Campus Improvement Plan
2023-2024

SAISD

Douglass Elementary

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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 District and Campus Goals

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.

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 **5/4/23 3:45pm**	Meeting Topics: Review of current year CIP using EOY Checkpoints, Reviewed new CIP template, reviewed current CNA, reviewed root causes & problem statements Actions: Updated CNA sections based on different types of data, Reviewed problem statements, Used reflective practice (why protocol) to identify root causes, Reviewed & Updated Strategies, Assigned sections for upcoming meeting, Scheduled next planning meeting
Meeting #2 **5/11/23 3:45pm**	Meeting Topics: Review of data points and findings by CAC members; Review of Multiple Measures of Data (utilized reflective questions in CNA District handbook) Actions: CAC members started updating CNA and CIP in new template for upcoming school year and reviewed budget needs

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

The CIP summative evaluation from the previous year was used to evaluate the effectiveness of current strategies in conjunction with data. The data used was: student accountability data, teacher surveys, student and parent surveys, attendance rates for the year, behavior referrals, counseling referrals, employee data - T-TESS & T-PESS, demographic data, learning walk instructional patterns, PD See-Like-Change survey data, and student/teacher retention data. CAC reviewed all data points and reflected on the effectiveness of the strategies and goals by essentially asking did this strategy work? If yes, do we keep? Tweak? and If not, then why not? From the reflection, CAC determined problem statements and root causes by continuing to ask why until we could no longer ask why. The discussion was engaged around an internal reflection of our process & systems around instruction, support, structures, and leadership. Updates were then made to each section based on our discussion.

Following a 2nd round of discussion and update/review of the strategies the following were identified:
1. Daily attendance - there is about a 11% gap between daily attendance and enrollment
2. Enrollment - 36% of the building capacity is building utilized due to decreasing student enrollment
3. Student Achievement - Despite school-wide improvements and professional development, there is still a gap between real-time lesson adjustment and planning protocols; additionally, there is still gap between student achievement scores and teacher predictions of student performance (teacher predictions are higher than actual student scores)
4. Family Engagement - Only 10% of families participate in Parent Academy Meetings, and 45% of families participate in family nights

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
Daily Attendance	Yearly, Weekly, Daily Attendance Rate by Grade Level, Historic attendance	PS DE-1	There is a large gap between the number of enrolled students and the number of students who attend school daily. The average daily attendance is 10.77% below the daily enrollment.
		RC DE-1	There is not a systematic approach in place for all staff members to coordinate efforts ensuring 100% of students attend school daily. (ESF 1.2, ESF 3.3, and ESF 5.4)
Enrollment	Grade level enrollment, Historic enrollment, District CRAM Plan	PS DE-2	There is a large gap between the number of students enrolled and the building capacity of students. The building capacity of students is 456 and the current enrollment is 167 illustrating a 36.6% utilization rate (well below optimal utilization).
		RC DE-2	There is not a consistent community outreach process in place for all staff members to increase student enrollment which would cause optimal utilization of the building. (ESF 3.2)
		PS DE-3	
		RC DE-3	
Data Determinations	Over the last five years of attendance there has been both increases and decreases in yearly data, the most recent data shows an upward trend (85.3% to 89.6%) . Some of the strategies we have used to increase attendance are random raffles for prizes conducted weekly, home visits, and morning phone calls. The classroom teachers use different kinds of activities as well, to include lunch bunch, and positive phone calls. Students that have had perfect attendance the entire quarter, have the opportunity to attend "Douglass Game Day" at the end of each quarter. These strategies caused an increase in overall attendance, but has not closed the gap between daily attendance and enrollment. The other area examined by CAC was our demographic information which varies from year to year. For this school year, we have 4% African American students, 91% Hispanic students, and 4% White students. There are 17%of students who identify as EB students that are being serviced through our ESL/Dual Language programs. We have 79%of our students who are identified as at-risk based on a variety of academic factors, and 96.4%of our student population are identified as economically disadvantaged based on their economic reporting. CAC identified a decrease in enrollment over the last two years, and as a result CAC reflected on the possible root causes using teacher communication logs, and determined 50% of the staff outreaches to families & the community on a regular basis.		

