Campus Improvement Plan
2023-2024

FORBES ELEMENTARY

SAISD

Forbes 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 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 **Friday, May 12th, 2023**	Areas of focus for meeting: Demographics: ➢　School Enrollment 　○　TAPR 　　■　Student Enrollment Data ➢　Campus Attendance 　○　TAPR 　　■　Student Attendance Data Perceptions: ➢　Social Emotional Wellness 　○　Insight Student Survey Data 　　■　Decrease in scores in the areas of Sense of Belonging and Social Awareness ➢　Parent Engagement 　○　Forbes Family-School Relationships Survey Data 　　■　Decrease in scores in the areas of School Safety (regarding bullying) and Family Engagement/Input During meeting, committee reviewed TAPR report, specifically regarding school attendance (historical to present), STAAR data, student enrollment (historical to present), Insight Student Survey Data and Forbes Family-School Relationships Survey Data
Meeting #2 **Thursday, May 18th, 2023**	Areas of focus for meeting: Student Learning: ➢　Grade Level Readiness Trends 　○　STAAR Data Processes and Programs ➢　Routines 　○　Insight Survey Data 　　■　Inconsistency with campus wide PBIS systems ➢　Routines 　○　Insight Survey Data 　　■　Data indicates a need for campus instructional leaders solidify systems During meeting, committee reviewed TAPR report, specifically regarding school attendance (historical to present), STAAR data, student enrollment (historical to present), Insight Student Survey Data and Forbes Family-School Relationships Survey Data

Comprehensive Needs Assessment – Demographics

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 Attendance	2021-2022 TAPR	**PS DE-1** Forbes' average student attendance rate is 88%. Chronic absenteeism is currently at 34%, which is 2% higher than the district average.
		RC DE-1 Campus does not have an effective plan that engages families regarding increasing attendance.
Student Attendance	Attendance Data through BI Platform	**PS DE-2** Campus data shows there is a high absenteeism rate among students in Tiers 2 and 3.
		RC DE-2 Campus outreach to increase attendance is not consistently effective.
		PS DE-3
		RC DE-3
		PS DE-4
		RC DE-4
Data Determinations	Forbes Elementary is a Pre-kinder through fifth grade Title I campus. The campus enrollment at snapshot was 157 students. Forbes is located within a small community neighborhood. Forbes is located on the south east side of San Antonio and students who attend either live in homes or one of several apartment complexes that feed into the campus. Forbes' student groups are as follows: 86% Hispanic, 10% Black, 4% White Forbes' student enrollment are as follows: 91% Economically Disadvantaged, 53% At Risk, 20% Special Education, 3% Homeless, and 1% LEP. Student attendance rate is currently at 88% which is about 2% higher than last school year's rate. That said,the attendance average is still below the 90% goal. Of the Forbes' teaching staff, 67% have 11 or more years of teaching experience. Of the Forbes' teaching staff, the campus average years of experience with the district is 13.5 years which is just a bit more than double the district average which us 6.5%. Historical enrollment for the campus has declined between 10% to 20% starting in 2019-2020 through 2022-2023		

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**	
Grade Level Readiness	STAAR Data	**PS SL-1**	According to 2021-22 STAAR results, Math scores are 6 points below the state average (42%).
		RC SL-1	As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness. (ESF 5.3)
Grade Level Readiness	STAAR Data	**PS SL- 2**	According to 2021-22 STAAR results, Reading scores are 1 point below the state average (53%).
		RC SL-2	As a campus, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness. (ESF 5.3)
Data Determinations	In 2022-23, Forbes middle of year MAP data indicated that all grade levels with the exception of kinder math and reading and 2nd grade reading either met or exceeded the formative goal set for each grade level. Students in first through fifth grade have utilized data binders over the course of the school year to track the learning progress.		

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
Employee Data	Insight Survey 2022	PS PP-1	Insight Survey results indicate that 63% of the teachers feel there are not consistent expectations and consequences for student behavior.
		RC PP-1	Lack of a true PBIS team and system was not in place. Campus is not consistent in campus wide expectations. (3.2b)
Employee Data	Insight Survey 2022	PS PP-2	Insight survey data indicates that 63% of the campus teachers agree that when the campus commits to a program or priority, leadership follows through.
		RC PP-2	Campus instructional leaders need to establish clear, transparent, and written roles and responsibilities and core leadership tasks are scheduled on weekly calendars. (1.1a, 1.1b)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Curriculum, Instruction, and Assessment All classroom activities and instruction are aligned to the TEKS and are observed during classroom walkthroughs and evidenced in lesson plans submitted in Google Classroom. PLCs during the 2022-23 school year focused on maximizing use of district level specialists (reading, math, ARET, SEL) due to the campus losing its instructional coach position. Data is distributed and discussed during PLC meetings. During this time, action plans are developed to address target areas. Instruction is driven by backward design and the GRR process. Meet the teacher (Fall) Parent-Teacher conferences (Fall and Spring)		

