Campus Improvement Plan
2024 - 2025

SAISD

Beacon Hill Academy

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Vision, Mission, Core Values, and Core Beliefs

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 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 Meeting Dates	Meeting Topics and Actions
Meeting #1 **5/16/23**	The blended CAC met and assessed campus progress on 23-24 goals in the areas of positive school climate, instruction, and community engagement which are the pillars that guide our work. We reviewed student survey data, teacher insight survey data, and Circle and MAP data. Family survey results, TELPAS and STAAR data was not available for review; however we did go over interim results. We completed 3rd and 4th quarterly reviews and updated our progress on the 23-24 CIP. Committee identified the areas of focus for the next year as ○ Instruction ○ Family and Community engagement ○ Diversity, Equity, and Inclusion ○ Positive School Climate ○ Professional Development ○ Growth Mindset
Meeting #2 **5/29/23**	A root cause analysis was completed and problem statements were presented to the blended CAC in order to get feedback and review the draft CIP. TELPAS, ALG 1, and Family survey data has been received and shared with the CAC. Incoming principal reviewed with CAC members reviewed problem statements, goals, strategies, and performance measures.

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

Our campus used state assessment data, teacher survey, student survey, and parent survey to determine goals for next year. The CAC was composed of members from multiple campuses to reflect the blending of staff that will be here next year and how they are taking an active role in the development of the CIP. The blended CAC decided to focus on:
○ Instruction
○ Family and Community engagement
○ Diversity, Equity, and Inclusion
○ Positive School Climate
○ Professional Development
○ Growth Mindset

Goals, performance objectivs and measures were built to focus on these areas.

Comprehensive Needs Assessment Process

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

Comprehensive Needs Assessment Process

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.

Demographics

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

Student Learning

	X		X		X		X
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		Student Retention Rates	X	CTE Enrollment		Semester Exam	X
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

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

Perceptions

	X		X		X		X
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	X	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.

Comprehensive Needs Assessment - Demographics

	Demographics (Minimum 2 Areas)	
Area Examined		**Problem Statements and Root Causes**
Student Attendance	**PS DE-1**	Our daily attendance has improved from 91% (23-24 school year) to 92% but does not meet our goal of 96%. Attendance reward incentives were implemented this year with TV, tablet, and headphone giveaways. Attendance committee met weekly in the fall to follow up on chronically absent students.
	RC DE-1	Inconsistent parental outreach, structures, procedures and continuous incentive program for attendance. Attendance committee stopped meeting in the spring. Following up on students with poor attendance was not happening consistently (calls, home visits, etc.).
Teacher Experience	**PS DE-2**	2024 Teacher Insight Survey data shows that Instructional Planning for Student Growth was rated as one of the lowest domains acording to teachers with a score of 3.8.
	RC DE-2	Much of the PD focus has been on grades 3-8 for STAAR and PK-2 has not benefited as much from the PD offered this year. PD focus needs to shift as the campus moves to servicing younger 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		Our campus implemented weekly attendance meetings in the fall focused on chronically absent students. Home visits, calls, IAPs, and attendance tracking was used to monitor students with the lowest attendance rates. Attendance was announced routinely during morning announcements and tracked on a bulletin board with grade levels announced weekly. Grade level competitions and prizes were implemented. Field Day participation was based on attendance and a several TVs, ipads, and headphones were raffled. Teachers provided attendance trackers for their rooms and classes earnd pizza parties. While we offered some rewards, we can offer more incentives consistently and do a better job recognizing students with good attendance. Teachers reported on the Insight Survey that they would like more targeted PD. The blended CAC on 5/19th also echoed this. Teachers feel like as a new campus, with the focus shifting from STAAR to other assessments like Circle and MAP, more work needs to be done in those areas to ensure students are successful on these assessment and continue to grow.

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.

Comprehensive Needs Assessment - Student Learning

Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Grade Level Readiness	PS SL-1	Circle Data shows that 46% of PK4 students made growth in reading which is significantly behind math in which 63% made growth.
	RC SL-1	Reading data continues to lag behind math and impacts student reading in kindergarten. One class had a sub all year. A new curriculum was implemented this year in which teachers were still learning. In addition, the reading standards in PK4 and Kindergarten standards and assessments have a wide gap.
Grade Level Readiness	PS SL-2	English MAP data shows 48% of the campus on tier 1 for math (47% made growth) and 30% of the campus on tier 1 for reading (29% made growth); reading data continues to lag behind math.
	RC SL-2	There is a disparity in the amount of instructional time, resources, and focus dedicated to math compared to reading. Math has been prioritized, and teachers have struggled to find resources to address the wide variety of gaps students have. Stations and centers take time and teachers have been stretched in finding time to find appropriate interventions.
EOY Assessment Outcomes	PS SL-3	TELPAS data shows a trending decline of students making progress by 1 composite score. TELPAS data is as follows: 66% in 2022, 44% in 2023 and 35% in 2024.
	RC SL-3	Our focus this year was speaking and listening which made significant gains; however, this year the writing portion was evaluated and our data shows this area was a challenge for our students. In addition, middle school data was poor and it should be noted a sub filled the ESL teacher vacancy. Overall, students did not receive adequate preparation in writing skills.
Choose One	PS SL- 4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		Emergent Bilinguals are not making progress. Not enough emphasis is placed on backwards design, data analysis, and individual goal setting with students so they know exactly what is needed (per the rubric) to move them to the next rating. The approach for instruction must focus on all language domains instead of one or two. More PD is needed with the new PK curriculum, and PK teachers and kinder need collaboration time to bridge the gaps in standards, assessments, and curriculum from one grade level to the next. Reading resources, collaboration time and PD on delivering solid tier 1 instruction is needed.

