Campus Improvement Plan
2023-2024

Arnold Elementary School

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.

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 13, 2023**	**Student Learning** - This year we are projected to be a "F" campus based on Math and Reading growth in 4th and 5th grade. Because Math is skill based, the year teachers created student trackers and tracked the data after every assessment. Teachers also created action plans based on the data they received from the assessments. In reading teachers in grades 3rd-5th used chapter books to instill the love of reading to their students. Students were excited with the Novels and chapters books the teachers selected for them. Through the use of authentic text and pre-planned questioning students were able to think critically about the text. Outcomes: Math STAAR: Examined recently purchased STAAR resources: Forde-Ferrier and Think-it-Up to discuss assessment/exit ticket data. **Demographics** - Attendance rates have decreased in the past 3 years (2019 - 96.3%, 2020 - 95.5%, 2021, 95.4%.) Students not arriving to school on time has increased over the past 3 years.
Meeting #2 **May**	**Perceptions** - According to the Insight Survey, teachers feel that students can not learn at the rate that they should. They feel students are behind and they do not have enough time in the day to catch up all students. **Processes and Programs -** Campus reviewed data from the Insight survey, campus-wide PBIS implementation, After school events: Academic Nights, Movie Night, STAAR Family night, Principal coffee meetings, and parental involvement (which has increased by 50%)

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

Based on the summative evaluation of the 2022 - 2023 CIP -

- Attendance committee monitors attendance and regularly sends out IAPs for students who do not meet regular attendance. Attendance committee raffles attendance prizes for students who regularly attend school. Attendance committee monitors attendance and regularly sends out IAPs for students who do not meet regular attendance. Attendance committee raffles attendance baskets to promote positive attendance.

- Teachers continue submitting lesson plans on a weekly basis. Students are provided with rigorous lessons as demonstrated by student interim data.

- 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, Mentoring Minds and Forde Ferrier. State Interim Data projects Arnold will be a B.

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
Student Achievement	EOY STAAR, MAP, and CIRCLE	PS DE-1	Students in PreKinder- 5th Grade still continue to struggle with reading fluency/comprehension and mathematical problem solving as noted on MAP, CIRCLE, campus assessments, and STAAR data.
		RC DE-1	Learning Walk data indicates that teachers are not providing tier one instruction to all students with fidelity and spend more time in tier 3 instruction.
Attendance	State Attendance	PS DE-2	Attendance rates have decreased over the years (2019 96.3%, 2020 95.5%, 2021 95.4% 2022 90%). Students not arriving to school on time has increased over the past 3 years.
		RC DE-2	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.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	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. 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%.		

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
Grade Level Readiness	EOY MAP Tier 1 and Growth Reading Results	PS SL-1	Students (K-5) on Tier 1 instruction are less than 50% and Growth (K-5) was an overall 42% as a campus.
		RC SL-1	As per walk through data, teachers are not implementing effective classroom routines, instructional strategies (ESF 5.1) and intervention therefore contributing to student's learning gaps.
Grade Level Readiness	EOY MAP Tier 1 Math Results / 2023 STAAR results	PS SL-2	According to MAP data students in kinder- 5th are performing at 47 %tier one instruction. According to 2023 STAAR Data, 28% of the students performed at Tier one.
		RC SL-2	According to walk through data teachers are not spending the adequate amount of time in Tier one instruction due to the perceived belief that some students can not perform on grade level.
Grade Level Readiness (3rd Reading)	District Assessments (CBAs), Reporting Category assessments (Campus created) and District STAAR Countdowns	PS SL-3	3rd grade students scored : CBA #1 - 38%, CBA #2 - 45% (English) and CBA #1 - 42%, CBA #2 - 37% indicating that they are below the districts goal of 50%.
		RC SL-3	Walk through data shows teachers did not implement instructional practices that were at the same rigor as district created assessments (ESF 4.1)
		PS SL- 4	
		RC SL-4	
Data Determinations	We found that during the past three years an average of 22% of all students scored at the "Meets or Masters" levels as indicated by STAAR results.		

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**
Parental Engagement	Parent surveys/Parent Cafecito surveys	**PS PE-1**	Approximately 10% of families are attending monthly Cafecito with the Principal sessions.
		RC PE-1	Lack of student involvement in Cafecito with the Principal session.
Parental Engagement	Open House, Meet the Teacher, Academic night sign ins	**PS PE-2**	Less than 50% 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.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	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).		

Comprehensive Needs Assessment – Processes & Programs

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**
Teacher Performance	TTESS	**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.
Professional Development	PLNs, teacher surveys, classroom observation data	**PS PP-2**	62% of survey data indicates that coaching and feedback demonstrates what effective teaching of rigorous content looks like.
		RC PP-2	As a campus we have limited time practicing various teaching techniques with a peer (on campus) or instructional expert (district ISs) outside the classrooms.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	81% of Teachers at Arnold have a Proficient rating or higher. There are 4 teachers with TEA Designations: 2 Exemplary and 2 Recognized. Effective instructional practices helped the campus receive an overall rating of "B". 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.		

