

# Campus Improvement Plan

## 2023-2024



De Zavala Elementary

Section	Page
<b>Board of Trustees</b>	
<b>Vision, Mission, and Core Beliefs</b>	
<b>Comprehensive Needs Assessment</b>	
Processes	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
<b>Improvement Plan</b>	
Demographics	
Student Learning	
Perceptions	
Processes and Programs	
<b>Quarterly Review of Strategies</b>	
Quarter 1 Strategy Formative Review	
Quarter 2 Strategy Formative Review	
Quarter 3 Strategy Formative Review	
Quarter 4 Strategy Summative Review	
Quarter 4 Summative Plan Review	
<b>Summative Review of Plan</b>	
<b>Appendix</b>	
Quality Checklist	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

# Board of Trustees



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**Dr. Jaime Aquino**

## **VISION**

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

## **MISSION**

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

## **CORE VALUES**

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

## **CORE BELIEFS**

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

**SAISD 5 Year Board Goals**

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
<b>Meeting #1</b> <b>May 22, 2023</b>	<p>Review and examine the CNA areas of Demographic, Student Learning, Process and Programs, and Perceptions.</p> <p><b>Demographic</b> - Attendance and Student Groups - determine data source, form problem statements and ESF root causes, and final review of data determination.</p> <p><b>Student Learning</b> - Grade-Level Readiness Trends and STAAR Domain/TELPAS - determine data source, form problem statements and ESF root causes, and final review of data determination.</p> <p><b>Process and Programs</b> - PLC and Professional Growth - determine data source, form problem statements and ESF root causes, and final review of data determination.</p> <p><b>Perceptions</b> - Family Engagement and Student Perception - determine data source, form problem statements and ESF root causes, and final review of data determination.</p>
<b>Meeting #2</b> <b>May 22, 2023</b>	<p>Review the CNA areas selected - Demographic, Student Learning, Process and Programs - Perceptions.</p> <p><b>Demographic</b> - Attendance and Student groups - connect to Board Goal, write performance objective SMART goal, formulate strategies and connect with and write Quarterly KPIs.</p> <p><b>Student Learning</b> - Grade-Level Readiness and STAAR Domain/TELPAS - connect to Board Goal, write performance objective SMART goal, formulate strategies and connect with and write Quarterly KPIs.</p> <p><b>Process and Programs</b> - PLC and Professional Growth - connect to Board Goal, write performance objective SMART goal, formulate strategies and connect with and write Quarterly KPIs.</p> <p><b>Perceptions</b> - Family Engagement and Student Perception - connect to Board Goal, write performance objective SMART goal, formulate strategies and connect with and write Quarterly KPIs.</p>

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

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

- Campus will implement a system to increase student attendance.
- Based on student data outcome in all grade levels, lessons will be differentiated, use of high quality instructional material will be integrated as well as assessments.
- Continue to implement interventions for At Risk Students.
- Campus will continue with professional developments to improve classroom instruction.
- Our campus will continue to implement staff and student survey adding new strategies and parent surveys.



ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Student Groups	Special Programs - At Risk	PS DE-1	78% of students At Risk are not being provided adequate interventions.
		RC DE-1	Inconsistent implementation of AIP interventions and MTSS referrals. Interventions during small group, during intervention time, and tutoring. ESF 5.4
Student Attendance Data	Attendance	PS DE-2	For the 2022-2023 school student attendance rating remained at 91% or below. Campus attendance motivators will be provided to support student attendance.
		RC DE-2	As a campus we did not implement attendance follow up systems with parents. ESF 3.4
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Implement follow up systems with parents for attendance. Interventions/MTSS/Branching Minds documentation.		

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	
STAAR Domain and TELPAS	STAAR TELPAS	PS SL-1	55% of students in STAAR grade levels 3rd - 5th are performing below grade level in all content. 49% of students taking TELPAS in all grade levels K-5th, did not meet expected growth.
		RC SL-1	Inconsistent and inadequate high quality instructional materials and assessments that align to new STAAR standards and TELPAS standards. As well as inconsistent implementation of ELPS and Language support for English Learners. Teachers are not consistently using higher order questioning to promote critical thinking. ESF 4.1
Grade Level Readiness	MAP, CIRCLE	PS SL-2	All students K-5th met growth 48% in Reading and Math MAP, the past couple of years during MOY testing.  Students in Pre-K are below grade level 68% in Reading and 42% in Math
		RC SL-2	Inadequate materials and assessments in all content that align to the standards as well as better differentiate instruction to all students. Improve systems involving assessments and results;as well as create targeted intervention plans. (ESF 4.1)
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	We found that during the past two years an average of 43% of students in Math MAP were in Tier 1 and 55% of students in Reading MAP were in Tier 1 In STAAR the average of 20% of all students scored at “Meets and Masters”		