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.

Comprehensive Needs Assessment - Perceptions

Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Parent Survey Results	**PS PE-1**	Family Involvement in the latest survey was scored at 81% which was up from 46% the previous year; however, it still is ranked the lowest in the 2024 Family survey. Also, as a new campus, this focus area will be key in the blending of the two school communities.
	RC PE-1	As a new campus, particularly one that is blending two school communities, there might be inherent challenges in uniting different cultures, expectations, and histories. Families from each original school might have different expectations or levels of trust with the administration, affecting their willingness to engage.
Student Survey Results	**PS PE-2**	Student survey data shows growth mindset scored the lowest at 52%.
	RC PE-2	Ineffective use of Rhithm/Buffalo time. Lack of training for teachers on what to do during mascot time. PLC rotations with the counselor can be more focused on this area.
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		Student growth mindset score shows they do not believe in themselves. They rated themselves poorly on believing they have talent and most give up easily. Rhythm was implemented last year but not fully used across the campus. Discipline data spiked in April and May of 2024. New SEL curriculum is being implemented this year which focuses on a variety of topics but there is no evidence of consistent implementation across the campus. We hosted quite a few events with the PTA; however, more opportunities for parent groups, parent training, and fundraising are needed. Also, a year long calendar is needed for intentional focus on parent involvement events such as principal coffee, parent trainings, etc. Trainings need to really engage families and be linked to academics.

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**	
	Teacher PD	**PS PP-1**	Insight survey data shows that only 52% of teachers felt the PD opportunities helped improve their effectiveness as educators.
		RC PP-1	Teacher PD was based on observations from campus leadership. Teacher input was not solicited enough to determine their individual needs so that PD would be relevant to them.
	Teacher Feedback	**PS PP-2**	Insight survey data shows that only 48% of teachers received live or video demonstrations of what effective teaching of rigorous content looks like.
		RC PP-2	Some staff received live coaching and modeling based on data; however, this was not consistent across the campus. The results of the survey indicate teachers want to see more on the spot live coaching to help bridge learning in PD and implementation in the classroom.
	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	Continue calibration walks, snaps, formal observations, and comprehensives to determine campus needs, but include teachers in the process and give opportunity for them to voice their needs. Continue with the feedback teachers receive in snaps, formals, and comps, but schedule time to provide live feedback/coaching or coteach so teachers can see not just what to do, but HOW to do it.	

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

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS #	By the end of the year, campus student attendance rate will increase to 96%.	School leadership and attendance team will communicate regulary with primary grade level parents on the importance of attendance, in foundational grades, and how it impacts academic performance and		
		Quarterly KPIs	By the end of the first quarter, campus student attendance will be 91%.		
			By the end of the second quarter, campus student attendance will be 92%		
			By the end of the third quarter, campus student attendance will be 94%.		
			By the end of the fourth quarter, campus student attendance will be 96%.		
DE-2	PS #	By the end of the year, Teacher Insight Survey data will show that Instructional Planning for Student	Professional Development will focus on needs for early childhood education that will include training for MAP, CIRCLE, TELPAS, developmentally appropriate practices, active learning, data driven instruction,		
		Quarterly KPIs	By the end of the first quarter, teachers will complete the first quarter planned PD.		
			By the end of the second quarter, teachers will complete the second quarter planned PD.		
			By the end of the third quarter, teachers will complete the third quarter planned PD.		
			By the end of the fourth quarter, teachers will complete the fourth quarter planned PD and teacher Insight Survey will show a higher score than 3.8 for Instructional Planning for Student Growth.		
DE-3	PS #	By the end of the year,			
		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 #	By the end of the year,			
		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

