Campus Improvement Plan
2023-2024

Green Elementary

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD District and Campus Goals

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ___ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ___ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 **May 10, 2023**	CNA/CIP data collection meeting, Reviewed current year goals, objectives, and strategies. Discussed current needs and data points to consider. Members given complete CIP plan, problem statement highlights, and a survey to capture data and recommendations. All four measures were discussed.
Meeting #2 **May 24, 2023**	CNA and CIP development meeting. Review data collected and reference the 4th annual quarterly review. Proposal new problem statements based on data collection. Then review, revise, and approve new objectives and strategies for coming school year.

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

- End on year quarterly reviews were referenced to show which strategies were effective and which strategies need to continue or be modify for coming year
- End of year data also used to determine priority problems statements that will have the most inmapst on campus improvement
- Parent input and other stakeholder helped to review all aspects of campus including safety
- Student interviews conducted

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
Previous year STAAR non-passers.	Assessment data (District assessments, STAAR Interims, and campus based assessments, attendance, behavior/SEAD referrals	PS DE-1	23% of students who are at-risk were unsuccessful on EOY STAAR for reading. 23% of students who are at-risk were unsuccessful on EOY STAAR for math.
		RC DE-1	Teachers need a strategic intervention plan based on data to provide targeted supports with consistent and frequent monitoring.
Special Education students	Assessment data (District assessments, STAAR Interims, and campus based assessments, attendance, behavior/SEAD referrals	PS DE-2	53% of special education student met expectation in all STAAR test taken.
		RC DE-2	Teachers need a strategic intervention plan based on data to provide targeted supports with consistent and frequent monitoring.
		PS DE-4	
		RC DE-4	
Data Determinations	Additional support and professional development needed to improve special education and at-risk students. 22-23 STAAR (Tentative) data was as follows 64% of special education students taking the STAAR test were successful in passing one or more tests 54% of all tests taken by special education students were at approaches or higher 20% of all tests taken by special education students were at meets or higher		

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**	
Reading/Writing	Assessment data (District assessments, STAAR Interims, and campus based assessments, attendance, behavior/SEAD referrals, curriculum, district support	**PS SL-1**	Based on end year STAAR interims and STAAR assessments, _46%__% of students met approaches in this category. Based EOY MAP Growth and CIRCLE Data, students continue to show gaps in reading fluency, reading comprehension, and foundational skills. Only 33% Pre-K, 46% for Kinder, 38% for 1st, and 53% for 2nd met growth on the Reading MAP
		RC SL-1	Systemic approach to incorporating the writing process and writing in cross-curricular content areas was not implemented with fidelity. Limited professional development and teacher support around blended curriculum to teaching in split classrooms impacted student learning in grades kinder, 1st and 2nd.
Math	Assessment data (District assessments, STAAR Interims, and campus based assessments, attendance, behavior/SEAD referrals, curriculum, district support	**PS SL-2**	Based on EOY STAAR data, students are continue to have gaps in math concepts and computation. Data showed 22% of Students were not successful in mathematical process standards that include rational number operations
		RC SL-2	Systemic approach to closing gaps in math during targeted interventions was not done consistently throughout the school year.
		PS SL-3	
		RC SL-3	
Data Determinations	Additional support and professional development needed to improve classroom instruction for reading and writing. Development of a strategic master schedule and planning time needed to keep math and reading blocks intact. 22-23 STAAR (Tentative) data was as follows: Campus Math: 78% Approaches or better; 56% Meets or better; 20% Masters or better Campus Reading: 80% Approaches or better; 46% Meets or better; 23% Masters or better Science: 73% Approaches or better; 20% Meets or better; 13% Masters or better 22-23 MAP Data was as follows: Kinder - 46% Met growth; 1st - 33% Met growth; 2nd - 53% Met growth 22-23 Circle Data for PK - 33% Met growth.		