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
By STAAR Domains	STAAR Data for the past 2 years (By Domain, Content Area, Student and Teacher)	**PS SL-1**	There is a significant gap between teacher predictions of student performance on state assessments and actual student results (44% of teacher predictions in PK - 5th are on average 10-15 points higher than student results).
		RC SL-1	There is not a systematic approach used consistently by all teachers to plan, implement, monitor, and adjust classroom instruction based on real-time student responses. (ESF 1.2 and ESF 3.3)
Grade Level Readiness Trends	MAP Data, Learning Walk Data, Video-Recorded Lessons, Lesson Plans, and CIRCLE data	**PS SL-2**	There is a large gap between student performance on classroom activities and grade level aligned formative assessments, like Daily Formative Assessments, District-level assessments, and STAAR.
		RC SL-2	There is not a systematic approach used consistently by 100% of teachers to adjust classroom instruction based on real-time student data. Additionally, teachers are not receiving regular monitored actionable follow-up feedback by administration. (ESF 5.2)
Grade Level Readiness Trends	MAP Data, Learning Walk Data, Video-Recorded Lessons, Lesson Plans, CIRCLE data, iReady Usage	**PS SL-3**	Despite improvements in school-wide systems, there still exists a gap between daily tasks and grade level aligned standards (based on daily learning walks, 33% of teachers are providing misaligned activities for students).
		RC SL-3	There is inconsistency in planning and monitoring for alignment, resources, and scaffolding for individual students needs caused by a lack of a deep understanding of grade level content standards. (ESF 5.2)
Data Determinations	When reviewing student data the following was noted: 1. 2022 STAAR Data - Reading: 56% Approaches, 29% Meets, 10% Masters; Math: 53% Approaches, 23% Meets, 10% Masters; Science: 20% Approaches, 13% Meets, 7% Masters; Overall: 49% Approaches, 24% Meets, 9% Masters (Domain Scores: 27 Raw, 53 Scale) 2. 2022 STAAR Growth Data - Math 49.5/54 (92%), Reading 44/54 (81%); Total: 93.5/108 (Domain Scores: 87 Raw, 93 Scale) Douglass had a rating of a B with 1 distinction in academic growth for the 2021-2022 school year. Despite growth, there remain to be gaps in academic achievement. 1. 2023 STAAR Reading Simulation Data- Fifth grade-64% Approaches, 27% Meets, 9% Master; Fourth grade-50% Approaches, 17% Meets, 8% Master; 3rd grade-50% Approaches 0% Meets, 0% Master 2. 2023 STAAR Math Simulation Data- Math: 5th grade- 41% Approaches, 9% Meets, 9% Master; 4th grade- 50% Approaches, 13% Meets, 0% Master; 3rd grade- 36% Approaches, 9% Meets, 9% Meets 3. 2023 STAAR Science Simulation Data- 44% Approaches, 4% Meets, 0% Master After reviewing student achievement data, to include: MAP, STAAR, CIRCLE, and instructional data such as learning walks, lesson plans, and reflective practices such as video lessons and teacher responses to feedback the following was determined: gaps in alignment with activities, assessments, and adjustment to real-time student responses.		

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
Professional Growth	Collaborative Planning, Standards in Practice, Tiered Coaching Plans, T-TESS Domain 1 & 2 teacher ratings, Learning Walks	PS PP-1	There is a misalignment between the use of the campus-wide backward design planning protocol and teacher implementation (33% of PK - 5th grade teachers are not using backward design protocol consistently for planning).
		RC PP-1	There is not a systematic approach (backward design protocol) used consistently by all teachers to plan for task/activity alignment to grade level standards. Additionally, teachers are not consistently receiving collaborative planning time with the instructional coach using the Standards in Practice protocol. (ESF 1.2 and ESF 5.2)
Teacher Feedback	Learning Walk Samples, Video Reflection, Coaching Plans for Teachers	PS PP-2	Despite school-wide practices in scheduling learning walks to monitor lesson adjustment, there is a misalignment with consistency in teachers adjusting daily instruction based on real-time student responses. Only 56% of teachers are consistently adjusting lessons in response to real-time student data.
		RC PP-2	There is not a systematic approach for providing teachers with follow-up walk-throughs to ensure adjustments to instruction are made daily across multiple content areas. (ESF 5.2)
		PS PP-3	
		RC PP-3	
Data Determinations	Douglass uses District curriculum, to include resources, in order to fully address the TEKS for every grade level in PK - 5. The campus has access to Prodigy Math, iReady, Scholastic classroom libraries, and a balanced level library to help students reach success. Douglass teachers are also offered a wide range of professional development both in-district and out of district to ensure they have a firm grasp of content for their grade level. Each grade level assesses content through common formative assessments (to include daily checks for understanding and tracking of monitoring & adjusting for student growth), benchmarks, STAAR, MAP, iReady, and Prodigy. Beyond technology and programs, students and teachers collaborate through learning communities. The campus continues to work on building teacher capacity through feedback and professional development, to include internal instructional rounds, vertical content PLNs, and collaborative planning. Building teacher capacity is imperative to ensuring student achievement. Douglass has clear responsibilities which were created and reviewed by the campus leadership team. Additionally, there is an identified list of teachers each administrator supervises throughout the year utilizing T-TESS which has been shared with teachers. The campus has pacing calendars, scope and sequence for TEKS, timelines, protocols, and expectations in place for weekly PLN meetings with all teachers. Weekly PLN meetings have agendas and minutes based on the essential PLN questions. In addition to having weekly collaborative planning sessions with teachers, the administrative team meets every Friday to review teacher progress in line with campus goals. While meeting, there are updated coaching plans for individual teachers and set walk through times/dates in our campus created Team Google Drive. Research based on Hattie has provided our campus with effective strategies centered around coaching, monitoring, and feedback among all staff members, including campus administrators (principal, assistant principal and campus instructional coach). Weekly instructional team meetings occur every Thursday with the administration team as well as the operations clerk, counselor, CIS, and two student representatives. Weekly instructional meeting notes are kept in a campus Team Google Drive accessible to everyone.		

