

Campus Improvement Plan

2024 - 2025



Charles C. Ball Elementary

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Board of Trustees



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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

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 of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 Monday, May 6, 2024	The committee reviewed the CNA/CIP for 23-24 school year. Current data was presented and discussed for this school year and a SWOT analysis was done to determine needs. Committee members were placed in different groups i.e. Demographics, Student Learning, Process, Perceptions to determine problem statements, root causes and creating performance objectives.
Meeting #2 Monday, May 20, 2024	The different sub-groups in the committee presented their findings from the data evaluated, problem statements, root causes and performance objectives.

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

The campus teacher population mirrors our student population in ethnicity. Students demonstrate a strong aptitude for mathematics. There is some improvement in students' behavior outcomes and teachers using MTSS to assist students with learning. The campus has increased its number of veteran teachers in every grade level. The campus has three state-approved Master Teachers ranked and three more qualified for the ranking this upcoming school year. The campus will retain 95% of its teaching staff for the upcoming year and all but three Dual Language positions have been filled for next year which are additions due to rightsizing.

Comprehensive Needs Assessment Process

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)	x	Student Graduation/Promotion Rate		Bilingual Service Records	x	Anecdotal data from programs	
STAAR Domain 3 Data	x	GT Service Records		Classroom Observation Data	x	EOY Assessment Data	x
Special Education Service Records	x	PEIMS Standard Reports	x	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	x	Teacher Attendance Records	x	Other (Indicate to the Right)	x	TAPR/Federal Report Card	

Student Learning

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

Processes and Programs

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

Perceptions

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

B

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Attendance	PS DE-1	According to the 2023 TAPR, the attendance rate has decreased from 2020-2021 from 90.5% to 85.7% in 2021-2022.
	RC DE-1	The campus attendance policy does not have a system to inform parents consistently about absences.
Student Attendance	PS DE-2	According to the 2023 TAPR, the Chronic Absenteeism rate has increased from 2020-2021 from 28.3% to 61.2% in 2021-2022.
	RC DE-2	The campus attendance policy does not have a system to address follow-up with chronically absent students.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		<p>This year we began to implement having the Retention Officer come and hold "court" along with the Juvenile Court Case Manager for parents who received a letter due to being on Tier 4. This coming years, 2024-2025, we will get better acquainted with the process of how attendance is being tracked by campus and by district so that we have a flowchart for ourselves and for our parents. We will be implementing incentives for the class that has the highest attendance rate every 4 weeks. We will recognize classrooms by calling them out on the intercom and bringing incentives to the students if they maintain a 90% and above attendance rate for four weeks.</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	
EOY Assessment Outcomes	PS SL-1	According to the 2022-2023 TAPR report, the campus results for Reading STAAR was 56% for approaches, 37% for Meets and 10% for Masters, some below the district and state average. The campus results for Math STAAR was 54% for approaches, 31% for Meets and 11% for Masters, some below the district and state average.
	RC SL-1	Reading and Math classrooms do not have enough high quality instructional materials and aligned assessment and there is inconsistently using teaching practices that promote critical thinking and intervention strategies for small groups instruction. (1.1D)
Grade Level Readiness	PS SL-2	According to the MAP MOY Reading Data, 48% of students in Kinder - 5th Grade are reading below grade level.
	RC SL-2	Reading classrooms lack a high quality phonics program that addresses phonological awareness and early reading readiness.(4.1A)
	PS SL-3	
	RC SL-3	
	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	Campus strengths include some areas where the campus is exceeding the district average when it comes to STAAR assessments in Mathematics. Assessment data also indicated that EL students scored slight above the campus average for Reading STAAR in Meet and MAsters as well in all three areas for Math STAAR. The teachers have a good raport with parents and this has helped to develop good communciation for a common academic goal. The campus continues to analyse campus based learning processed to assist with overall student academic growth.	