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 the year, grade level readiness in all students will increase by 5%. **Demographics 1**	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 Mobile Mercado.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	**282 - ESSER $700** **211- TItle 1 $700**
		Quarterly KPIs	By the end of Quarter 1, monthly parent meetings report will be generated to calculate attendance and respond to meeting feedback/requests. By the end of Quarter 2, 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 Quarter 3 campus will revise parent calendar and make necessary revisions. By the end of the year, 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, 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	**282 - ESSER $1,006**
		Quarterly KPIs	By the end of Quarter 1 100% of campus faculty and staff will implement the daily use of Rhitm to monitor student SEL. By the end of Quarter 2 the school counselor will share data results from Rhitm and monitor trends with classrooms/students. By the end of Quarter 3 the school counselor_will share data results from Rhitm and monitor trends with classrooms/student compared with Quarter 2. By the end of the year EOY data will be shared with committee and updates for the next school year.		
DE-3	3	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	**211 - Title 1 $3,000**
		Quarterly KPIs	By the end of Quarter 1, Campus PBIS committee will create activities calendar. By the end of Quarter 2, campus calendar activities will be shared and implementation of monthly incentives will begin. By the end of Quarter 3, data will be collected by PBIS Committee to create lists of off-campus activities that will be organized. By the end of Quarter 4, end of year activities will begin and plans for next year will be discussed.		

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	1	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 also incorporate online platforms to support instruction. Certified retired teachers will be utilized for interventions/small groups. (Examples of online subscriptions are:i-Ready and Learning A-Z)	Admin Team and Instructional Coach, Teachers	**211 - ESEA Title 1 $8,000 211-11-6339-65-101-30-000- Student Online Subscriptions**
		Quarterly KPIs	By the end of Quarter 1, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices. By the end of Quarter 2, all teachers will create data-driven action plans that includes classroom goals. By the end of Quarter 3 teachers will revise campus, and district data to improve daily instructional practices. By the end of the year, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.		
SL-2	1,2	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	**211 - Title 1 $2,000**
		Quarterly KPIs	By the end of Quarter 1, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices. By the end of Quarter 2, all teachers will create data-driven action plans that includes classroom goals. By the end of Quarter 3 teachers will revise campus, and district data to improve daily instructional practices. By the end of the year, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.		
SL-3	1,2	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. Administration will vet assessments to ensure rigor and TEKS alignment.	Admin Team and Instructional Coach, Teachers, Certified Retired Teachers (CRTs)	**211 - Title 1** supplemental pay for tutoring (teacher & CRT), supplemental pay tutoring **$25,056**
		Quarterly KPIs	By the end of Quarter 1 100% of 3rd - 5th grade teachers will implement online assessments to monitor student mastery. By the end of Quarter 2 70% of identified students will receive small group instruction and tutoring with Teachers and CRTs, By the end of Quarter 3 100% of identified students will receive small group instruction and tutoring, By the end of the year 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.		

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-4	1	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 Forde-Ferrier 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.	Principal, Assistant Principal, Teachers	**211 - ESEA Title 1 $8,000**
		Quarterly KPIs	By the end of Quarter 1, all teachers will submit weekly lesson plans with necessary components to demonstrate best teaching practices. By the end of Quarter 2, all teachers will create data-driven action plans that includes classroom goals. By the end of Quarter 3 teachers will revise campus, and district data to improve daily instructional practices. By the end of the year, teacher EOY conferences will include crucial conversations of effective teaching through observations and feedback.		
SL-6	1,2	By the end of the year, students at the meets and masters level will increase by 5%. **Student Learning 1**	The campus Librarian and teachers will work in small groups integrating STEM activities including hands-on and technology for interactive 21st century learning.	Principal Assistant Principal LIbrarian Classroom teachers.	**211** - **Title 1** **$15,000**
		Quarterly KPIs	By the end of Quarter 1 the STEM materials will be purchased By the end of Quarter 2 materials/resources will be introduced to students By the end of Quarter 3 students will explore various STEM interactive activities. By the end of the year 80% of students will present their projects.		