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
Parent & Family Engagement	Family Night Sign-in sheets, Parent Academy PD Agendas & Sign-ins, Parent Surveys	PS PE-1	There is a gap between the number of families participating in Family Nights and Parent Academy meetings and the number of families enrolled on campus. On average, 10% of families participate in monthly Parent Academy Meetings, and 45% of families participate in monthly Family Nights/Events.
		RC PE-1	There is not a systematic approach for ALL staff to involve families, and the community in school-wide events. (ESF 3.2 and esf 3.4)
Student Engagement	Yearly, Weekly, Daily Attendance Rate by Grade Level, Historic attendance, Classroom Attendance Rates, Family Meeting Agendas	PS PE-2	There is a large gap between the number of enrolled students and the number of students who attend school daily. The average daily attendance is 10.77% below the daily enrollment.
		RC PE-2	There is not a systematic approach in place for all staff members to coordinate efforts ensuring 100% of students attend & engage in school daily. (ESF 1.2, ESF 3.3, and ESF 5.4)
		PS PE-3	
		RC PE-3	
Data Determinations	The Douglass school culture has evolved over time. Historically, there were issues with attendance, staff trust and accountability. Through changes in leadership teams and established school-wide practices, the staff has developed a sense of community and school-wide partnership in moving the campus forward. The campus retention rate for teachers is 67%, with reasons for departure including retirement, and staff relocation. Setting the expectation and offering leadership opportunities have cultivated cross-grade level interactions that are positive, supportive and have strong partnerships that allow for student leadership opportunities. Students have an overall positive relationship with their campus. Students have strong relationships with their teachers and largely demonstrate positive behaviors with teachers and administrators. When behavior escalates, campus personnel are quick to respond to student needs, and students are coached through their behaviors using SEL and restorative practices, which includes visits to the 2 campus calming rooms. Additionally, while there has been an increase in family engagement through school-wide activities. The Family Nights focused on bringing our families together for a fun and safe community events and our Parent Academies focused more on providing parents with resources, school information and instructional support at home. Overall, we had good attendance for students, parents, and teachers for both the Family Nights and Parent Academies. We hosted a events with at least 45% of families attending.Additionally, we are active across all social media outlets (ClassDojo, Facebook, Twitter, Instagram, and TikTok). Douglass also partnered with the Doseum, The Dakota East Side Ice House, Military Personnel, and the Carver Community Cultural Center this school year. These partnerships allowed for the school community to address individual family needs.		

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	1,2,3,4	By the end of the year, the gap between student daily attendance and enrollment will decrease by 5%. **Demographics 1**	Staff members will work collaboratively using the school-wide protocol with families to increase student daily attendance by calling/texting families daily, hosting two family meetings, utilizing Class Dojo as a family communicator, and participating in events to re-engage specific families back into the school community.	Teachers Admin IC	
		Quarterly KPIs	By the end of the 1st quarter, staff members will establish a school-wide protocol and provide professional development for all staff members on attendance-related topics. Additionally, families will be Tiered based on their attendance rate for the 2022-2023 school year and an individual attendance plan will be created establishing an annual goal for each family and each family will be assigned a monitoring teacher. By the end of the 2nd quarter, teachers will have held their first family conference with 100% of families reviewing goals and identifying assistance needed by the family to increase daily attendance. By the end of the 3rd quarter, 100% of teachers will utilize campus-wide daily communication logs for attendance and will have completed their 2nd family meeting with 100% of families. By the end of the year, teachers will review attendance data to determine at least a 2% increase in daily attendance and evaluate strategies used with families.		
DE-2	1,2,3,4	By the end of the year, the gap between student enrollment and capacity enrollment of students will reach at least 45% causing an increase of enrollment to 205. **Demographics 2**	Staff members will create a year-long calendar of community outreach events, to include regular home visits, to ensure consistent year around communication between staff members, community members (even those not enrolled), and families.	Teachers Admin IC	
		Quarterly KPIs	By the end of the 1st quarter,, staff members will have created a year-long calendar of community outreach events, to include regular home visits. Additionally, campus admin will provide professional development training around interacting with community members, to include families. Professional development will include the Campus Theory of Action. By the end of the 2nd quarter, staff members will establish a flowchart outlining the process for communicating with families and community members. Once the protocol is established, staff members will review scenarios to determine how to move forward with community members and families. By the end of the 3rd quarter, staff members will have participated in at least 3 community outreach activities, to include at least 1 home visit. By the end of the year, 100% of staff members will be able to communicate verbally and in writing with the community, this includes being able to communicate the Campus Theory of Action (which includes vision, mission, goals, and strategies).		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

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	1,2,3	By the end of the year, 100% of teachers will be able to predict student performance with 100% accuracy. **Student Learning 1**	Teachers will create grade level aligned daily checks for understanding and administer them to students daily. Prior to the assessment, teachers will make predictions on student performance.	Teachers Admin IC	
		Quarterly KPIs	By the end of the 1st quarter, teachers will receive professional development on checks of understanding, predictions, teacher and student monitoring along with other data analysis protocols & best practices.. Additionally, 100% of daily formative checks of understanding will be vetted by administration based on the campus created protocol and the Standards in Practice protocol. By the end of the 2nd quarter, at least 50% of teachers will be able to accurately predict student performance based on pulse checks and other daily formative assessments. By the end of the 3rd quarter, at least 75% of teachers will be able to predict student performance based on grade level aligned pulse checks and daily formative assessments. By the end of the year, 100% of teachers will be able to predict student performance based on grade level aligned pulse checks and daily formative assessments. Additionally, 50% students in 3rd - 5th will begin the process of predicting their performance based on data tracking.		
SL-2	1,2,3	By the end of the year, there will not be gap between student performance on daily activities, assessments, and state assessments. **Student Learning 2**	Teachers will adjust daily lesson activities based on real-time student responses through small group and individual instruction to decrease the gap between student performance on daily activities and assessments.	Teachers Admin IC	211/Doseum/$8,000
		Quarterly KPIs	By the end of the 1st quarter, teachers will receive professional development on provided tiered instruction. Students will be tiered based on their BOY MAP and EOY student data. Based on student data, teachers will create individualized learning plans for each student. By the end of the 2nd quarter, at least 75% of teachers will be adjusting daily lesson activities based on real-time student responses as evidenced by learning walk follow-ups and an increase in student achievement data on daily formative assessments. By the end of the 3rd quarter, at least 90% of teachers will adjust daily lessons based on real-time student responses. Additionally, there will be at least a 25% increase in student achievement data (MOY MAP & CBAs) from the previous school year. By the end of the 4th quarter, student performance on daily lessons, daily formatives, and state assessments will be 100% aligned.		

