

Campus Improvement Plan

2024 - 2025



De Zavala Elementary

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6
Demographics - CNA Problem Statements and Root Causes	
Student Learning - CNA Problem Statements and Root Causes	
Processes and Programs - CNA Problem Statements and Root Causes	
Perceptions - CNA Problem Statements and Root Causes	
Demographics - Plan for Improvement	
Student Learning - Plan for Improvement	
Processes and Programs - Plan for Improvement	
Perceptions - Plan for Improvement	
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

Board of Trustees



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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 May 20, 2024	Reviewed and examined the CNA areas of Demographic, Student Learning, Processes and Programs, and Perceptions. Demographic - Student Attendance and Student Groups reviewed and created problem statements and root causes. Student Learning - MAP, TELPAS, CIRCLE and 2023 STAAR Preliminary data reviewed and created problem statements and root causes. Processes and Programs - Professional Growth/Development and Procedures and Practices were reviewed to create problem statements and root causes. Perceptions - Student discipline referrals and Parent and Family Engagement documents were reviewed and created problem statements and root causes.
Meeting #2 May 20, 2024	Reviewed and examined the Plan for Improvement in the areas of Demographic, Student Learning, Processes and Programs, and Perceptions. Demographic - Student Attendance and Student Groups created Performance Objective Goals and formulated strategies to connect to KPIs. Student Learning - MAP, TELPAS, CIRCLE and 2023 STAAR Preliminary data created Performance Objective Goals and formulated strategies to connect to KPIs. Processes and Programs - Professional Growth/Development and Procedures and Practices created Performance Objective Goals and formulated strategies to connect to KPIs. Perceptions - Student discipline referrals and Parent and Family Engagement documents created Performance Objective Goals and formulated strategies to connect to KPIs.

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 for 2023 - 2024 CNA/CIP, the following will take place in 2024-2025

Build on utilizing consistent strategies to use during interventions, small group, and tutoring for all students with an emphasis on our At-Risk students in Tier 3 and Tier 2.

Although student attendance has increased we are continuing to have issues with tardies. We will implement having a sign in book that will require parents to get off and sign the student in if the student arrives after 8:05am. Attendance motivators will be used more frequently - weekly, monthly, each 9 weeks, and at the end of the year.

The campus had an increase in behavior incidents leading to discipline referrals, we will continue the use of PBIS and SEL to support positive behavior.

Based on student outcomes in all grade levels, PLNs will focus on unpacking the TEKS, identifying lesson objectives that meet depth and complexity of the TEK, and how to explicitly teach the standards using the new daily lessons in the curriculum. To address deficits regarding student data from MAP, Circle, TELPAS, STAAR, and informal/formal assessments, strategies for small group and intervention time will be structured to provide scaffolding of literacy and math skills. Differentiation and use of high quality instructional rigor will be integrated during lessons and instruction, as well as the use of materials for assessments.

During 2023-2024 year, there was an increase in parents attendance to events where students were involved. Our campus will continue to examine practices for providing high quality topics of interest as well as convenient times for parents to participate.

Comprehensive Needs Assessment Process

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

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records	X	Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		TELPAS	X		
Student Learning							
STAAR/EOC Results	X	Local Benchmark Results		State Interim Results	X	MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			
Processes and Programs							
Observational Data	X	Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			
Perceptions							
Teacher/Staff Surveys		Parent/Student Surveys		Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision	X
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.

Demographics (Minimum 2 Areas)

Comprehensive Needs Assessment - Demographics

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Attendance for 2023 -2024 was at 92% and tardies increased from 1.4% to 6%.
	RC DE-1	As a campus we focused on attendance systems and we did not implement a system for tardies.
Programs Student Outcomes	PS DE-2	Telpas in 2022 - 51% students progressed and in 2023 - 45% students progressed, a 6% decline.
	RC DE-2	Based on TELPAS data, students were not provided adequate strategies to use during intervention and small groups.
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	An increase in student attendance; however, we are having issues with tardies. As a Dual Language campus providing strategies during intervention and small group is a high need to prepare them for TELPAS.	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	Inadequate strategies for small group and intervention time; no structure in providing scaffolding of literacy, math, and science skills. Differentiation and use of high quality instructional rigor is not integrated during lessons and instruction.
	RC SL-1	
Grade Level Readiness	PS SL-2	Pre- K Circle English - EOY - 67% growth in Math and 27% growth in Reading - Tier 1 Math 43% and Tier 1 Reading 18% Pre-K CircleSpanish - EOY - 100% growth in Math and 71% growth in Reading - Tier 1 Math 88% and Tier 1 Reading 71% Pre-K Circle English and Spanish - EOY - 82% growth Math growth in Reading 54% - Tier 1 Math 63% and Tier 1 Reading 50%C
	RC SL-2	Lack of fidelity to interventions and small group as well as understanding the new curriculum.
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	MAP data K-5th grade show that growth and grade level performance is 51% and below. In order to improve on both growth and grade level performance, strategies for small group and intervention need to be implemented consistently. Also, becoming aware of the daily lessons that are coming out in Reading for 2024-2025 school year. In Pre-K our Dual Language class is over 71% in growth and grade level performance; our monolingual is 27% and over in growth and grade level performance. The need to implement consistent small group and intervention time is important as well as becoming familiar with the new curriculum.	