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	PS #	By the end of the year, Circle data will show that 70% of PK4 students made growth in reading.	Instructional leaders will provide professional development on Progress Monitoring and Tier I instruction, followed by		
		Quarterly KPIs	By the end of the first quarter,100% of campus based instructional leaders will have provided feedback on implementation of authentic data collection and Tier I instruction. 100% of teachers will have a data collection system in place.		
			By the end of the second quarter, MOY CIRCLE data will show that 55% of PK4 students made growth in reading.		
			By the end of the third quarter, 100% of teachers will have a systematic data collection process in place and provide evidence of instruction effectiveness.		
			By the end of the fourth quarter, EOY CIRCLE data will show that 70% of PK4 students made growth in Reading.		
SL-2	PS #	By the end of the year, 50% of the campus will be on Tier 1 according to English EOY MAP Reading data.	Teachers will intentionally plan for intervention and tutoring instruction based on formal and informal data collection processes to close instructional gaps to meet grade level expectations.		
		Quarterly KPIs	By the end of the first quarter, 35% of the campus will be on Tier 1 for Reading according to Branching Minds.		
			By the end of the second quarter, 40% of the campus will be on Tier 1 for Reading according to Branching Minds.		
			By the end of the third quarter, 45% of the campus will be on Tier 1 for Reading according to Branching Minds.		
			By the end of the fourth quarter, 50% of the campus will be on Tier 1 for Reading according to Branching Minds.		
SL-3	PS #	By the end of the year, TELPAS composite scoress will increase from 35% to 45%.	Emphasis will be placed on backwards design, data analysis, and individual goal setting with students so they know exactly what is needed (per the rubric) to move them to the next rating. The approach for instruction must focus on all language domains with writing being the focus in all subjects.		
		Quarterly KPIs	By the end of the first quarter, teachers will be trained on Content Based Language Instruction.		
			By the end of the second quarter, teachers will be trained on Talk Read, Talk Write.		
			By the end of the third quarter, 50% of teachers will implement CBLI and TRTW.		
			By the end of the fourth quarter, 100% of teachers will implement CBLI and TRTW.		
SL-4	PS #	By the end of the year,			
		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 **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	PS #	By the end of the year, Insight survey data will show 70% of teachers felt the PD opportunities helped	Teachers will plan the yearly professional development calendar with administration according to feedback and		
		Quarterly KPIs	By the end of the first quarter, teachers will attend the first quarter planned PD.		
			By the end of the second quarter, teachers will attend the second quarter planned PD.		
			By the end of the third quarter, teachers will attend the third quarter planned PD.		
			By the end of the fourth quarter, teachers will attend the fourth quarter planned PD and data from the Insight Survey will show 70% of teachers felt the PD opportunities helped improve their effectiveness as an educator.		
PP-2	PS #	By the end of the year, Insight survey data will show that 100% of teachers received live or video demonstrations of what effective teaching of rigorous content looks like.	We will utilize our Instructional Coach to model effective teaching of rigorous content, provide coaching cycles as needed, and model lessons and activities during PLC.		
		Quarterly KPIs	By the end of the first quarter, our Instructional Coach will beging the weekly routine of modeling lessons and activities during PLCs.		
			By the end of the second quarter, our Instructional Coach will model effective teaching of rigorous content through planned Instructional Rounds in the Fall and Spring.		
			By the end of the third quarter, our Instructional Coach will provide modeling effective teaching of rigorous content to all teachers through coaching cycles.		
			By the end of the fourth quarter, our Instructional Coach will provide modeling effective teaching of rigorous content to all teachers through coaching cycles and the Insight Survey will show that 100% of teachers received live or video demonstrations of what effective teaching of rigorous content		
PP-3	PS #	By the end of the year,			
		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	PS #	By the end of the year,			
		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	PS #	By the end of the year, Family Involvement in the Family School Relationship survey will stay at the	Provide more opportunities for parent groups, parent training, and fundraising. Create a year long calendar focused on parent involvement events such as principal coffee,		
		Quarterly KPIs	By the end of the first quarter, 50% of families will be involved in parent groups and/or activities.		
			By the end of the second quarter, 60% of families will be involved in parent groups and/or activities.		
			By the end of the third quarter, 70% of families will be involved in parent groups and/or activities.		
			By the end of the fourth quarter, 81% of families will be involved in parent groups and/or activities according to Family Involvement in the Family Survey.		
PE-2	PS #	By the end of the year, student survey data will show growth mindset score from 52%. to 70%.	Effective use of Rhithm/Buffalo time. Teachers will be trained on growth mindset focus during mascot time. Rotations with counselor will focus on this area aslo.		
		Quarterly KPIs	By the end of the first quarter, students and teachers will be trained on using the Rhithm app during Buffalo time.		
			By the end of the second quarter, Counselor will focus on growth mindset lessons during classroom time.		
			By the end of the third quarter, 100% of students and teachers will utilize Rhithm during Buffalo time.		
			By the end of the fourth quarter, student survey data will show growth mindset score of 70%.		
PE-3	PS #	By the end of the year,			
		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	PS #	By the end of the year,			
		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.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, campus student attendance will be 91%.	Choose One	
DE-2	By the end of the first quarter, teachers will complete the first quarter planned PD.	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,100% of campus based instructional leaders will have provided feedback on implementation of authentic data collection and Tier I	Choose One	
SL-2	By the end of the first quarter, 35% of the campus will be on Tier 1 for Reading according to Branching Minds.	Choose One	
SL-3	By the end of the first quarter, teachers will be trained on Content Based Language Instruction.	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, teachers will attend the first quarter planned PD.	Choose One	
PP-2	By the end of the first quarter, our Instructional Coach will beging the weekly routine of modeling lessons and activities during PLCs.	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, 50% of families will be involved in parent groups and/or activities.	Choose One	
PE-2	By the end of the first quarter, students and teachers will be trained on using the Rhithm app during Buffalo time.	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.