Plan for Improvement – Student Learning

\#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	1,2,3	By the end of the year, 100% of student activities will be grade level aligned. **Student Learning 3**	Teachers will utilize grade-level resources, activities, and assessments daily.	Teachers Admin IC	211/IReady/$15,000 211/Gardopia/$2,400 211/SciencePenguin/$399
		Quarterly KPIs	By the end of the 1st quarter, teachers will receive professional development on TEKS deconstruction, aligned resources (iReady, Doseum, Gardopia, MCEC Military PD, AVID), standards in practice, collaborative planning, and teacher monitoring. By the end of 2nd quarter, teachers will receive professional development based on their needs. Additionally, at least 60% of teachers will utilize grade-level aligned resources, activities, and assessments daily. By the end of the 3rd quarter, 80% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks. By the end of the year, 100% students will be provided with grade-level aligned activities, resources, and assessments.		

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

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

Plan for Improvement – Processes & Programs

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	By the end of the year, 100% of teachers will utilize the backward planning protocol for daily lesson plans and implementation. **Processes and Programs 1**	Teachers will utilize the campus backwards design planning protocol to ensure daily activities are aligned to grade-level expectations.	Teachers Admin IC	211/IC/$89,133
		Quarterly KPIs	By the end of the 1st quarter, teachers will receive professional development on TEKS deconstruction, aligned resources (iReady, Doseum, Gardopia, MCEC Military PD, AVID), standards in practice, collaborative planning, backwards design planning protocol, and teacher monitoring. Additionally, 100% of teachers will be engaged in collaborative planning sessions with the IC and admin. By the end of 2nd quarter, at least 60% of teachers will utilize grade-level aligned resources, activities, and assessments daily. By the end of the 3rd quarter, 80% of teachers will deliver grade-level aligned activities, resources, and assessments daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks. By the end of the year, 100% students will be provided with grade-level aligned activities, resources, and assessments.		
PP-2	1,2,3	By the end of the year, 100% of teachers will consistently adjust lesson activities, to include scaffolds, in response to real-time student data. **Processes and Programs 2**	Teachers will adjust daily lesson activities by providing scaffolds and grade-level aligned resources.	Teachers Admin IC	
		Quarterly KPIs	By the end of the 1st quarter, teachers will receive professional development on TEKS deconstruction, aligned resources (iReady, Doseum, Gardopia, MCEC Military PD, AVID), intervention & enrichment activities,scaffolded vertical activities & strategies (ie. CER in all content areas, open-ended questions, learning group roles, student engagement techniques), and teacher monitoring. Additionally, 100% of teachers will receive and be scheduled in Outlook for learning walk feedback and follow-ups with admin and the IC. By the end of 2nd quarter, at least 60% of teachers will adjust lessons daily by providing scaffolds, sentence stems, intervention & enrichment activities (7 steps, AVID strategies, etc.). By the end of the 3rd quarter, 80% of teachers will adjust lesson activities daily as evidenced by learning walks, lesson plans, collaborative planning sessions, and peer learning walks. By the end of the year, 100% students will be provided with lesson adjustments based on their responses to questions & pulse checks.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3,4	By the end of the year, there will be at least a 25% increase in family participation in school-wide activities. **Perceptions 1**	Staff will utilize campus created communication protocols to increase family engagement and communication.	Teachers Admin IC CIS	
		Quarterly KPIs	By the end of the 1st quarter, staff members will create a campus-wide communication protocol to engage families in school-wide events. Once the protocol is created, all staff members will be provided with training, to include scenarios. By the end of the 2nd quarter, staff will have shared the calendar of events with 100% of families. Additionally, family engagement in fall activities will increase by at least 10% for both parent meetings and family nights. By the end of the 3rd quarter, 100% of families will receive communication from staff members as evidenced by family-teacher conferences. Additionally, family engagement in parent meetings and family nights will increase by at least 15%. By the end of the year, students will lead family conferences with teachers and at least 25% of teachers will increase their communication with families as evidenced through Class Dojo stories and communication logs.		
PE-2	1,2,3,4	By the end of the year, the gap between student daily attendance and enrollment will decrease by 5%. **Perceptions 2**	Staff members will work collaboratively using the school-wide protocol with families to increase student engagement through student daily attendance by calling/texting families daily, hosting two family meetings, utilizing Class Dojo as a family communicator, and participating in events to re-engage specific families back into the school community.	Teachers Admin IC CIS Operations Clerk	
		Quarterly KPIs	By the end of the 1st quarter, staff members will establish a school-wide protocol and provide professional development for all staff members on attendance-related topics. Additionally, families will be Tiered based on their attendance rate for the 2022-2023 school year and an individual attendance plan will be created establishing an annual goal for each family and each family will be assigned a monitoring teacher. By the end of the 2nd quarter, teachers will have held their first family conference with 100% of families reviewing goals and identifying assistance needed by the family to increase daily attendance. By the end of the 3rd quarter, 100% of teachers will utilize campus-wide daily communication logs for attendance and will have completed their 2nd family meeting with 100% of families. By the end of the year, teachers will review attendance data to determine at least a 2% increase in daily attendance and evaluate strategies used with families.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