Comprehensive Needs Assessment - Student Learning

Comprehensive Needs Assessment - Processes & Programs

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Teacher PD	PS PP-1	Student data outcomes in Pre-K - 5th are 51% below grade level and inconsistent implementation of critical thinking skills in Math, Reading, and Science.
	RC PP-1	During PLNs, lack of implementation on focusing to unpack the TEKs, identification of lesson objectives that meets the depth and complexity of the TEKs, and how to explicitly teach the standards using the new curriculum.
Behavioral / SEAD Needs	PS PP-2	Number of behavior incidents/referrals has increased - 131 unique incidents/referrals in 2023-2024, not including teacher managed incidents.
	RC PP-2	Inconsistent implementation of Harmony/SEL/PBIS through the school year. Student expectations are not consistent among all grade levels.
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	Student data in Pre-K - 5th grade shows 51% and below grade level performance; although it is a slight increase from last year, the plan to help support teachers during PLNs is needed. Improvement is needed in focusing to unpack the TEKs, identify lesson objectives that will meet the depth and complexity of the TEK and teaching the standards with new curriculum. Behavior incidents/referrals have increased from last year and teachers/staff have improved on inputting documentation into Branching Minds. However, the need to have consistent expectations in all grade level as well lessons with Harmony/SEL/PBIS need to be implemented.	

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	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	Parent attendance averages about 30-40 for academic events and 100 plus to campus events.
	RC PE-1	Participation is higher when linked to a campus event involving the students and teachers as oppose to involving a guest speaker, other staff members, or community.
Engagement Opportunities	PS PE-2	Parents attendance in after school events related to academics such as Meet the Teacher, Open House, Academic Night, STAAR Night was less than 50%.
	RC PE-2	Lack of incentives for attending events as well as announcing events to parents. Not having a Face Specialist second semester was a difficult situation.
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	Reviewing the events sign-in sheets we determined that parents participation in attending campus events where students are involved has a higher turn out. The need to include more student participation will help with parent involvement. Building up parent morale and more incentives will help in increasing our parent and student attendance involvement with our after school events.	