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, campus student attendance will be 92%	Choose One	
DE-2	By the end of the second quarter, teachers will complete the second quarter planned PD	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 second quarter, MOY CIRCLE data will show that 55% of PK4 students made growth in reading	Choose One	
SL-2	By the end of the second quarter, 40% of the campus will be on Tier 1 for Reading according to Branching Minds	Choose One	
SL-3	By the end of the second quarter, teachers will be trained on Talk Read, Talk Write	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, teachers will attend the second quarter planned PD	Choose One	
PP-2	By the end of the second quarter, our Instructional Coach will model effective teaching of rigorous content through planned Instructional Rounds in the Fall and	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, 60% of families will be involved in parent groups and/or activities	Choose One	
PE-2	By the end of the second quarter, Counselor will focus on growth mindset lessons during classroom time	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.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, campus student attendance will be 94%.	Choose One	
DE-2	By the end of the third quarter, teachers will complete the third quarter planned PD.	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 third quarter, 100% of teachers will have a systematic data collection process in place and provide evidence of instruction effectiveness.	Choose One	
SL-2	By the end of the third quarter, 45% of the campus will be on Tier 1 for Reading according to Branching Minds.	Choose One	
SL-3	By the end of the third quarter, 50% of teachers will implement CBLI and TRTW.	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, teachers will attend the third quarter planned PD.	Choose One	
PP-2	By the end of the third quarter, our Instructional Coach will provide modeling effective teaching of rigorous content to all teachers through coaching cycles.	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, 70% of families will be involved in parent groups and/or activities.	Choose One	
PE-2	By the end of the third quarter, 100% of students and teachers will utilize Rhithm during Buffalo time.	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.

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, campus student attendance will be 96%.	Choose One	
DE-2	By the end of the fourth quarter, teachers will complete the fourth quarter planned PD and teacher Insight Survey will show a higher score than 3.8 for	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 fourth quarter, EOY CIRCLE data will show that 70% of PK4 students made growth in Reading	Choose One	
SL-2	By the end of the fourth quarter, 50% of the campus will be on Tier 1 for Reading according to Branching Minds	Choose One	
SL-3	By the end of the fourth quarter, 100% of teachers will implement CBLI and TRTW	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, teachers will attend the fourth quarter planned PD and data from the Insight Survey will show 70% of teachers felt the PD	Choose One	
PP-2	By the end of the fourth quarter, our Instructional Coach will provide modeling effective teaching of rigorous content to all teachers through coaching cycles and	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, 81% of families will be involved in parent groups and/or activities according to Family Involvement in the Family Survey	Choose One	
PE-2	By the end of the fourth quarter, student survey data will show growth mindset score of 70%	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.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, campus student attendance rate will increase to 96%.	Choose One	
DE-2	By the end of the year, Teacher Insight Survey data will show that Instructional Planning for Student Growth is rated higher than a score of 3.8	Choose One	
DE-3	By the end of the year,	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, Circle data will show that 70% of PK4 students made growth in reading	Choose One	
SL-2	By the end of the year, 50% of the campus will be on Tier 1 according to English EOY MAP Reading data	Choose One	
SL-3	By the end of the year, TELPAS composite scoress will increase from 35% to 45%	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, Insight survey data will show 70% of teachers felt the PD opportunities helped improve their effectiveness as educators	Choose One	
PP-2	By the end of the year, Insight survey data will show that 100% of teachers received live or video demonstrations of what effective teaching of rigorous	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, Family Involvement in the Family School Relationship survey will stay at the score of 81%	Choose One	
PE-2	By the end of the year, student survey data will show growth mindset score from 52% to 70%	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

Name	Role	Name	Role

Committee Members

Assurances and Approval Information

Assurances and Plan 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

Data Tables

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.

District Purchases

Title I Campus Program Requirements

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

Title I Campus Program Requirements

	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		
	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, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices 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, and 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		

Documentation and Submissions

		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		