2.2 – First Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	**Quarter 1 KPI**	**Q1 Rating**	**Findings / Next Steps**

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

Quarter 2 Formative Review

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

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

Quarter 3 Formative Review

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

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

Quarter 4 Formative Review

2.2 – Fourth Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**

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

Quarter 4 Summative Review

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

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

District Purchases

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

Multiple Measure	Problem Statement & Root Cause				

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1				DP-1	

Quality Checklists

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

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, 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	**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 both 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
	15907- ###
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	
Principal	**SAISD Board Approval Date**
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

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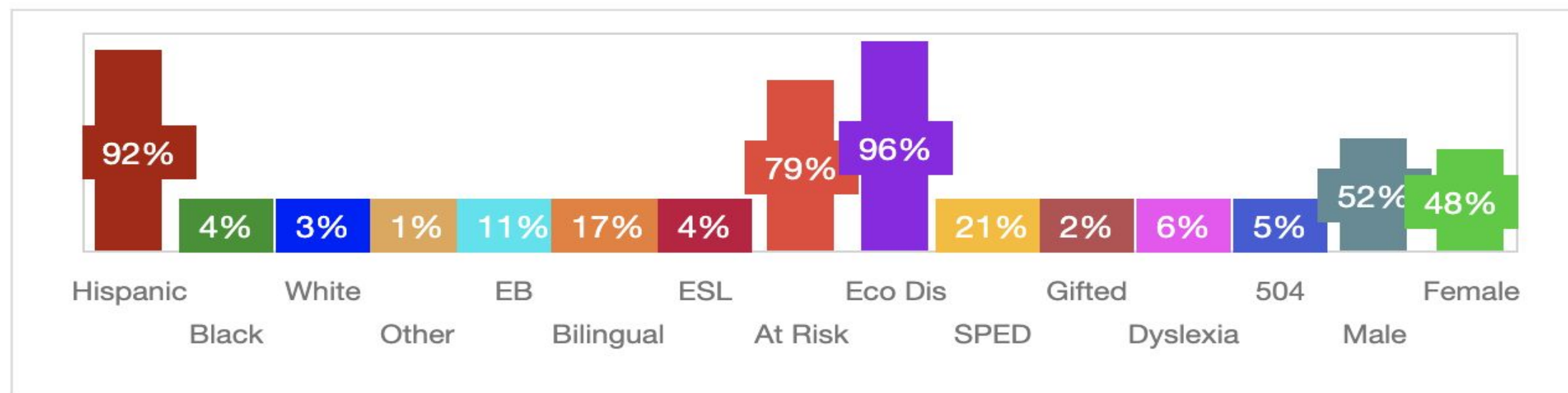### Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role	Name	Role

Committee Members

Data Tables

Historical Membership (Current Year reflects Year-to-Date)

Year	Membership
2013	391
2014	399
2015	369
2016	352
2017	360
2018	396
2019	347
2020	389
2021	327
2022	159
2023	166

Demographics (Percent of Student Body)