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
Teacher Leadership	Professional learning communities, teacher planning, collaboration	**PS PP-1**	Only 25% of Professional Learning Community (PLC) sessions were lead by teachers based on PLC agenda topics & observations.
		RC PP-1	Structure of PLCs limit the ability to build the capacity of the teacher to lead PLCs and use data to inform instruction.
Teacher Performance	T-TESS summatives, teacher surveys, assessment data results from all core subjects	**PS PP-2**	Only 20% of campus teachers are master teachers meeting recognized or higher status. Based on student data, 44% of teachers are on track to potentially meet MTI recognized status.
		RC PP-2	Instructional feedback by leadership did not consistently require follow-up actions to determine if instructional practices improved.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Additional professional development and planning time is needed to the build capacity of teachers to lead PLCs and make informed instructional moves based on student outcomes and products. 20% of campus teachers currently meet the qualifications for master teacher 20% of teachers have less than 5 years teaching experience; 40% of teachers have less than 10 years teaching experience 60% of teachers showed improvement in more than one TTESS domains.		

Comprehensive Needs Assessment – Perceptions

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Social Emotional Wellness	Attendance, SEAD and Special Education behavior requests, counseling logs, Riithym reports, MTSS requests,	PS PE-1	40% increase in student needs requesting the counselor, counseling, or one on one intervention or support.
		RC PE-1	Limited professional development and implementation of social emotional curriculum and supports in the classroom.
MTSS behavior, supporting students in the classroom	Attendance, SEAD and Special Education behavior requests, counseling logs, Riithym reports, MTSS requests, Teacher recommendations, suspensions and office referrals	PS PE-2	30% increase is student behaviors that impact learning the classroom.
		RC PE-2	PBIS and CHAMPS systems in the classroom and in common areas not consistently implemented with fidelity all year.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	There was an increased need for social emotional learning (SEL), coping skills, and behavior support from counselor and SEAD specialists. Additional professional development for counselor and teachers are needed to improve the social emotional needs and equitable learning of students. Funds needed to support family events that promote SEL and family engagement. 22-23 Rhithim data 2/7 classes indicated a tempo of Lower level of learning readiness; 3/7 scores indicated ready to learn; 2/7 scores indicated regulated with room to improve Student SEAD Survey: Out of 53 student response - 29% of students felt they had the ability to remain calm when bothered; 45% students felt they had their temper under control; 42% felt capable of ignoring distractions; 36% of students felt they easily give up; Family SEAD Survey indicated 16% families would like to see more parent workshops; 20% would like resources to support student mental health; 20% would like resources to support student learning;		

