Campus Improvement Plan
2024 - 2025

SAISD

Robert B. Green Elementary @ RSP

Table of Contents

Vision, Mission, Core Values, and Core Beliefs

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

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 04/17/2024	1. Introduction of team 2. Review of current CIP and problem statements 3. Presentation, expectations, process requirements for the 2024-2025 CNA and CIP development 4. Set committee to collect information 5. Input survey link to collect data is due April 25 6. Concerns & Questions Other concerns: Outdoor speakers/ Fencing needs
Meeting #2 04/30/2024	1. Review and approve 24-25 Title I Budget 2. School Name and Mascot 3. Review CNA data collection and trends 4. Review and revise new problem statements and root causes 5. Concerns & Questions Discussed school name and mascot options. Google survey to be sent to finalize name and mascot.

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

The committee reviewed both Green and Riverside Park CIPs to see where there were commonatilities and areas where the campuses can grow together.   Each domain as well as problem statements and root causes were reviewed to determine where the campuses can begin to to merge needs and areas for growth.

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

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records		Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results	X	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	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	X
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	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

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		Problem Statements and Root Causes
Teacher Experience	PS DE-1	Based on Teacher Insight Surveys, 40% of teachers stated they did not receive tailored support and feedback to improve instruction and support teacher morale.
	RC DE-1	Lack of a systematic approach to coaching, feedback, and support to build teacher capacity and leadership skills.
Programs Student Outcomes	PS DE-2	Only 33% of at-risk (emergent bilinguals) in Math and 36% of at-risk students (emergent bilinguals) in reading met approaches levels on STAAR.
	RC DE-2	Lack of a data-driven intervention plan to offer targeted supports for students and lack of tailored bilingual professional development and bilingual instructional resources to support lesson delivery.
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	Strengths: Both campuses desire to grow as a team and build strong campus culture where both student and facutly and staff can thrive. Areas of improvement: Common areas of improvement are split classrooms and fill dual language vacancies which has caused gaps in learning for students in those impacted classrooms.	

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.

Comprehensive Needs Assessment - Student Learning

		Student Learning (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Grade Level Readiness	**PS SL-1**	Based on EOY MAP data, 59% of students were at Tier I in reading for grades K-3.
	RC SL-1	Lack of access to resources for dual language classes and overall fidelity to a structured reading block for both English and Dual Language.
EOY Assessment Outcomes	**PS SL-2**	Based on EOY MAP data, 51% of students were at Tier I math in grades K-3.
	RC SL-2	Systemic approach to closing gaps in math during targeted interventions was not done consistently throughout the school year.
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		Strengths: 4th grade math and reading including dual language classes faired better on STAAR that the other grade levels Riverside Park students had a 71% growth and Green had 89% growth fairing higher than district average. Areas of Improvment: Dual languager classes Science instruction for all grades to improve 5th grade science instruction.

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
Behavioral / SEAD Needs	PS PP-1	Based on the end of year teacher Insight survey, the learning environment score of 3.8 falls below the benchmark of 5.7 indicating teachers do not have favorable outlook on the learning enviroment which impacts learning.
	RC PP-1	Systematic and routine use of Postive Behavior Intervention and Supports (PBIS); CHAMPS, classroom management system; and social emotional practices in the classroom and in schoolwide common areas were not implemented with fidelty to improve campus culture, student engagement, and behaviors.
Teacher Leadership	PS PP-2	Less than 30% of Professional Learning Community (PLC) sessions were lead by teachers based on PLC agenda topics & observations.
	RC PP-2	Structure of PLCs limit the ability to build the capacity of the teacher to lead PLCs and use data to inform instruction.
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		Strengths: Campus has dedicated time carved out for PLCs and dedicate systems to to collect data to review for data-driven interventions and lesson plans. Areas of improvement: Increase more teacher input in professional development opportunities Plan for more teacher lead PLCs Increase PBIS/CHAMPS and social emotionally classroom pofessional development