Comprehensive Needs Assessment - Student Learning

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 & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Implementation of PD	PS PP-1	According to the Insight Survey, teachers indicated that additional professional development was needed to address reading, math and higher order thinking.
	RC PP-1	As a campus we have not consistently trained teachers to effectively use instructional materials and teaching practices to promote critical thinking skills, HOTS, and writing to include differentiation and scaffolding support. (5.1A)
Teacher PD	PS PP-2	According to TAPR report the school progress annual growth was 49% in Reading and 66% in Math, below State average.
	RC PP-2	The campus did not provide ongoing professional learning and coaching opportunities for teachers in the area of differentiation to ensure areas of intervention were being successfully implemented. (5.1B)
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	Our campus has implemented a theory of action based on daily assessment checks of learning with aligned grade level TEKS that are measured in common formative assessments every 2 weeks. Teachers create and utilize previous aligned assessments provided by the state to ensure relevance and rigor. The campus utilizes an instructional flow chart based on a backwards design model which included Project Based learning and a blended learning model in reading and math. Teachers participate in weekly PLC's where they examine data and develop intervention plans to address areas of student learning. Preliminary data in MAP and STAAR indicates a decrease in scores, triggering a revamping of a system to monitor reading and math and a possible adjustment to systems to address students reaching grade level mastery.	

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	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	According to the event sign in sheets, family and community engagement activities only involved less than 20% of the campus Families enrolled.
	RC PE-1	Family and community engagement and impact data is not regularly adapted as needed.
Teacher Support	PS PE-2	According to the 2024 Insight Survey, 30% of teachers feel that the school has not involved teachers in efforts to improve school culture.
	RC PE-2	Implement a campus wide program to help Teachers, staff and students develop school culture.(3.1A)
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	Based on 2023-2024 Insight survey, 5% of families participated in engagement activities. Also, 30% of teachers felt that the school has not involved them in efforts to improve school culture.	

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	1,2,3,4	By the end of the 2024-2025 school year, the campus Attendance Rate will increase to 95%.	Create a system to ensure that Attendance is a priority for teachers, students and parents	Campus Administrators, Teachers, students, parents	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of the teachers will be trained on the attendance processes and school wide incentive program		
			By the end of the second quarter, 90% of parents will be trained on attendance procedures and school wide incentive program		
			By the end of the third quarter, the campus Attendance rate will be at 90%		
			By the end of the fourth quarter, the campus Attendance rate will be at 95%		
DE-2	1,2,3,4	By the end of the 2024-2025 school year, the campus chronic absenteeism attendance will decrease to 10%.	Create systems for teachers to follow which will communicate office staff with follow up parent phone calls to all students who are chronically absent.	Campus Administrators, Teachers, Data Clerk	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% teachers and staff will be trained in student on boarding process of tracking attendance and sending information to office.		
			By the end of the quarter two 50% of students who approach attendance rates of Tier 2 will have a in person parent conference with school personnel so that support can be provided to improve attendance		
			By the end of quarter three 80% of students with Tier 2 or Tier 3 attendance would have had an intervention and support from campus personnel		
			By the end of quarter four 100% of students with Tier 2 or Tier 3 attendance would have had an intervention and support from campus personnel		
DE-3					
	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,		
DE-4					
	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 – 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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the 2024-25 school year students scoring at Meets will increase by 7% in Reading/Math and masters by 4% on STAAR test	Teachers will develop bi-weekly assessments and monitor data using teacher and students data trackers to ensure student academic growth in Reading and Math.	Campus Administrators, Teachers, Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, 70% of teachers will create bi-weekly assessment based on TEKS data and implement data trackers for both teachess and students to ensure academic progress is made.		
			By the end of the first quarter, 80% of teachers will create bi-weekly assessment based on TEKS data and implement data trackers for both teachess and students to ensure academic progress is made.		
			By the end of the first quarter, 90% of teachers will create bi-weekly assessment based on TEKS data and implement data trackers for both teachess and students to ensure academic progress is made.		
			By the end of the first quarter, 100% of teachers will create bi-weekly assessment based on TEKS data and implement data trackers for both teachess and students to ensure academic progress is made.		
SL-2	1,2,3	By the end of the 2024-2025 school year, student scores on the MAP Reading assessment will increase to 65% on Tier I.	Teachers will engage in professional development of teaching practices that promote phonological awares, comprehension and reading stratgies. They will be able to implement these practices in their classrooms as relected in their lesson plans.	Campus Administrators, Teachers, Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, 50% of teachers will utilize research based strategies to engage students in Reading fluency, phonological awareness, comprehension, vocabulary and phonics		
			By the end of the first quarter, 70% of teachers will utilize research based strategies to engage students in Reading fluency, phonological awareness, comprehension, vocabulary and phonics		
			By the end of the first quarter, 80% of teachers will utilize research based strategies to engage students in Reading fluency, phonological awareness, comprehension, vocabulary and phonics		
			By the end of the first quarter, 100% of teachers will utilize research based strategies to engage students in Reading fluency, phonological awareness, comprehension, vocabulary and phonics		
SL-3					
	PS #	Quarterly KPIs	By the end of the first quarter, 50%		
			By the end of the second quarter, 70%		
			By the end of the third quarter, 80%		
			By the end of the fourth quarter, 100%		
SL-4					
	PS #	Quarterly KPIs			