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**
Social Emotional Wellness	Student SEAD Survey	**PS PE-1**	According to Student SEAD Survey results, there was a 10% decrease in students reporting being able to self-manage.
		RC PE-1	Forbes did not have a school wide system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy. Campus staff did not receive sufficient SEL training to respond to the holistic needs of each student. (ESF 3.2b)
Parent Family Engagement	Family Survey	**PS PE-2**	As evidenced through the Family Survey, 37% of parents report involvement in their child's campus.
		RC PE-2	Forbes does not create an inclusive and welcoming environment that engages all families in critical aspects of student learning. (3.4a)
Data Determinations	According to the 2021-2022 school survey, 88% of Forbes families feel teachers show students at the campus a tremendous amount of respect while 95% stated they feel welcomed and appreciated by the principal and the staff. Approximately 85% of our students in grades 3-5 state they have a favorable relationship with their teacher while 80% indicate they have a positive sense of belonging. Teachers at Forbes rated the campus, overall, as a positive one. Teachers indicated that they felt students can achieve academic standards for their grade levels. Teachers also indicate that school leaders articulate a clear overarching vision that drives priorities, goals, and decision making within the school. Teachers also felt heard, supported, and encouraged to continue teaching at Forbes. Based on family surveys 83% of Forbes families indicate that they feel the campus has a safe environment and a sense of belonging. Parents and guardians learn about their students learning standards expectations and progress through fall and spring parent teacher conferences as well as ongoing communication through phone calls, class dojo, parent teacher conferences, etc. Parents participate in campus wide events such as STAAR academic night, MAP academic night, Bingo for Books, Fall and Spring festivals, Principal Coffees, Parent-Teacher		

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 end of year, student attendance will increase to 95% according to 2024 TAPR **demographics-1.**	Attendance Team will have action plans to engage families of chronically absent students and incentivize attendance.	Admin Attendance Team	
		Quarterly KPIs	By the end of Quarter 1, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes. By the end of Quarter 2, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes. By the end of Quarter 3, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes. By the end of Quarter 4, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes.		
DE-2		By end of year, student attendance will increase to 95% according to 2024 TAPR **demographics-2.**	Campus will specifically create an outreach plan for Tier 2 and Tier 3 absenteeism to include home visits and provide wrap-around services.	Admin Team CIS Counselor	
		Quarterly KPIs	By the end of Quarter 1, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs. By the end of Quarter 2, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs. By the end of Quarter 3, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs. By the end of Quarter 4, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs.		
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

Plan for Improvement – Student Learning

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2, 3	By the end of the year, students scoring Meets will increase from 52% to 55% on the STAAR math assessment; students scoring Meets will increase from 54% to 57% on the STAAR reading assessment. **Student Learning-1 & 2**	Teachers will engage in structured PLCs and utilize assessment data to create action plans and lessons focused on student needs.	Admin	
		Quarterly KPIs	By the end of Quarter 1, 50% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans. By the end of Quarter 2, 75% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans. By the end of Quarter 3, 85% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans. By the end of Quarter 4, 100% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans.		
SL-2	1, 2, 3	By the end of the year, students scoring Meets will increase from 52% to 55% on the STAAR math assessment; students scoring Meets will increase from 54% to 57% on the STAAR reading assessment. **Student Learning-1 & 2**	Teachers will engage in professional development of teaching practices that promote critical thinking, differentiation, and formative/summative assessments. (Sage & Scribe and RACE). Teachers will be able to implement these practices in their classrooms.	Instructional Specialists Admin	
		Quarterly KPIs	By the end of Quarter 1, 25% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters. By the end of Quarter 2, 50% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters. By the end of Quarter 3, 75% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters. By the end of Quarter 4, 100% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters.		
SL-3					
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	4	By the end of year, teachers will indicate that there has been increased consistency in expectations and consequences of student behavior according to the Insight Survey; a decrease from 63% to 53% in teachers that reported inconsistencies in 2021. **Processes and Programs 1**	Campus will establish a PBIS team that meets monthly to review qualitative and quantitative data to create campus wide behavioral expectations and incentive systems.	PBIS Team Admin	
		Quarterly KPIs	By the end of Quarter 1, 50% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter 1 Survey and PBIS agenda and minutes. By the end of Quarter 2, 65% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter 2 Survey and PBIS agenda and minutes. By the end of Quarter 3, 80% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter 3 Survey and PBIS agenda and minutes. By the end of Quarter 4, 95% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter 4 Survey and PBIS agenda and minutes.		
PP-2	1, 2, 3, 4	By the end of the year, teachers will indicate that there has been an increase in 15% commitment and follow through to a program by the leadership team. **Processes and Programs 2**	Leadership will establish roles and responsibilities and shared calendars.	Admin Team	
		Quarterly KPIs	By the end of Quarter 1, 50% of teachers report there is an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document. By the end of Quarter 2, 65% of teachers report there s an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document. By the end of Quarter 3, 80% of teachers report there is an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document. By the end of Quarter 4, 95% of teachers report there is an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document.		
PP-3		**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	4	By the end of the year, students will report an increase in being able to self manage by 10% on the student SEAD survey. **Perceptions-1**	Campus will implement system to address or develop students social emotional skills, such as problem solving, self regulation, impulse control and empathy. To include PBIS and embedded SEL professional development.	Counselor Admin Social Worker District SEAD Specialist	
		Quarterly KPIs	By the end of Quarter 1, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in. By the end of Quarter 2, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in. By the end of Quarter 3, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in. By the end of Quarter 4, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in.		
PE-2	4	By the end of the year, parents will report a 15% increase in opportunities for involvement on the family survey. **Perceptions-4**	Campus will create a variety of parent involvement opportunities to include PTO, parent nights, Popcorn with the Principal, Fall and Spring Carnival, Winter Fest, Grandparents Day.		
		Quarterly KPIs	By the end of Quarter 1 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations. By the end of Quarter 2 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations. By the end of Quarter 3 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations. By the end of Quarter 4 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations.		
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.