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**	

Comprehensive Needs Assessment - Perceptions

Area Examined		Problem Statements and Root Causes
Staff Survey Results	**PS PE-1**	Based on teacher surveys and particitipation records, 30% faculty and staff are not engaged in campus culture building activities and events.
	RC PE-1	Lack of campus professional culture and vision that encourages and increases faculty and campus involvement and engagement.
Parent Engagement Attendance	**PS PE-2**	Based on parent sign-in sheets and participation data, less than 10% of parents or guardians attended and/or were involved in campus events and activities.
	RC PE-2	Limited communication and opportunities for engaging parent events, workshops, and resources that support student learning and mental health.
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		Strengths: Monthly campus events calendars Multiple streams of communication including Class Dojo, flyers, and social media. Areas of Improvement: Parent particaption and involvement Teacher involvement

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	1,2,3	By the end of the year, 70% of teacher surveys will indicate that teachers are well by campus administrators and recieve timely feedback and coaching.	Establish routines and procedures to provide ongoing/ timely teacher feedback, coaching, support, and face to face reflections. Include steps for professional development, modeling. peer observations, and and other supplermental resources, materials, and suppllies needed to help teacher to improve their craft.	Administrative team	
	PS #	Quarterly KPIs	By the end of the first quarter, admin will provide every teacher at least two feedback and have one face to face quarterly review conference.		
			By the end of the second quarter, admin will provide every teacher at least two feedback and have one face to face quarterly review conference.		
	DE-1		By the end of the third quarter, admin will provide every teacher at least three feedback and have one face to face quarterly review conference.		
			By the end of the fourth quarter, admin will provide every teacher at least four feedback and coaching prior to end of year TTESS observation.		
DE-2	1,2,3	By the end of the year, 50% of prior year STAAR non-passer will make growth.	(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	Teachers and Administrative T	
	PS #	Quarterly KPIs	By the end of the first quarter, 15% of funds will be used for tutoring or enrichment.		
			By the end of the second quarter, 25% of funds will be used for tutoring or enrichment.		
	DE-2		By the end of the third quarter, 75% of funds will be used for tutoring or enrichment.		
			By the end of the fourth quarter, 100% of funds will be used for tutoring or enrichment.		
DE-3	1,2,3,	By the end of the year, 50% of prior year STAAR non-passer will make growth.	(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	Teachers and Administrative	
	PS #	Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 25% of funds will be used for tutoring.		
	DE-2		By the end of the third quarter, 75% of funds will be used for tutoring.		
			By the end of the fourth quarter, 100% of funds will be used for tutoring.		
DE-4		By the end of the year, NA	N/A		
	PS #	Quarterly KPIs	By the end of the first quarter, N/A		
			By the end of the second quarter, N/A		
	DE-2		By the end of the third quarter, N/A		
			By the end of the fourth quarter, N/A		