## 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	
PLCs and PLNs	MAP and Formal/Informal Assessments	<b>PS PP-1</b>	The campus experienced a 5% decrease in MAP growth for all students from K-5th grade for Beginning of the Year to Middle of the Year.
		<b>RC PP-1</b>	As a campus we have not provided teachers with consistent training in a Data Analysis Protocol in order for them to effectively plan targeted instruction, differentiation, and intervention instruction to close the gaps in student learning. ESF 5.3
Professional Growth	Professional Development	<b>PS PP-2</b>	95% of campus professional development was decided by administration and Instructional Coaches for the 2022-2023 school year.
		<b>RC PP-2</b>	In order for teachers to buy in to opportunities to improve classroom instruction, they need to provide their input on what professional development is necessary to help them improve our students growth in reading and math. ESF 5.3
Processes and Programs	MAP, CBA's, Formal and Informal Assessments	<b>PS PP-3</b>	Campus Instructional Coaches utilized the complete coaching cycle (Jim Knight) on 10% of the teachers they are assigned to support.
		<b>RC PP-3</b>	Instructional Support did not fully implement the Coaching Cycle by Jim Knight. ESF 5.2
		<b>PS PP-4</b>	
		<b>RC PP-4</b>	
<b>Data Determinations</b>	We found that a 5% decrease in MAP Beginning and Middle of the Year growth is a result of lack of opportunities for teachers to be decision makers on what professional development they need, a step by step protocol in data analysis, along with Instructional Coaches utilizing the Coaching Cycle by Jim Knight to help build teacher instructional capacity. Administration and Instructional Coaches will Tier teachers after the 2nd week of school and prioritize Tier 3 and new teachers for support using the Coaching Cycle by Jim Knight. Additional campus support will be implemented through small group pull outs and extended day learning which will not apply to our 3rd-5th grade students, but our Kinder- 2nd grades as well.		

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  ESF 3.4 a	Family surveys Family online communication methods	PS PE-1	Panorama Family Survey asked Parents the degree to which families become involved with and interact with their child’s school and Parents rated De Zavala Family Involvement at 22%
		RC PE-1	ESF 3.4 a: Due to limited communication/touch points with parents and methods of communication
Student Perception  ESF 3.2 b	Panorama Student Survey 2021 Panorama Student Survey 2022 Panorama Student Survey 2023 SEAD Student Survey 2023	PS PE-2	In 2021 and 2022, there was no change in Panorama Student Survey percentage regarding student physical and psychological safety at school -Students rated school safety at 68% two years in a row.
		RC PE-2	ESF 3.2 b: Not all staff and students understand a system of rewards and consequences, including SEL/SEAD/restorative practices, nor do they consistently implements the system with fidelity.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	ESF 3.4 - Parent and Family engagement data: In 2020, Panorama Family Survey- Parents rated De Zavala Family Involvement low at 22%. Favorable percentage should increase over time. This may be due to past covid restrictions that were in place and new campus safety protocol requirements. There was also a decrease in parent survey completion from 2022 to 2023 which was due to failure to inform parents across all viable communication systems and provide support in completing the survey if needed. ESF 3.2 b and d - Student Perception data: Over the last two years, there hasn’t been any change in Panorama Student Survey percentage regarding student physical and psychological safety at school . Students rated school safety at 68% two years in a row - favorable percentage should increase over time. This may be due to recent school safety concerns-SSSP campus safety protocol or due to lack in consistency and fidelity of implementation of PBIS and consequence systems or lack of mental health/SEL/SEAD support systems, and lack of resources to fully implement all these components. Increase frequency of staff meetings to discuss At-Risk student and identify data points for discipline/SEL/SEAD and ensure they are entered in branching minds for interventions and progress monitoring for SEL Behavior Support - connect those students with on campus resources or community health resources and supports.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> 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 there will be a 5% increase in students At Risk being provided adequate interventions	Implement consistent AIP intervention and MTSS referrals. Interventions during small group, during intervention time, and tutoring.	Instructional Coaches Teachers Administration Team Certified Retired Teachers	211, 164, 282 PDs Supplemental Materials Tutoring Instructional Resources Certified Retired Teachers \$40,000
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of teachers will be trained in the MTSS referral process. By the end of Quarter 2, 50% of the teachers will utilize the interventions/MTSS referral process. By the end of Quarter 3, 75% of the teachers will utilize the interventions/MTSS referral process. By the end of the year, 100% of the teachers will utilize the interventions/MTSS referral process.		
DE-2	1,2,3,4	By the end of the year there will be a 5% increase in student attendance.	Attendance Committee will create a system to monitor student attendance issues to decrease chronic absenteeism. Campus attendance motivators will be provided to support student attendance.	Data Clerk CIS Counselor Administration Team Teachers Attendance Team	211, 164, 282 PDs Supplemental Materials Instructional Resources Attendance Incentives \$20,000
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% of students will be provided an Attendance card as a tracking system and campus will provide parents information about district tracking system. By end of Quarter 2, 50% of parents will be provided an information session on the district tracking system. By the end of Quarter 3, 75% of parents will be provided an information session on the district tracking system. By the end of the year 100% of parents will be provided an information session on the district tracking system.		
DE-3					
		<b>Quarterly KPIs</b>			
DE-4					
		<b>Quarterly KPIs</b>			