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-7	1	By the end of the year, grade level readiness in the area of reading will increase by 5% for all students. **Student Learning 1**	By using leveled libraries in our classrooms, during small group instruction in grades Pre-kindergarten -2nd students will grow in their fluency and comprehension levels. In grades 3rd-5th teachers will use novels or chapter books to engage students in authentic reading.	Librarian Classroom Teachers	**211 - Title 1 $1,000**
		Quarterly KPIs	By the end of Quarter 1 the Librarian will inventory books needed to purchase by grade level. By the end of Quarter 2 books will be purchased for each grade level. By the end of Quarter 3 books will be received and organized. By the end of the year 100% of books will be distributed to the classrooms.		
SL-9	1,2	By the end of the year, grade level readiness will increase by 5% for all students. **Student Learning 1**	Students will be provided with educational opportunities/experiences outside the classroom **and** through off-campus field trips that reflect specific TEKS and align with lesson objectives.	Principal, Assistant Principal, Classroom Teachers	**211 - Title 1 $3,000**
		Quarterly KPIs	By the end of Quarter 1, campus activity calendar will be created and field trips will be added per grade levels. By the end of Quarter 2 proper paperwork will be submitted and field trips will begin. By the end of Quarter 3, field trips will continue and shared with CAC committee. By the end of Quarter 4, end of year field trips will take place and plans for next year will be discussed.		

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	4	By the end of the year, the daily attendance average will increase to 96%. **Perceptions 1**	Campus Attendance Committee will meet bi-weekly and will use reports from BI platform to monitor student attendance, providing targeted intervention plans for students with poor attendance with the support of Communities in Schools personnel. Kindness/Attendance incentives will be purchased to reward students for improvement in student attendance.	Attendance Committee, Principal, Assistant Principal, Counselor, Teachers	**211 - Title 1 - $1,006**
		Quarterly KPIs	By the end of Quarter 1 the campus will monitor attendance and regularly sends out IAPs for students who do not meet regular attendance By the end of Quarter 2 attendance committee will provide incentives to students who have regular daily attendance. By the end of Quarter 3 attendance committee will provide students with perfect attendance for an average of 92%. By the end of the year, attendance committee will provide students with perfect attendance for an average of 92% an incentive.		
PE-3	4	Parent attendance averages have increased since August of 2022 by over 60%. On average there are 20- 25 parents in attendance due to an increase in parent interest of various topics. **Perceptions 1**	Conduct parent trainings on a variety of topics for families and create resources for parents that support student learning and achievement.	Principal Assistant Principal FACE Specialist and CAC Members	**211 - Title 1 $600**
		Quarterly KPIs	By the end of Quarter 1 the campus will have 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 Quarter 2 attendance at parent trainings will be 25%, By the end of Quarter 3 attendance at parent trainings will be 35%, By the end of the year there will be an increase of 50% in attendance at parent trainings.		

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	1/2	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	None
		Quarterly KPIs	By the end of Quarter 1, the campus Admin will create calendar of formal observations. By the end of Quarter 2, formal observations will begin. By the end of Quarter 3, 70% of formal classroom observations will be completed. By the end of the year 100% of all T-TESS evaluations will be completed and calibrated.		
PP-2	1/2	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	**211 - Title 1 $2,000**
		Quarterly KPIs	By the end of Quarter 1, the campus will meet to create calendar of campus walk-throughs. By the end of Quarter 2, the committee will set dates for implementation of campus walk-throughs. By the end of Quarter 3, 50% of observations will be completed. By the end of the year 100% of walk-throughs will be completed with feedback provided.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, all assigned mentees will have had one goal-setting session and one co-teach opportunity with their mentor.		

Quarter 1 Formative Review

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 – Second Quarterly Review Meeting			
The Campus Advisory Council will use artifacts and data to check KPI progression for all strategies.			
GPS	**Quarter 2 KPI**	**Q2 Rating**	**Findings / Next Steps**
DE-1	By the end of Quarter 2, all mentees will have completed one additional coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.	DI	

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 – Third Quarterly Review Meeting
The Campus Advisory Council will use artifacts and data to check KPI progression for all strategies.

Quarter 3 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3 all mentees will have completed one additional coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.		

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 Formative Review

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.		

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 Summative Review Team will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps
By the end of the year, the campus will retain 100% of all high-performing teachers, especially those who have less than 5 years of experience. (Demographics)		

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

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, and 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
Arnold Elementary School	15907- 101
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Jonelda De Leon
Principal	**SAISD Board Approval Date**
Belinda Hernandez	12/14/23
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
Belinda Hernandez	Principal		
Rebeca Munoz	Assistant Principal		
Daniella Delgado	Instructional Coach		
Andrea Gongora Smith	Kinder CAC		
Alice Martinez	1st Grade CAC		
Sarah Marsch	2nd grade CAC		
Belinda Fernandez	3rd CAC		
Anna Ramons	4th CAC		
Marysa Ramon	5th CAC		
Miraslavia Konkright	Paraprofessional		
Jael Alvarado	Paraprofessional		
Pilar Valle	Parent		
Maricela Luna	Parent		

Committee Members