Plan for Improvement – Demographics

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the year, 90% will implement the district RLA framework and curriculum with fidelity. SL-1	**(RESOURCES/SUPPLIES)** Implement the district reading/writing framework and curriculum with fidelity and district support. Provide professional development (pd) for dual language and monolingual classes, substitutes for pd during school day, instructional resources across all curriculum including electives, materials, supplies, and supplemental programs such as No Red Ink, Think Up I-Ready, and Newsela that support the improvement of reading instruction and delivery. Music instruments, music books, fitness watches, fitness equipment and Art supplies such as paint, easels, paper, presentation boards. **(Teachers)** Provide professional development, materials like easels, shelving, clip boards, post-it chart tablets, equipment, books, stylus, watercolor paint, composition books, cardstock, pencils, and resources like fitness watches and canvas 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.	Administrative team, Administrative assistant	211-Intructional Resources $5,227.47
	PS #		By the end of the first quarter, 50% of faculty will have demonstrated growth in all target areas		
		Quarterly KPIs	By the end of the second quarter, 60% of faculty will have demonstrated growth in all target areas		
	SL-1		By the end of the third quarter, 70% of faculty will have demonstrated growth in all target areas		
			By the end of the fourth quarter, 80% of faculty will have demonstrated growth in all target areas		
SL-2	1,2,3	By the end of the year, at-risk students groups will make 10% growth in math and reading from prior year results. 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. **(STUDENT SUPPLIES/ RESOURCES)** Supplies and resouces for students needed to implement instructional practices and interventions such highlighters, dry erases markers for white boards, pencils, pencil grips, and others items used to support instruction.	Teachers, Administrative team, Admin. Assitatant	211-Tutoring $7,500.00 211-Instructional Resources $2,000
	PS #		By the end of the first quarter, 60% of at all at-risk students will have made 5% growth in all target areas		
		Quarterly KPIs	By the end of the second quarter, 70% of all at-risk students will have made 7% growth in all target areas		
	SL-1 & SL-2		By the end of the third quarter, 80% of all at-risk studentswill have made 10% growth in all target areas		
			By the end of the fourth quarter, 90% of all at-risk students will have made 10% growth in all target areas		
SL-3	1,2,3,	By the end of the year, the campus willl increase growth to 90% overall. SL-1 & SL-2	**(SUBSTITUTE)** Substitute teachers will be provided to allow teachers to attend approved pd on and off campus, support instructional planning and STAAR countdown preparation, conduct required parent conferences for at-risk students (HB1416) CIRCLE) during the day, and EOY student/parent/teacher grade transitional meetings for all students. Prek-5th campus teachers **(PROFESSIONAL DEVELOPMENT)** Provide paid pd for teachers related directly to campus needs assessment, student data and researched based practices that support student outcomes held after school and on Saturdays.	Teachers, Admin. Assistant, Administrative team	211-Substitutes/Supple mental Pay $2,250.00
	PS #		By the end of the first quarter, teachers will have identified areas for professional growth and possible professional development that would support these areas. 15% of funds will have been used.		
		Quarterly KPIs	By the end of the second quarter, 60% of funds will have been utilized.		
	SL-1 & SL-2		By the end of the third quarter, 75% of funds will have been utilized.		
			By the end of the fourth quarter, 100% of funds will have been utilized.		
SL-4	1,2,3	By the end of the year, the campus willl increase growth to 90% overall. SL-1 & SL-2	**(FIELD TRIPS/INSTRUCTIONAL SUPPLIES)** Allocated funds will be used to support student learning through enrichment activities like educational field trips to IMAX, ZOO, Main Event, Morgan's Wonderland including transportation and to purchase intervention/supplemental resources like No Red Ink, Newsela, Mountain Math, Think-Up, Stemscopes, Kamico games, Lakeshore instructional supplies, aids, materials, Amazon for instructional materials, and technology needed to improve instruction and student centered activities in all academic areas from Pre-kinder-5th grade.		211-11-6412-00-131-30-0-00 $2,000 211-11-6494-00-131-30-0-00 $500
	PS #		By the end of the first quarter, 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		
		Quarterly KPIs	By the end of the second quarter, 40% of funds will be used for supplemental resources, instructional materials, and/or field trips.		
	SL-1 & SL-2		By the end of the third quarter, 75% of funds will be used for supplemental resources, instructional materials, and/or field trips.		
			By the end of the fourth quarter, 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 Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	4	By the end of the school year, 100% of teachers will implement with fidelity the MTSS and PBIS strategies.	**(POSITIVE BEHAVIOR INTERVENTION SUPPORT):** Faculty and staff will implement a school wide CHAMPS/Positive Behavior System based on PBIS with support of district specialists. 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,	Principal, Behavior Specialist, PBIS Team Leader	
	PS #	Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 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		
	PP-1		By the end of the third quarter, 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 the fourth quarter, 100% of teachers will implement with fidelity the MTSS and PBIS strategies as evident by walk-throughs and rewards.		
PP-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.	**(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	Counselor, Assistant Principal, Behavior Specialist, PBIS Team Leader.	
	PS #		By the end of the first quarter, 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 the second quarter, students will have participated in at minimum 5 lessons and the campus will have had two campus wide events.		
	PP-1		By the end of the third quarter, students will have participated in at minimum 7 lessons and the campus will have had three campus wide events.		
			By the end of the fourth quarter, students will have participated in at minimum 9 lessons and the campus will have had four campus wide events.		
PP-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.	**(SEL)** 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, flexible seating, 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	
	PS #	Quarterly KPIs	By the end of the first quarter, faculty will participate in at least one professional development, campus events, and classroom activities that support student social emotional well-being.		
			By the end of the second quarter, faculty will participate in at least 2 professional development, campus events, and/or classroom activities that support student social emotional well-being.		
	PP-1		By the end of the third quarter, faculty will participate in at least 3 professional development, campus events, and/or classroom activities that support student social emotional well-being.		
			By the end of the fourth quarter, faculty will participate in at least 4 professional development, campus events, and/or classroom activities that support student social emotional well-being.		
PP-4	1,2,3	By the end of the year, 80% of teachers will implement strategies from PLCs to iimprove student instruction.	Develop teacher leaders through targeted professional development on leading PLCs with a data driven focus. Create a schedule for teacher leaders to present and lead data driven PLCs. Purchase professional development and resources to track and analyze data and support PLC facilitation.	Administrative team, teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, 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 the second quarter, 50% of teacher(s) will have had opportunity to attend at-least 3 pd on high-leverage instructional practices.		
	PP-2		By the end of the third quarter, 75% of teacher(s) will have opportunity to attend at-least 4 pd on high-leverage instructional practices and lead PLC once..		
			By the end of the fourth quarter, 100% of teachers will have attended at least four PDs that focus on instructional practices and presented to peers at least once.		