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS # 1	By the end of the year, all events will be scheduled frequently to promote attendance from 92% to 93%,	Attendance Committee will implement the attendance expectation to monitor student attendance issues to decrease chronic absences and create a system to decrease tardies. A sign in book will require the parents	Data Clerk CIS	
		Quarterly KPIs	By the end of the first quarter, 100% of students and parents will be informed of attendance and tardy expectations. Tardy requirement will be in place.		
			By the end of the second quarter, 85% of students will participate in attendance events and tardy requirement.		
			By the end of the third quarter, 90% of students will participate in attendance events and tardy requirement.		
			By the end of the fourth quarter, 93% of students will participate in attendance events and tardy requirement.		
DE-2	PS # 2	By the end of the year, students taking TELPAS will increase their progression by 5%.	Teachers will provide small group instruction using the K-12 Summit strategies based on the assessments in the program. Instructional coach will support teachers by providing data analysis to support teachers	Instructional Coach Teachers	
		Quarterly KPIs	By the end of the first quarter, 100% of students and teachers will be trained how to implement the K-12 Summit and the strategies that align to it.		
			By the end of the second quarter, 50% of students will utilize the K-12 Summit in small group instruction.		
			By the end of the third quarter, 75% of students will utilize the K-12 Summit in small group instruction.		
			By the end of the fourth quarter, 100% of the students will utilize the K-12 Summit in small group instruction.		
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,		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	PS #1	Quarterly KPIs	By the end of the year, there will be a 5% increase in MAP growth and grade level performance Tier 1, in K-2 students. Provide all K-2 teachers with high quality instructional materials and activities in Math, Reading, Writing, Science, and Social Studies. Assessments that align to the STAAR standards and K-2 curriculum. Utilize	Administration Team	
			By the end of the first quarter, 60% of teachers will utilize small group instruction and intervention time groups targeting all students to include reinforcement and enrichment.		
			By the end of the second quarter, 75% of teachers will utilize small group instruction and intervention time groups targeting all students to include reinforcement and enrichment.		
			By the end of the second quarter, 85% of teachers will utilize small group instruction and intervention time groups targeting all students to include reinforcement and enrichment.		
			By the end of the fourth quarter, 100% of teachers will utilize small group instruction and intervention time groups targeting all students to include reinforcement and enrichment.		
SL-2	PS #2	Quarterly KPIs	By the end of the year, 100% of Pre-K teachers will be using and understanding the new curriculum as well as working in small groups and intervention groups.	Administration Team Instructional Coach Teachers	
			By the end of the first quarter, 50% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and intervention time.		
			By the end of the second quarter, 60% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and intervention time.		
			By the end of the third quarter, 75% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and intervention time.		
			By the end of the fourth quarter, 100% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and intervention time.		
SL-3	PS #	Quarterly KPIs	By the end of the year,		
			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,		
SL-4	PS #	Quarterly KPIs	By the end of the year,		
			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 – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount	
PP-1	PS # 1	By the end of the year, students will increase Tier 1 performance and grade level performance 5%.	Teachers in Pre-k - 5th during PLNs will unpack the TEKS, identify lesson objectives that meet the depth and complexity of the TEKS, and work on how to explicitly teach the standards using new curriculum and	Administration Team		
		Quarterly KPIs	By the end of the first quarter, students will increase in Tier 1 performance at grade level by 2% in ELAR, Math and 5th grade Science.			
			By the end of the second quarter, students will increase in Tier 1 performance at grade level by 3% in ELAR, Math and 5th grade Science.			
			By the end of the third quarter, students will increase in Tier 1 performance at grade level by 4% in ELAR, Math and 5th grade Science.			
			By the end of the fourth quarter, students will increase in Tier 1 performance at grade level by 5% in ELAR, Math and 5th grade Science.			
PP-2	PS # 2	By the end of the year, we will reduce the number of unique incidents by 10.	Teachers will consistently implement activities using Harmony/SEL/PBIS throughout the school year. During PLNs teachers will review expectations for student behavior among all grade levels.	Administration Team Instructional Coach Teachers		
		Quarterly KPIs	By the end of the first quarter, decrease in the number of unique incidents by 2.			
			By the end of the second quarter, decrease in the number of unique incidents by 4.			
			By the end of the third quarter, decrease in the number of unique incidents by 8.			
			By the end of the fourth quarter, decrease in the number of unique incidents by 10.			
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 # 1	By the end of the year, campus will increase student participation by 8 events to increase family	Campus will involve students in 8 events that include make-take activities, academic resources for families, to include Ballet Folklorico, Music, Art, and student involvement.	Administration Team	
		Quarterly KPIs	By the end of the first quarter, campus will provide parent engagement events with 2 events having student engagement, to include Meet the Teacher, Open House, Parent Platica.		
			By the end of the second quarter, campus will provide parent engagement events with 2 events having student engagement, to include Parent Platica, Make and Take Activity, Academic Night, Parent Conferences.		
			By the end of the third quarter, campus will provide parent engagement events with 2 events having student engagement, to include Academic Night, Title 1, Parent Platica, Student-led conferences.		
			By the end of the fourth quarter, campus will provide parent engagement events with 2 events having student engagement, to include Ballet Folklorico, Music, and Art, leading to 8 student participation events.		
PE-2	PS #	By the end of the year attendance at academic events will increase by 50% or more.	Incentives as well as make and takes by students and parents will be implemented to utilize at home. Incentives to include raffle prizes, snacks, supply items for activities such as colored paper, flash cards for Math, Reading, Science, and all content, glue, colors, popsicle sticks, markers, copy paper, etc,	Administration Team FACE Specialist Teachers	
		Quarterly KPIs	By the end of the first quarter, the campus will provide opportunities for families to identify any trainings and events through flyers, campus website, class dojos, conferences, and students informatio by 100%		
			By the end of the second quarter 30% of parents will attend academic events.		
			By the end of the third quarter 40% of parents will attend academic events.		
			By the end of the fourth quarter 50% of parents will attend academic events.		
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, 100% of students and parents will be informed of attendance and tardy expectations. Tardy requirement will be in place.	Choose One	
DE-2	By the end of the first quarter, 100% of students and teachers will be trained how to implement the K-12 Summit and the strategies that align to it.	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, 60% of teachers will utilize small group instruction and intervention time groups targeting all students to include reinforcement and	Choose One	
SL-2	By the end of the first quarter, 50% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and	Choose One	
SL-3	By the end of the first quarter,	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, students will increase in Tier 1 performance at grade level by 2% in EL AR, Math, and 5th grade Science.	Choose One	
PP-2	By the end of the first quarter, decrease in the number of unique incidents by 2.	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, campus will provide parent engagement events with 2 events having student engagement, to include Meet the Teacher, Open House.	Choose One	
PE-2	By the end of the first quarter, the campus will provide opportunities for families to identify any trainings and events through flyers, campus website, class doors.	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, 85% of students will participate in attendance events and tardy requirement	Choose One	
DE-2	By the end of the second quarter, 50% of students will utilize the K-12 Summit in small group instruction	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, 75% of teachers will utilize small group instruction and intervention time groups targeting all students to include	Choose One	
SL-2	By the end of the second quarter, 60% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and	Choose One	
SL-3	By the end of the second quarter,	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, students will increase in Tier 1 performance at grade level by 3% in ELAR Math and 5th grade Science	Choose One	
PP-2	By the end of the second quarter, decrease in the number of unique incidents by 4.	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, campus will provide parent engagement events with 2 events having student engagement to include Parent Platica, Make and	Choose One	
PE-2	By the end of the second quarter 30% of parents will attend academic events.	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.