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	1,2,3	By the end of the 2024-2025 school year, 100% of the teachers will attend professional development on various Reading/Math programs to increase student outcomes by 10% in student achievement.	The campus will utilize PLC's and actively participate in school wide training on Imagine Math, Seesaw, Istation, and Amplify and create an action plan for their intervention small group to close academic gaps in student learning.	Campus Administrators, Teachers, Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of the teachers will be trained on Imagine Math.		
			By the end of the second quarter, 100% of the teachers will be trained on Istation.		
			By the end of the third quarter, 100% of the teachers will be trained on Progress Learning.		
			By the end of the fourth quarter, 100% of the teachers will be trained on Seesaw.		
PP-2	1,2,3	By the end of the 2024-2025 school year, 100% of teacher will attend professional development on differentiation and small group instruction to increase Reading and Math scores by 10% in student achievement.	The campus will utilize PLC's and actively participate in school wide training on differentiation and interventions to create an action plan for their small group instruction to close academic gaps in student learning.	Campus Administrators, Teachers, Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will have met with leadership team in PLC and review BOY data to make decisions on the next steps for students intervention plans.		
			By the end of the second quarter, 100% of the teachers will be trained on differentiation and small group instruction.		
			By the end of the third quarter, 80% of teachers will successfully apply differentiation and intervention activities as noted in their lesson plans.		
			By the end of the fourth quarter, 100% of teachers will successfully apply differentiation and intervention activities as noted in their lesson plans.		
PP-3	PS #	Quarterly KPIs	By the end of the year,		
PP-4	PS #	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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the 2024-2025 school year, there will be an increase parent attendance by 10% in parent engagement activities as indicated by sign-in sheets and parental surveys.	Each teacher will be responsible for contacting 2-3 parents that will attend parent engagement activities.	Campus Administrators, Teachers, Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter 100% of teachers and staff will be trained on parent contacts protocols and signage for documentation process as evidence of parent contact.		
			By the end of the second quarter, parent attendance rate will increase by 4% as evidence in quarterly campus rate, attendance meetings, call logs		
			By the end of the third quarter, parent attendance rate will increase by 7% as evidence in quarterly campus rate, attendance meetings, call logs		
			By the end of the fourth quarter, parent attendance rate will increase by 10% as evidence in quarterly campus rate, attendance meetings, call logs		
PE-2		By the end of the 2024-2025 school year, campus culture activities will increase to allow teachers and staff members opportunities for involvement as refelected in the Insight Survey.	Teachers, staff, students and parents will implement a campus wide program to develop and enhance campus culture through a shared vision of leadership in our school.	Campus Administrators, Teachers, Instructional Coach, parents, students	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers and staff will be trained on "Leader in Me" initiative.		
			By the end of the second quarter, 70% of the campus will have Core 1 implemented.		
			By the end of the third quarter, 80% of the campus will have Core 1 implemented.		
			By the end of the fourth quarter, 100% of the campus will have Core 1 implemented.		
PE-3	PS #	Quarterly KPIs			
PE-4	PS #	Quarterly KPIs			