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	By the end of the year, 75% of prior year STAAR non-passer will make growth. SL-1, SL-2	(TUTORING)Professional staff will receive supplemental pay for tutoring offered before and after school or Saturdays to provide enrichment for meets and above level students and targeted interventions/accelerated instruction for at-risk students.	Teachers, Administrative team	211-11-6118-24-13 1-30-000 $6600.00
		Quarterly KPIs	By the end of Q1, 15% of funds will be used for tutoring or enrichment. By the end of Q2, 25% of funds will be used for tutoring or enrichment. By the end of Q3, 75% of funds will be used for tutoring or enrichment By the end of Q4, 100% of funds will be used for tutoring or enrichment		
DE-2	1,2	By the end of the year, 75% of prior year STAAR non-passer will make growth. SL-1, SL-2	(CERTIFIED TEACHER) Hire Retired and/or certified teacher to support students at risk (prior year failures, special education) and in need of targeted small group interventions in math and reading to close academic gaps during the school day	Teachers, Administrative team	211-11-6118-23-13 1-30-000 $5040.00
		Quarterly KPIs	By the end of Q1, the campus will determine which students will benefit from targeted interventions with a certified teacher tutor and secure potential candidates for the position. By the end of Q2, 25% of funds will be used for tutoring. By the end of Q3, 75% of funds will be used for tutoring. By the end of Q4, 100% of funds will be used for tutoring.		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	Increase approaches in Reading STAAR by 10% AND Math STAAR by 10% from prior year results. SL-1, SL-2	Implement a school-wide foundational skills, reading, and writing system based on the Texas Reading Academies science of reading strategies, use high leverage teaching methods that include sensory learning through the use of sand, playdough, and other textured and visual mediums to support language, motor and cognitive skills, use district vetted materials like Heggerty to improve reading and writing at each grade level.	Teachers Principal, AP	
		Quarterly KPIs	By the end of Q1, The campus will establish and implement a campus wide reading program that will support reading, writing and revising and editing goals. 25% of teachers will have implemented the program with consistency. By the end of Q2, 75% of teachers will have implemented the program with fidelity as evident through walk-through data By the end of Q3, 100% of teachers have implemented the school wide program with fidelity as evident through walk-through data. By the end of Q4, 100% of teachers have implemented the school wide program with fidelity as evident through walk-through data and student work samples and assessment data will reflect growth.		
SL-2	1,2,3	Increase approaches in Reading STAAR by 10% AND Math STAAR by 10% from prior year results. SL-1, SL-2	**(SUBSTITUTE)** Substitute teachers will be provided to allow teachers to attend approved professional development on and off campus, support instructional planning and STAAR countdown preparation, conduct required parent conferences for at-risk students (HB4545, CIRCLE) during the day, and EOY student/parent/teacher grade transitional meetings for all students. Prek-5th campus teachers	Teachers Administrative Asst, Principal AP	211-11-6112-02-131-30-000 $1200.00
		Quarterly KPIs	By the end of Q1, Teachers will have identified areas for professional growth and possible professional development that would support these areas. 15% of funds will have been used. By the end of Q2, 60% of funds will have been utilized. By the end of Q3, 75% of funds will have been utilized. By the end of Q4, 100% of funds will have been utilized.		
SL-3	1,2,3	Increase approaches in Reading STAAR by 10% AND Math STAAR by 10% from prior year results. SL-1, SL-2	**(FIELD TRIPS)** Allocated funds will be used to support student learning through enrichment activities like educational field trips to IMAX including transportation and to purchase intervention/supplemental resources like Mountain Math, Think-Up, Stemscopes, Kamico games, Lakeshore instructional supplies, aids, materials, and technology needed to improve instruction and student centered activities in all academic areas from Pre-kinder-5th grade.	Teachers Administrative Asst. Principal AP	211-11-6412-00-131-30-000 (FT) $3000.00 211-11-6494-00-131-30-000 (BUSES) $500.00
		Quarterly KPIs	By the end of Q1, The campus will identify areas of need and resources needed. 15% of funds will be used for supplemental resources, instructional materials, and/or field trips By the end of Q2, 40% of funds will be used for supplemental resources, instructional materials, and/or field trips By the end of Q3, 75% of funds will be used for supplemental resources, instructional materials, and/or field trips By the end of Q4, 100% of funds will be used for supplemental resources, instructional materials, and/or field trips		

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1,2,3	Increase approaches in Reading STAAR by 10% AND Math STAAR by 10% from prior year results. SL-1, SL-2	(Teachers) Provide professional development, materials like easels, shelving, clip boards, post-it chart tablets, equipment, books, stylus, and resources to support cross-curricular learning (math, ELAR, science) through health/fitness in physical education, library classes/visits, and enrichment in fine art such as art and music. Funding 461	AP Principal Elective	
		Quarterly KPIs	By the end of Q1, Teachers will identify professional development that they would like to attend; determine what resources and supplies they will need to support student learning and use of 25% of funds. By the end of Q2, 60% of funds will be used for supplies and/or professional development. By the end of Q3, 75% of funds will be used for supplies and/or professional development. By the end of Q4, 100% of funds will be used for supplies and/or professional development.		