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 90% of students will participate in attendance events and tardy requirement.	Choose One	
DE-2	By the end of the third quarter, 75% of students will utilize the K-12 Summit in small group instruction.	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 second quarter, 85% of teachers will utilize small group instruction and intervention time groups targeting all students to include	Choose One	
SL-2	By the end of the third quarter, 75% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and	Choose One	
SL-3	By the end of the third quarter,	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, students will increase in Tier 1 performance at grade level by 4% in ELAR Math and 5th grade Science.	Choose One	
PP-2	By the end of the third quarter, decrease in the number of unique incidents by 8.	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, campus will provide parent engagement events with 2 events having student engagement, to include Academic Night, Title 1 Parent	Choose One	
PE-2	By the end of the third quarter 40% of parents will attend academic events.	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.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 93% of students will participate in attendance events and tardy requirement	Choose One	
DE-2	By the end of the fourth quarter, 100% of the students will utilize the K-12 Summit in small group instruction	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, 100% of teachers will utilize small group instruction and intervention time groups targeting all students to include	Choose One	
SL-2	By the end of the fourth quarter, 100% of Pre-K teachers will utilize high quality materials, new curriculum, and implement strategies during small group and	Choose One	
SL-3	By the end of the fourth quarter,	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, students will increase in Tier 1 performance at grade level by 5% in ELAR Math and 5th grade Science	Choose One	
PP-2	By the end of the fourth quarter, decrease in teh number of unique incidents by 10.	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, campus will provide parent engagement events with 2 events having student engagement to include Ballet Folklorico, Music, and	Choose One	
PE-2	By the end of the fourth quarter 50% of parents will attend academic events.	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.

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, all events will be scheduled frequently to promote attendance from 92% to 93% as well as a system to decrease tardies.	Choose One	
DE-2	By the end of the year, students taking TELPAS will increase their progression by 5%.	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, there will be a 5% increase in MAP growth and grade level performance Tier 1 in K-2nd grade. By the end of the year there will be a 3%.	Choose One	
SL-2	By the end of the year, 100% of Pre-K teachers will be using and understanding the new curriculum as well as working in small groups and intervention groups.	Choose One	
SL-3	By the end of the year,	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, students will increase Tier 1 performance and grade level performance 5%.	Choose One	
PP-2	By the end of the year, we will reduce the number of unique incidents by 10.	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, campus will increase student participation by 8 events to increase family engagement attendance.	Choose One	
PE-2	By the end of the year attendance at academic events will increase by 50% or more.	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

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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.

Title I Campus Program Requirements

Title I Campus Program Requirements

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

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	Google Shared Folder	
	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		

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		
	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		