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of the teachers will be trained on the attendance processes and school wide incentive program	Choose One	
DE-2	By the end of the first quarter, 100% teachers and staff will be trained in student on boarding process of tracking attendance and sending information to office	Choose One	
DE-3	By the end of the first quarter,	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, 70% of teachers will create bi-weekly asesment based on TEKS data and implement data trackers for both teachess and students	Choose One	
SL-2	By the end of the first quarter, 50% of teachers will utilize research based strategies to engage students in Reading fluency phonological awareness	Choose One	
SL-3	By the end of the first quarter, 50%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of the teachers will be trained on Imagine Math	Choose One	
PP-2	By the end of the first quarter, the campus will have met with leadership team in PLC and review BOY data to make decisions on the next steps for students	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter100% of teachers and staff will be trained on parent contacts protocols and signage for documentation process as evidence of parent	Choose One	
PE-2	By the end of the first quarter, 100% of teachers and staff will be trained on "Leader in Me" initiative	Choose One	
PE-3		Choose One	
PE-4		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, 90% of parents will be trained on attendance procedures and school wide incentive program	Choose One	
DE-2	By the end of the quarter two 50% of students who approach attendance rates of Tier 2 will have a in person parent conference with school personnel so that	Choose One	
DE-3	By the end of the second quarter,	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 first quarter, 80% of teachers will create bi-weekly asesment based on TEKS data and implement data trackers for both teachess and students	Choose One	
SL-2	By the end of the first quarter, 70% of teachers will utilize research based strategies to engage students in Reading fluency phonological awareness	Choose One	
SL-3	By the end of the second quarter, 70%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of the teachers will be trained on Istation.	Choose One	
PP-2	By the end of the second quarter, 100% of the teachers will be trained on differentiaton and small group instruction	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, parent attendance rate will increase by 4% as evidence in quarterly campus rate attendance meetings call logs	Choose One	
PE-2	By the end of the second quarter, 70% of the campus will have Core 1 implemmented	Choose One	
PE-3		Choose One	
PE-4		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, the campus Attendance rate will be at 90%	Choose One	
DE-2	By the end of quarter three 80% of students with Tier 2 or Tier 3 attendance would have had an intervention and support from campus personnel.	Choose One	
DE-3	By the end of the third quarter,	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 first quarter, 90% of teachers will create bi-weekly assessment based on TEKS data and implement data trackers for both teachers and students.	Choose One	
SL-2	By the end of the first quarter, 80% of teachers will utilize research based strategies to engage students in Reading fluency, phonological awareness.	Choose One	
SL-3	By the end of the third quarter, 80%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 100% of the teachers will be trained on Progress Learning.	Choose One	
PP-2	By the end of the third quarter, 80% of teachers will successfully apply differentiation and intervention activities as noted in their lesson plans.	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, parent attendance rate will increase by 7% as evidence in quarterly campus rate, attendance meetings, call logs.	Choose One	
PE-2	By the end of the third quarter, 80% of the campus will have Core 1 implemented.	Choose One	
PE-3		Choose One	
PE-4		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, the campus Attendance rate will be at 95%	Choose One	
DE-2	By the end of quarter four 100% of students with Tier 2 or Tier 3 attendance would have had an intervention and support from campus personnel	Choose One	
DE-3	By the end of the fourth quarter,	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 first quarter, 100% of teachers will create bi-weekly assessment based on TEKS data and implement data trackers for both teachers and students	Choose One	
SL-2	By the end of the first quarter, 100% of teachers will utilize research based strategies to engage students in Reading fluency phonological awareness	Choose One	
SL-3	By the end of the fourth quarter, 100%	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of the teachers will be trained on Seesaw.	Choose One	
PP-2	By the end of the fourth quarter, 100% of teachers will successfully apply differentiation and intervention activities as noted in their lesson plans	Choose One	
PP-3		Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, parent attendance rate will increase by 10% as evidence in quarterly campus rate attendance meetings call logs	Choose One	
PE-2	By the end of the fourth quarter, 100% of the campus will have Core 1 implemented	Choose One	
PE-3		Choose One	
PE-4		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 2024-2025 school year, the campus Attendance Rate will increase to 95%.	Choose One	
DE-2	By the end of the 2024-2025 school year, the campus chronic absenteeism attendance will decrease by 10%.	Choose One	
DE-3		Choose One	
DE-4		Choose One	
STUDENT LEARNING			
GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the 2024-25 school year students scoring at Meets will increase by 7% in Reading/Math and masters by 4% on STAAR test	Choose One	
SL-2	By the end of the 2024-2025 school year, student scores on the MAP Reading assessment will increase to 65% on Tier I	Choose One	
SL-3		Choose One	
SL-4		Choose One	
PROCESSES & PROGRAMS			
GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the 2024-2025 school year, 100% of the teachers will attend professional development on various Reading/Math programs to increase student	Choose One	
PP-2	By the end of the 2024-2025 school year, 100% of teacher will attend professional development on differentiation and small group instruction to increase Reading and	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4		Choose One	
PERCEPTIONS			
GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the 2024-2025 school year, there will be an increase parent attendance by 10% in parent engagement activities as indicated by sign-in sheets	Choose One	
PE-2	By the end of the 2024-2025 school year, campus culture activities will increase to allow teachers and staff members opportunities for involvement as reflected in the	Choose One	
PE-3		Choose One	
PE-4		Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Laura Vasquez	Principal	Javier Canales	Parent
Leslie Uresti	Assistant Principal	Darlyne Canales	Parent
Barbara Petrutsas	Counselor	Carlos Uresti	Community Member
Evelyn Cruz	Instructional Coach	Brandon Abbate	SPED Teacher
Mary Trueblood	Teacher	Michelle Smith	SPED Teacher
Alejandra Castillo-Regalado	Teacher	Nansy Barrientos	SPED Teacher
Myra Manzo	SPED Teacher	Rhonda Martinez	Instructional Assistant
Marisa Cox	Teacher	Jessica Vasquez	Parent
Karina Cruz	Teacher		
Maria Espinosa	Teacher		
Bianca Darley	Teacher		
Alexis Lopez	Teacher		
Carmen Hurtado	Teacher		
Brenda Mendoza	Teacher		
Carmen Iturralde	Teacher		
Ruben Pena	Teacher		
Melissa Quiroz	Teacher		
Angelica Hernandez	Teacher		
Lydia Peters	Instructional Assistant		
Miriam Rivera	Instructional Assistant		
Sally Martinez	Secretary		