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	1,2,3	Increase campus overall students at the Meets grade level from 47% to 50% PP-1, PP-2	Campus calendar and PLC schedule will be used to assign teacher leader roles and incorporate time to share best practices or vertically plan.	Assistant Principal, Principal	
		Quarterly KPIs	By the end of Q1, The campus will have established a PLC calendar to include teacher presentations and topics for the year. Teacher(s) will have had the opportunity to attend at-least 2 opportunities to attend professional development on high-leverage instructional practices. By the end of Q2,Teacher(s) will have had the opportunity to attend at-least 5 opportunities to attend professional development on high-leverage instructional practices. By the end of Q3, Teacher(s) will have had the opportunity to attend at-least 8 opportunities to attend professional development on high-leverage instructional practices. By the end of Q4, 100% of teachers will have attended at least four PDs that focus on instructional practices and presented to peers at least once.		
PP-2	1,2,3	Increase campus overall students at the Meets grade level from 47% to 50% PP-1, PP-2	Provide paid professional development and training beyond the school day and on Saturdays to improve instruction and increase student achievement.	Assistant Principal, Principal	211-11-6118-24-131-30-000 $6600.00
		Quarterly KPIs	The campus will collaborate to determine areas of need and opportunities for professional development for the first half of the year. By the end of Q1, 15% of funds will have been utilized to provide teachers professional development. By the end of Q2, 50% of funds will have been utilized to provide teachers professional development. By the end of Q3, 85% The campus will collaborate to determine areas of need and opportunities for professional development for the second half of the year. of funds will have been utilized to provide teachers professional development. By the end of Q4, 100% of funds will have been utilized to provide teachers professional development.		
PP-3	1,2,3	Increase campus overall students at the Meets grade level from 47% to 50%. PP-1, PP-2	Implement and monitor campus theory of action to include standard- based planning with clear learning targets and success criteria and routine checks for understanding, hyper-monitoring, and daily formative assessments used to monitor and adjust instruction.	Principal AP Teachers	
		Quarterly KPIs	By the end of Q1, Instructional leadership will have provided professional development on campus theory of action (CTA); with faculty input revised the CTA which is aligned to the CIP; created a calendar campus implementation and look-for(s); Will have completed at minimum three walkthroughs on each teacher and provide campus feedback. By the end of Q2, 70% of faculty will have demonstrated growth in all target areas By the end of Q3, 80% of faculty will have demonstrated growth in all target areas By the end of Q4, 90% of faculty will have demonstrated growth in all target areas		

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 school year, we will increase by 25%, the percentage of all students who meet the expectations for SAISD Standard for Social Emotional Readiness. PE-1	(COUNSELING): Implement a guidance and counseling program that supports the social emotional needs of students and help them develop and strengthen positive character traits and social skills through various strategies, techniques, services, and resources including reading materials, library books, media or supplies. Also promote a positive campus culture by hosting career and college ready events, drug awareness events, suicide and bullying prevention, mentorships, and sponsoring student field trips and student groups like PALS and safety patrols.	Counselor, Assistant Principal, Behavior Specialist, PBIS Team Leader.	211-31-63999-00-1 31-30-000 $747.00
		Quarterly KPIs	By the end of Q1,the counseling department will have established a calendar for student support lessons and campus wides initiatives to support a campus wide positive culture; Students will have participated in at minimum 3 lessons and the campus will have had one campus wide event. By the end of Q2, Students will have participated in at minimum 5 lessons and the campus will have had two campus wide events. By the end of Q3, Students will have participated in at minimum 8 lessons and the campus will have had three campus wide events. By the end of Q4, Students will have participated in at minimum 10 lessons and the campus will have had four campus wide events.		
PE-2	4	By the end of the school year, we will increase by 25%, the percentage of all students who meet the expectations for SAISD Standard for Social Emotional Readiness. PE-1	(SEL) (Kindness) Campus will support the social emotional and well-being of our students and families through social emotional development, counseling, classroom activities and resources like stress balls, calming zone, etc., and special events like health fairs, Zumba classes, yoga sessions, etc. Resources: needed include healthy snacks, instructional supplies such as water colors and supplies as well as play-doh in support of art therapy; and equipment, and sensory items and decor for wellness spaces.	Principal, Behavior Specialist, PBIS Team Leader	461-11-6399-00-13 1-11-0-00
		Quarterly KPIs	By the end of Q1, The campus will have established a calendar of event to support Social emotional wellness. The campus will have offered at minimum 1 school wide event; By the end of Q2, The campus will have offered at minimum 2 school wide events By the end of Q3, The campus will have offered at minimum 3 school wide events By the end of Q4, The campus will have offered at minimum 4 school wide events		