Category	Percent
Hispanic	92%
Black	4%
White	3%
Other	1%
EB	11%
Bilingual	17%
ESL	4%
At Risk	79%
Eco Dis	96%
SPED	21%
Gifted	2%
Dyslexia	6%
504	5%
Male	52%
Female	48%
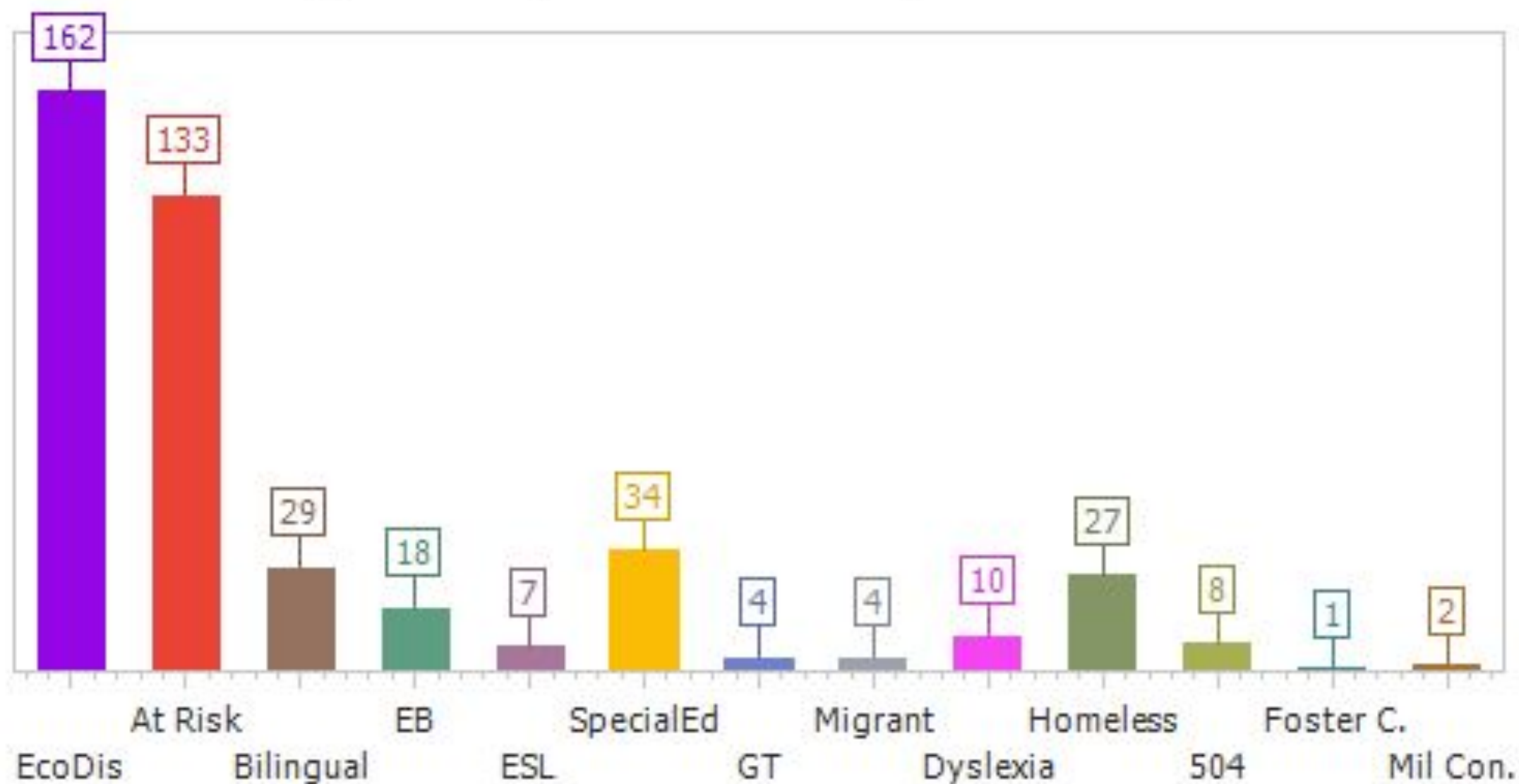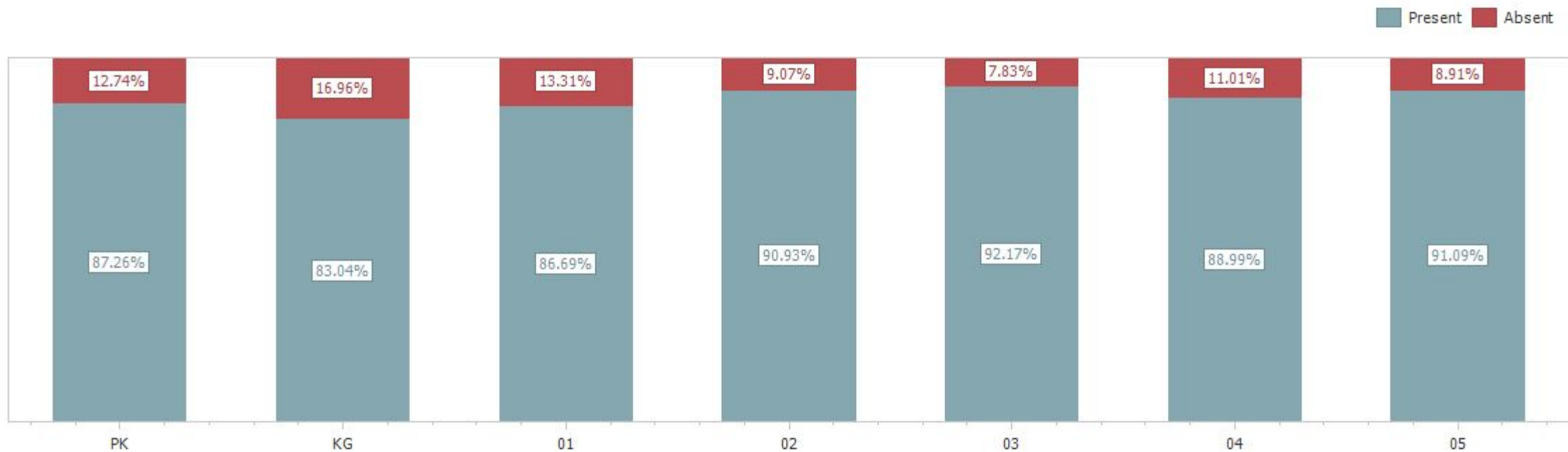
Data Tables

MAP (Test Percentile)

(Stacked bar chart)

- BOY Math 21-22: 50, 21, 2, 8, 2
- MOY Math 21-22: 44, 22, 9, 6, 2
- EOY Math 21-22: 43, 16, 14, 7, 2
- BOY Math 22-23: 56, 25, 10, 12, 3
- MOY Math 22-23: 59, 18, 17, 10, 3
- EOY Math 22-23: 1, 2