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes.		
DE-2	By the end of Quarter 1, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs.		
SL-1	By the end of Quarter 1, 50% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans.		
SL-2	By the end of Quarter 1, 25% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters.		
PP_1	By the end of Quarter I, 50% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter I Survey and PBIS agenda and minutes.		
PP-2	By the end of Quarter I, 50% of teachers report there is an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document.		
PE-1	By the end of Quarter 1, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in.		
PE-2	By the end of Quarter 1 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations.		

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

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

Quarter 2 Formative Review

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes.		
DE-2	By the end of Quarter 2, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs.		
SL-1	By the end of Quarter 2, 75% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans.		
SL-2	By the end of Quarter 2, 50% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters.		
PP-1	By the end of Quarter 2, 65% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter 2 Survey and PBIS agenda and minutes.		
PP_2	By the end of Quarter 2, 65% of teachers report there s an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document.		
PE-1	By the end of Quarter 2, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in.		
PE-2	By the end of Quarter 2 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations.		

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
DE-1	By the end of Quarter 3, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes.		
DE-2	By the end of Quarter 3, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs.		
SL-1	By the end of Quarter 3, 85% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans.		
SL_2	By the end of Quarter 3, 75% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters.		
PP-1	By the end of Quarter 3, 80% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter 3 Survey and PBIS agenda and minutes.		
PP-2	By the end of Quarter 3, 80% of teachers report there is an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document.		
PE-1	By the end of Quarter 3, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in.		
PE-2	By the end of Quarter 3 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations.		

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

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

Quarter 4 Formative Review

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of Quarter 4, student attendance will increase to 95% as evidenced by Frontline and attendance team meeting notes.		
DE-2	By the end of Quarter 4, campus will decrease T2 and T3 absenteeism by 5% as evidenced on Frontline reports utilizing Counselor/CIS communication logs.		
SL-1	By the end of Quarter 4, 100% of teachers are utilizing data to create action plans focused on student needs as evidenced by data trackers, PLC agenda, and action plans.		
SL-2	By the end of Quarter 4, 100% will utilized research based strategies to engage students in open ended questions and assessments as evidenced in student writing, daily assessments, and observations recorded on Performance Matters.		
PP-1	By the end of Quarter 4, 95% of teachers report there are consistent campus wide expectations and consequences of student behavior as evidenced by Quarter 4 Survey and PBIS agenda and minutes.		
PP-2	By the end of Quarter 4, 95% of teachers report there is an increase in commitment and follow through to a program by the leadership team as evidenced by shared calendars and roles and responsibilities document.		
PE-1	By the end of Quarter 4, Rhythm reports will show a 5% increase in student emotional well-being as evidenced by PBIS agenda and SEL PD sign in.		
PE-2	By the end of Quarter 4 , campus parent surveys and attendance at events will increase by 5% as evidenced by sign in sheets and flyer invitations.		

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.

Always Learning GPS	Problem Statement & Root Cause				

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

Campus Improvement Plan Quality Checklist

Quality Checklists

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

Physical Locations of the Plan	Binder in main office
Languages Available	English, Spanish upon request
URL to Online Version	Campus Website

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Binder in main office
Languages Available	English, Spanish upon request
URL to Online Version	Campus Website

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Binder in main office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	Annually at open house and first Popcorn with Principal
URL to Online Version	Campus Website	

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		

Title I Compliance Documentation and Submissions

Documentation	Description	CIP Location / Upload Location	Done
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
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		

Documentation and Submissions

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
Forbes Elementary	15907- 124
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Julio Garcia
Principal	**SAISD Board Approval Date**
Klaudia Hidalgo	
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 Planrin

Name	Role		Name	Role
Erica Lopez	Principal			
Michelle Felix	Assistant Principal			
Sherri Garza	PK Teacher			
Monica Dickson	Kinder Teacher			
Sarah Kersh	1st grade Teacher			
Diana Gutierrez	2nd grade Teacher			
Denise Arellano	3rd grade Teacher			
Jessica Soto	4th grade Teacher			
Nikki Haas	5th grade Teacher			
Ann Perez	BSC Teacher			
Rebecca Holliday	Counselor			
Jamaal Hamilton	PE Teacher			
Monica De Hoyos	Administrative Assistant			
Nora Torres	Custodian			
Monica Mojica	Community Member			
Carlos Felix	Business Representative			
Catherine Thompson	Parent			
Fernando Lopez	Parent			

Committee Members