<div> <div>2.1 - Campus Improvement Plan (CIP)</div> <div>The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes</div> </div>					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3,4	By the end of the year there will be a 5% increase in students 3rd - 5th performing at grade level.	Provide STAAR grade levels with high quality instructional materials and assessments that align with the new STAAR standards.Utilize backward planning, create exit tickets, and monitor formal/informal assessments.	Administration Team Instructional Coaches Teachers Certified Retired Teachers	211, 164, 282 PDs Supplemental Materials Tutoring Instructional Resources Certified Retired Teachers \$40,000
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers can be trained to utilize new instructional materials, aligned assessments, backward planning, and create exit tickets. By the end of Quarter 2, 50% will utilize the new instructional materials, aligned assessments, backward planning and create exit tickets. By the end of Quarter 3, 75% of teachers will utilize new instructional materials, aligned assessments, backward planning, and create exit tickets. By the end of the year 100% of teachers will utilize new instructional materials, aligned assessments, backward planning and create exit tickets to increase students 5% in Meets and Masters.		
SL-2	1,2,3,4	By the end of the year there will be a 5% increase in Pre-k - 5th students performing at grade level in MAP and Circle.	Lessons will be differentiated and adjusted based off of student performance. Teachers and Certified Retired Teachers will provide small group instruction, intervention, and tutoring (during school and after school along with snacks) based on assessment results.	Teachers Instructional Coaches Administration Team Certified Retired Teachers	211, 164, 282 PDs Supplemental Materials Tutoring Instructional Resources Certified Retired Teachers \$40,000
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will be trained on small group instruction, intervention, and differentiation strategies. By the end of Quarter 2, 50% of teachers will utilize small group, instruction, intervention, and differentiation strategies. By the end of Quarter 3, 75% will utilize small group instruction, intervention, and differentiation strategies. By the end of the year 100% of teachers in Pre-K - 5th will utilize and understand small group instruction, intervention, and differentiation strategies to increase Tier 1 and growth on MAP and Circle.		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2, 3,4	By the end of the middle of the year there will be a 5% increase in MAP growth for all students from K-5th grade from Beginning of the Year Assessment to the Middle of the Year.	At the beginning of the year we will provide all classroom teachers with training in a Data Analysis Protocol along with follow up support in order for them to effectively plan targeted instruction, differentiation, tutoring, and intervention instruction to close the gaps in student learning.	Instructional Coaches Administration Team Teachers Certified Retired Teachers	211, 164, 282 PDs Supplemental Materials Tutoring Instructional Resources Certified Retired Teachers \$6,780
		<b>Quarterly KPIs</b>	By the middle of the year at least 50% of our teachers will use a Data Analysis Protocol and effectively use the data targeting those students who have not shown growth from the beginning of the year till middle of the year. Teachers will also create lesson plans reflecting differentiated instruction and intervention groups to close the gaps in student learning. By the end of the school year at least 95% of all classroom teachers will be proficient or accomplished in using the Data Analysis Protocol which will be reflected in their lesson plans, instruction, and informal checks for understanding (exit tickets).		
PP-2	1,2,3,4	By the end of the school year our teachers will have decided on 70% of the campus professional development for the 2023-2024 school year.	Administration and Instructional Coaches will collaborate with all classroom teachers during the beginning of the year staff development to determine what type of professional development, and tutoring they feel will help them have the most impact in student learning and classroom instruction.	Instructional Coaches Administration Team Teachers Certified Retired Teachers	211, 164, 282 PDs Supplemental Materials Tutoring Instructional Resources Certified Retired Teachers \$15,000
		<b>Quarterly KPIs</b>	By the end of 1st grading period 100% of teachers will have been surveyed, By the end of the 2nd grading period 50% of teachers will be provided differentiated Staff Development, By the end of the 3rd grading period 75% of teachers will be provided differentiated Staff Development, By the end of the 4th grading period 100% of teachers will be provided differentiated Staff Development		
PP-3	1,2,3,4	Campus Instructional Coaches will use the complete coaching cycle (Jim Knight) on all Tier 3 classroom teachers that each one is assigned to support based on administration.	Instructional Coaches along with Administration will tier classroom teachers after the second week of school. Instructional Coaches will implement the Coaching Cycle (Jim Knight) 100% of the time while supporting Tier 3 classroom teachers. This support will build teacher capacity and increase student growth in MAP Beginning of the year to Middle of the Year by 5% for students in 3rd- 5th grade.	Instructional Coaches Administration Team Teachers Certified Retired Teachers	211, 164, 282 PDs Supplemental Materials Instructional Resources Certified Retired Teachers \$6,780
		<b>Quarterly KPIs</b>	By the end of the middle of the year MAP Reading and Math Data, will increase by 5% from beginning of the year for grades 3rd- 5th. Student growth will then reflect a 10% increase in MAP Reading and Math Data in all grade levels at the end of the 2023-2024 school year.		
PP-4					
		<b>Quarterly KPIs</b>			