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-3	4	By the end of the school year, we will increase by 25%, the percentage of all students who meet the expectations for SAISD Standard for Social Emotional Readiness. PE-1	(KINDNESS) Create opportunities for students, families, and staff to share and promote kindness through school wide events, food drives, clothing drives, positive behavior choices and incentives, attendance motivators, arts and crafts, and counseling support. Resources: needed include healthy snacks, refreshments from HEB, attendance and kindness motivators such as books, certificates, ribbons and medals; instructional supplies, standing easels, art and crafts supplies including paints, beads; PBIS campus wide posters, laminating film, poster maker ink, bulletin boards sets; gardening resources including tools, sand, dirt, mulch; field trip admission fees, transportation, and kindness t-shirts and wearables. Refer to budget	Assistant Principal, Principal, Counselor	
		Quarterly KPIs	By the end of Q1, The campus will have established a calendar of events to support our kindness initiative. The campus will have offered at minimum 1 school wide event; By the end of Q2, The campus will have offered at minimum 2 school wide events By the end of Q3, The campus will have offered at minimum 3 school wide events By the end of Q4, The campus will have offered at minimum 4 school wide events		

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-4	4	By the end of the school year, 100% of teachers will implement with fidelity the MTSS and PBIS strategies. PE-2	(POSITIVE BEHAVIOR INTERVENTION SUPPORT): Faculty and staff will implement a school wide CHAMPS/Positive Behavior System based on PBIS. The plan will utilize a uniform set of positive expectations in common areas that align with school rules. A reward system and graphic information will be used to support the programs that will include student reward medals, certificates, positive reinforcement buttons and cards as well as other award incentives. Items needed will include but are not limited to lanyards, card stock, button maker, ribbon, recognition pins, and trophies.	Counselor, Assistant Principal, PBIS Team Leader	
		Quarterly KPIs	By the end of Q1, Teachers will have been trained on the campus PBIS expectations and program and 100% of students will have reviewed the program with their classes. 100% Teachers will have established their classroom PBIS program. By the end of Q2, Campus PBIS reward program will have been utilized by 75% of teachers as evident by the kindness initiatives and PBIS rewards given out by grade level. 75% of teachers will have implemented their classroom PBIS system as evident by walk-throughs. By the end of Q3, 90% of teachers will implement with fidelity the MTSS and PBIS strategies. 100% of teachers will have reviewed the campus and classroom PBIS programs after the major holiday breaks. By the end of Q4, 100% of teachers will implement with fidelity the MTSS and PBIS strategies as evident by walk-throughs and rewards.		
PE-5	4	By the end of the school year, 100% of teachers will implement with fidelity the MTSS and PBIS strategies. PE-1	(FACE/PARENT ENGAGEMENT) - Admin team will coordinate with Communities in Schools tol host campus events, the annual Title I Meeting, issue campus student compacts, and review campus engagement policy with parents. Routine parent meetings, parent engagement events like Grandparent's Day, and Principal Coffees will be held to inform parents about ways to work with campus to promote attendance and student academic growth. (for Parent and Family Engagement, not for PTA use)	Principal, Behavior Specialist, PBIS Team Leader	211-61-6399.01 $374.00 211-61-6499.01 $374.00
		Quarterly KPIs	By the end of Q1, The campus will host two organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night . Bye the end of Q2, The campus will host four organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night . By the end of Q3, The campus will host four organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night By the end of Q4, The campus will host four organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night		
PE-6	4	By the end of the school year, 100% of teachers will implement with fidelity the MTSS and PBIS strategies. DE-1, DE-2, PE-2	MTSS Intervention for students reading one or more years below grade level; interventions will be provided either through guided reading/intervention groups or small group instruction with either teachers or master teachers utilizing TEKS aligned resources	Assistant Principal, Principal, Counselor	
		Quarterly KPIs	By the end of Q1, Teachers will have been trained MTSS and branching mind and all tier 2 and 3 students will have intervention plans in place with progress monitoring points; have reviewed progress monitoring data and adjusted plans. By the end of Q2, 100% of tier 2 and 3 students will have intervention plans in place with progress monitoring points; have reviewed progress monitoring data and adjusted plans. By the end of Q3, 100% of tier 2 and 3 students will have intervention plans in place with progress monitoring points; have reviewed progress monitoring data and adjusted plans. By the end of Q4, 100% of tier 2 and 3 students will have demonstrated growth.		