MAP (Test Percentile)

(Stacked bar chart)

- BOY Reading 21-22: 37, 23, 16, 5, 2
- MOY Reading 21-22: 44, 20, 9, 6, 2
- EOY Reading 21-22: 41, 15, 14, 5
- BOY Reading 22-23: 51, 9, 18, 13, 4
- MOY Reading 22-23: 50, 23, 12, 11, 2
- EOY Reading 22-23: 40, 24, 17, 10
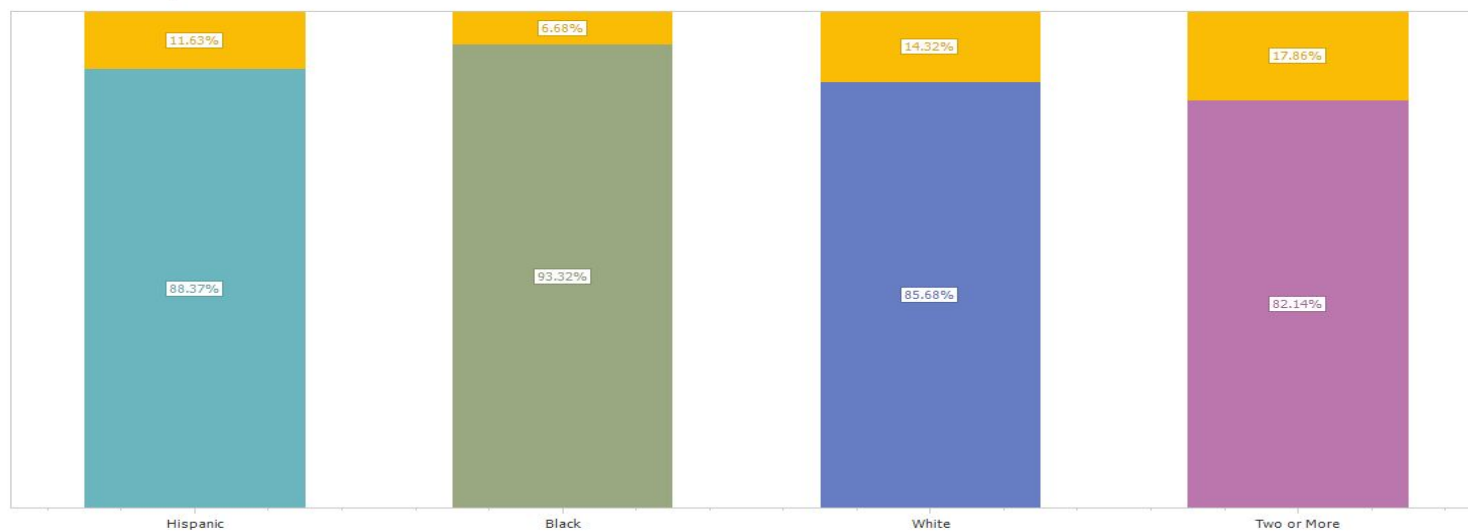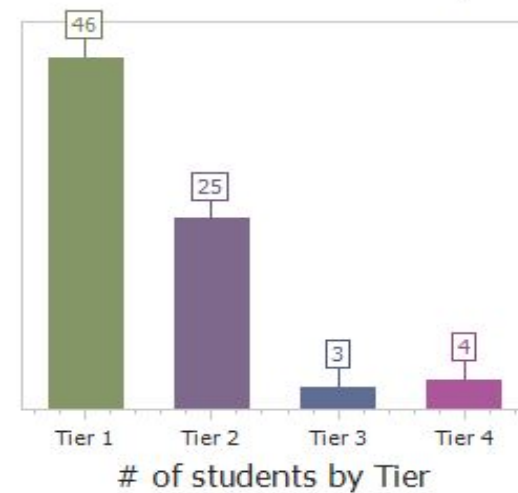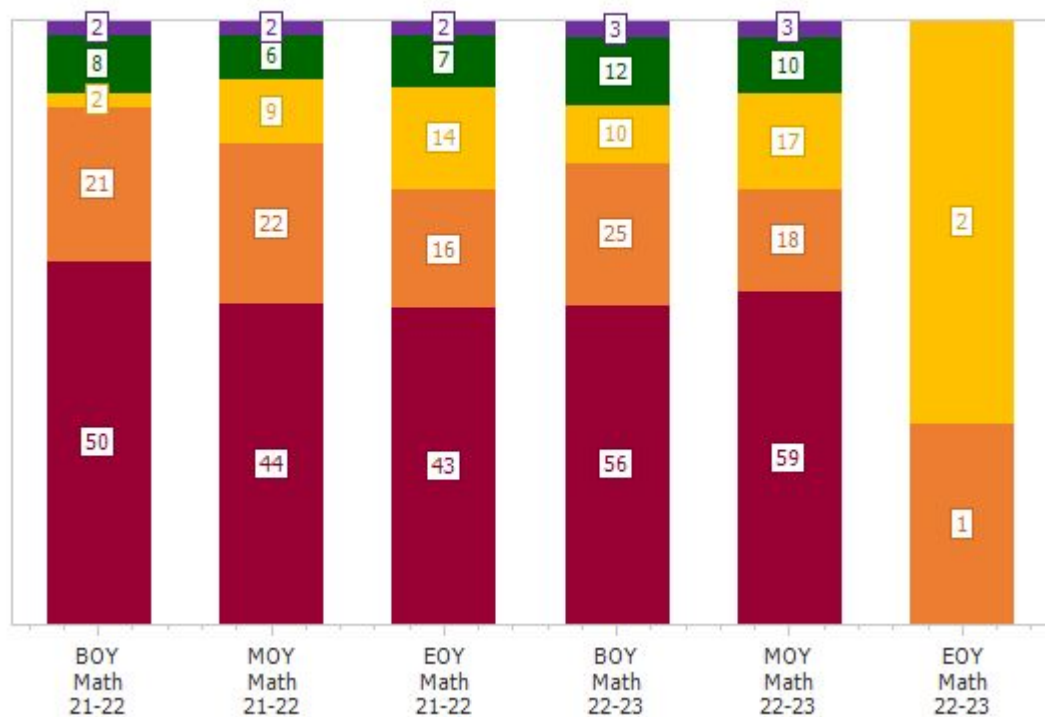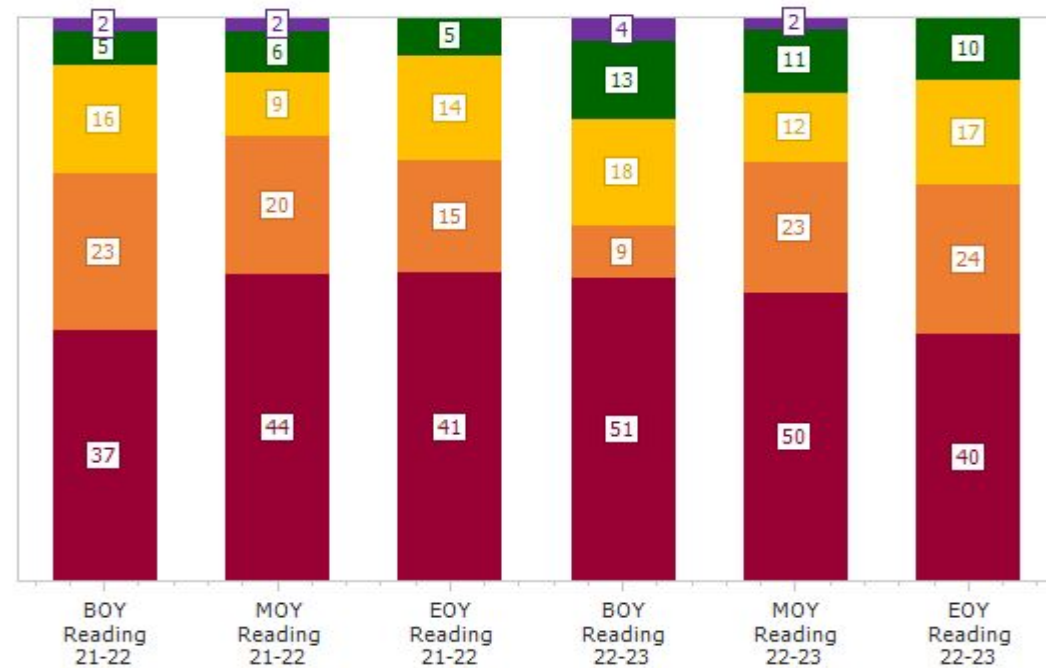
STAAR Results (# of students) Based on last administrati...