The CAC will create <b>Perceptions</b> 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 2023-2024 school year, campus will increase methods of communication with parents and increase opportunities for Family Involvement will increase by 5%.PE-1	Review data from parent feedback from Parent Platica- EOY Title 1 surveys, plan 23-24 parent meetings based on topics of interest and current campus trends, Monthly Parent Platica - provide various means of communications with parents and provide parents with a year at a glance parent meetings calendar and volunteer information to increase family Involvement for the 2023-2024 school year.	Administration Team FACE Specialist Teachers Head Start Liaison Counselor Guest Speakers	211, 164, 282 PDs Supplemental Materials Tutoring Instructional Resources \$3,000
		Quarterly KPIs	By the end of Q1 campus will provide a minimum of two parent engagement events along with information about volunteering (Meet the Teacher, Open House, Parent Platica). By the end of Q2 campus will provide a minimum of two additional parent engagement events (Parent Platica, Academic Night, Parent Conferences). By the end of Q3 campus will provide a minimum of two additional parent engagement events (Academic Night, Parent Platica, Title 1). By the end of the school year, opportunities for Family Involvement will increase by 5%.		
PE-2	1,2,3,4	By the end of the 2023-2024 school year, student rating regarding school safety will increase by 5%.PE-2	Teachers, Physical Ed, Instructional Coaches, Librarian, Counselor, CIS, FACE Specialist, Head Start, Guest Community Presenters and Admin will provide students with lessons/activities covering the following topics:: -PBIS expectations and rewards/incentives, -SAISD Student Code of Conduct -Bully Prevention and Reporting, David's Law, P3 reporting, -Cyber Safety, Cyber Citizenship -Campus Safety Protocol such as: lock-in, shelter in place, evacuation, lock-out, fire drill -SEL/SEAD activities - Physical fitness / education -Campus mental health and resource assistance (CIS, Counselor, FACE, Head Start, Community Orgs) -Transition Meetings PK-4 to Kinder and 5th grade to 6th grade	Administration Team Instructional Coaches Counselor FACE Specialist CIS Head Start Liaison PBIS Committee SSSP Committee Guest Speakers Physical Ed Teachers Librarian	211, 164, 282 PDs Supplemental Materials Tutoring Instructional Resources Certified Retired Teachers \$10,000
		Quarterly KPIs	By the end of Q1 all campus staff and students will receive training on campus PBIS expectations/rewards, student code of conduct, SSSP and Admin will monitor for fidelity. By the end of Q2 all staff all students should have received lessons covering the above topics, PBIS rewards system should be implemented and admin monitor for fidelity and SSSP and PBIS Team should be meeting monthly. By the end of Q3 campus PBIS Team and SSSP team will review school safety data for areas of concern and improvement. By the end of the school year, 3rd-5th grade students will complete the SEAD/Panorama student survey, to include student feedback for school safety.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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



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

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

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

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

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X		
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention / Enrollment			
Physical Activity	X	Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary	X		
Quality of Learning Environment	X	CCMR - Secondary		MTSS – Behavioral Interventions	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 and school website				Physical Locations of the Plan	Front office and school website			
Languages Available	English and Spanish upon request				Languages Available	English and Spanish			
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy	Front office and school website				How and When was the PFE Policy Distributed				
Languages Available	English and Spanish				Annual Title 1 Meetings - Dates: September 13, 2023 and October 5, 2023				
URL to Online Version									

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		



Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

**Assurances and Approval Information****Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

**Campus Principal Assurance**

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Lorenzo De Zavala Elementary	15907- 121
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Joanela De Leon
Principal	SAISD Board Approval Date
Dr. Gloria Martinez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 13, 2023	October 5, 2023

## Committee Members

## Committee Members

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

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[illegible]