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
Charles C. Ball Elementary	15907- 103
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Rawan Hammoudeh
Principal	SAISD Board Approval Date
Laura Gonzalez Vasquez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

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.

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support	x	Support for Special Populations	x	Parent & Family Engagement	x	Students Not On Grade Level	x
Recruiting/Retaining Teachers	x	Violence Prevention/Intervention		Professional Development	x	Dropout Prevention (Secondary)	
Physical Activity	x	Social and Emotional Support		Student Attendance	x	Transition PK to K	x
Quality of Learning Environment	x	CCMR - Secondary		MTSS – Behavioral Interventions	x	Federally Funded Staff	x
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Front Office			Physical Locations of the Compact	Front Office		
Languages Available	English			Languages Available	English and Spanish		
URL to Online Version				URL to Online Version	https://schools.saisd.net/upload/template/0247/docs/24%2025BALLCompact.pdf		
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Front Office			How and When was the PFE Policy Distributed			
Languages Available	English and Spanish						
URL to Online Version	https://schools.saisd.net/upload/template/0247/docs/24-25FamilyEngagementPolicy.pdf						

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 checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Front Office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input checked="" type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Front Office		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English/Spanish		
<input checked="" type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0247/docs/24-25FamilyEngagementPolicya.pdf		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Front Office		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English/Spanish		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0247/docs/24%2025BALLCompacta.pdf		
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations	Class Dojo	8/12/2024	Website	9/26/2024
<input checked="" type="checkbox"/>	Transition PK to K	Website	8/21/2024		
<input type="checkbox"/>	Violence Prevention/Intervention	Website	9/26/2024		

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	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	X
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	X
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	X
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		X
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
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	X
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		X
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	X
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	X
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	X
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		X
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
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		X
	Presentation/Slide Deck and agendas for both meetings		X
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		X

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	X
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		X
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		X
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X