- Math: 46
- Reading: 46
- Writing: 1
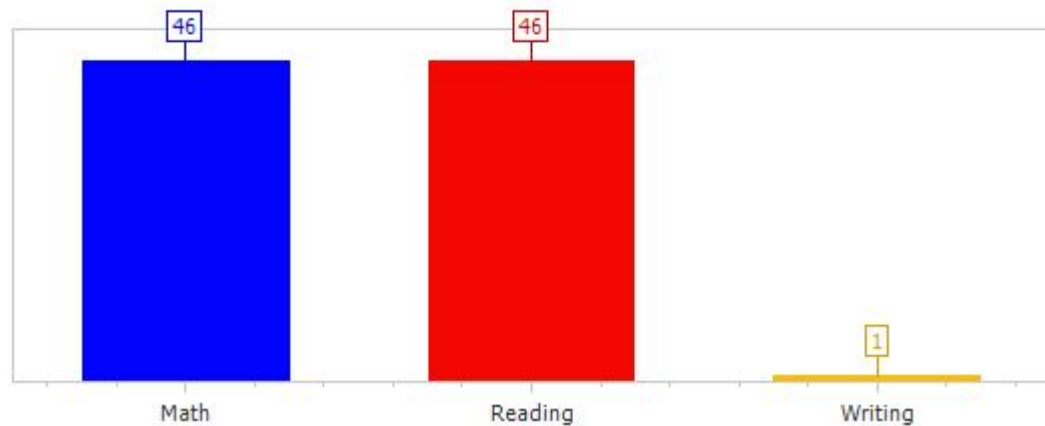
Grades (year-to-date : # of students)

(Horizontal stacked bars)

- Math: A, B, C, D, N/A
- Science: A, B, C, D, N/A
- Others: A, B, N/A
- Reading/ELA: A, B, C, D, N/A
- Social/Eco: A, B, N/A