Quarter 1 Formative Review

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1,		
DE-2	By the end of Quarter 1,		
SL-1	By the end of Quarter 1,		
SL-2	By the end of Quarter 1,		
SL-3	By the end of Quarter 1,		
PP-1	By the end of Quarter 1,		
PP-2	By the end of Quarter 1,		
PE-1	By the end of Quarter 1,		
PE-2	By the end of Quarter 1,		

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,		
DE-2	By the end of Quarter 2,		
SL-1	By the end of Quarter 2,		
SL-2	By the end of Quarter 2,		
SL-3	By the end of Quarter 2,		
PP-1	By the end of Quarter 2,		
PP-2	By the end of Quarter 2,		
PE-1	By the end of Quarter 2,		
PE-2	By the end of Quarter 2,		

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,		
DE-2	By the end of Quarter 3,		
SL-1	By the end of Quarter 3,		
SL-2	By the end of Quarter 3,		
SL-3	By the end of Quarter 3,		
PP-1	By the end of Quarter 3,		
PP-2	By the end of Quarter 3,		
PE-1	By the end of Quarter 3,		
PE-2	By the end of Quarter 3,		

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.

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of Quarter 4,		
DE-2	By the end of Quarter 4,		
SL-1	By the end of Quarter 4,		
SL-2	By the end of Quarter 4,		
SL-3	By the end of Quarter 4,		
PP-1	By the end of Quarter 4,		
PP-2	By the end of Quarter 4,		
PE-1	By the end of Quarter 4,		
PE-2	By the end of Quarter 4,		

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

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
By the end of the year, the campus (Demographics 1)		
By the end of the year, the campus (Demographics 2)		
By the end of the year, the campus (Student Learning 1)		
By the end of the year, the campus (Student Learning 2)		
By the end of the year, the campus (Student Learning 3)		
By the end of the year, the campus (Processes & Programs 1)		
By the end of the year, the campus (Processes & Programs 2)		
By the end of the year, the campus (Perceptions 1)		
By the end of the year, the campus (Perceptions 2)		

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

District Purchases

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

Multiple Measure	Problem Statement & Root Cause				

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

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	
All are measured by a data source.			

Improvement Plan – Strategies

All are in BEST format.		All strategies are targeted to eliminate at least one root cause.	
All are measured by quarterly KPI outcomes.		Entire plan has been checked for spelling and grammar.	

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions			

Equitable Availability of the Campus Improvement Plan to Parents / Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Binder in main office		Physical Locations of the Plan	Binder in main office
Languages Available	English, Spanish upon request		Languages Available	English, Spanish upon request
URL to Online Version	On website, Facebook, and Smore		URL to Online Version	On website, Facebook, and Smore

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 principal's coffee
URL to Online Version	On website, Facebook, and Smore		

Quality Checklists

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)

Action	Documentation	CIP Location / Upload Location	Done
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <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
Robert B. Green Elementary	15907- 131
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	
Principal	**SAISD Board Approval Date**
Jennifer M. Soto	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

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

Committee Members

Name	Role	Name	Role
Jennifer M. Soto	Principal	Jalissa Garcia	Student 4th Grade
Jannara L. Johnson	AP / Prof Support Staff	Anthony Fuentes	Student 5th Grade
Desiree Davila	Counselor / Prof. Support Staff	Monica Cardenas	Business Partner / Community
Ana Garcia	PK	Jennifer Guerra	Parent/Business Partner
Agustin Moreno	Kinder /1st	Jenna Garcia	Parent
Sara Cortez	2nd	Jazmin Munoz	Parent
Isabel Cepeda	3rd	Elsa Villarreal	Parent
Belinda Morin	4th	Hortencia Saldana	Community
Kristy Garza	5th	Janice Ramirez	Community
Anthony Johnson	Electives / PE	Anthony Fuentes	Student 5th Grade
Rachel Bernal	Special Education		
Veronica De Los Santos	Special Education		
Janet Lujan	Paraprofessional		
Sasha Arredondo-Gonzales	Paraprofessional		
Evelyn Pena	Paraprofessional		
Armando Vigil	Classified		
Arlene Escamilla	District		
Monica Zuniga	District		