-campus activities that will be organized	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, teachers will revise campus, and district data to improve daily instructional practices	Choose One	
SL-2	By the end of the third quarter, teachers will revise campus, and district data to improve daily instructional practices	Choose One	
SL-3	By the end of the third quarter, 100% of identified students will receive small group instruction and tutoring	Choose One	
SL-4	By the end of the third quarter, teachers will revise campus, and district data to improve daily instructional practices	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 70% of formal classroom observations will be completed	Choose One	
PP-2	By the end of the third quarter, 50% of observations will be completed.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, attendance at parent trainings will be 35%.	Choose One	
PE-2	By the end of the third quarter, attendance at campus events will be 35%.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, he committee will prepare for the next school year and create a rough draft of new/upcoming parent events.	Choose One	
DE-2	By the end of the fourth quarter, EOY data will be shared with committee and updates for the next school year.	Choose One	
DE-3	By the end of the fourth quarter, end of year activities will begin and plans for next year will be discussed.	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.	Choose One	
SL-2	By the end of the fourth quarter, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.	Choose One	
SL-3	By the end of the fourth quarter, there will be a 10% increase in Meets and Masters on 2024 Math STAAR and 8% increase in Meets and Masters on 2024 Reading.	Choose One	
SL-4	By the end of the fourth quarter, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of all T-TESS evaluations will be completed and calibrated.	Choose One	
PP-2	By the end of the fourth quarter, 100% of walk-throughs will be completed with feedback provided.	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, there will be an increase of 50% in attendance at parent trainings.	Choose One	
PE-2	By the end of the fourth quarter, there will be an increase of 50% in attendance at campus events.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, grade level readiness in all students will increase by 5%.	Choose One	
DE-2	By the end of the year, By the end of the year, students reporting SEL issues will decrease by 10%.	Choose One	
DE-3	By the end of the year, By the end of the year, teacher use of PBIS strategies will increase by 10%.	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, By the end of the year, grade level readiness will increase by 10% based on EOY assessments.	Choose One	
SL-2	By the end of the year, By the end of the year, grade level readiness will increase by 10% based on EOY assessments.	Choose One	
SL-3	By the end of the year, By the end of the year, grade level readiness will increase by 10% based on EOY assessments.	Choose One	
SL-4	By the end of the year, By the end of the year, 50% of our students in grades K- 3 will show growth in Reading and Math on MAP data BOY to EOY. Student	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, By the end of the year, the administrative team will calibrate bi-weekly on walkthrough data that is aligned to the TTESS rubric.	Choose One	
PP-2	By the end of the year, By the end of the year, the amount of TTESS ratings calibrated to student outcomes will increase by 5%.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, Parent attendance in monthly parent meetings will increase by from 10% to 50%. In 2023-2024 only 10% of families were attending monthly.	Choose One	
PE-2	By the end of the year, attendance at academic events will increase 50% or more.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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.

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

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	Google Shared Folder	
	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		
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		
	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	Google Shared Folder	
		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		