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	4	By the end of the school year, we will increase the percentage of faculty and staff engagement by 50%.	**(CAMPUS CULTURE)** Create campus events calendar to promote faculty and staff involvement in campus academic, social emotional, and family and community engagement. Provide acknowledgement and incentives for participation.	Administrative team	
	PS # PE-1	**Quarterly KPIs**	By the end of the first quarter, faculty participation in non-required campus events, committees, and activities will increase to 10%.		
			By the end of the second quarter, faculty participation in non-required campus events, committees, and activities will increase to 25%.		
			By the end of the third quarter, faculty participation in non-required campus events, committees, and activities will increase to 40%.		
			By the end of the fourth quarter, faculty participation in non-required campus events, committees, and activities will increase to 50%.		
PE-2	4	By the end of the school year, we will increase the percentage of faculty and staff enagement by 50%.	**(KINDNESS/STAKEHOLDER ENGAGEMENT)** 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	Administrative team	211-31-6399-00-131-30-0-00 $1000.00
	PS # PE-1 & PE-2	**Quarterly KPIs**	By the end of the first quarter, 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 the second quarter, campus will have offered at minimum 2 school wide events.		
			By the end of the third quarter, the campus will have offered at minimum 3 school wide events.		
			By the end of the fourth quarter, The campus will have offered at minimum 4 school wide events.		
PE-3	4	By the end of the school year parental engagement will increase by 10%.	**(FACE/ PARENT INVOLVEMENT/ENGAGEMENT)** FACE specailist will coordinate with campus administrative team, district, and community partners to host campus events, the annual Title I Meeting, issue campus student compacts, and review campus engagement policy with parents using multiple social media and communication modes to reach all stakeholders. FACE specialist will also support 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-Supplies $1,341.00 211- Refreshments $1,341.00
	PS # PE-2	**Quarterly KPIs**	By the end of the first quarter, campus will host two organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night		
			By the end of the second quarter, 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 the third quarter, campus will host six organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night		
			By the end of the fourth quarter, campus will host eight organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night		
PE-4		By the end of the year, N/A	**N/A**		
	PS #	**Quarterly KPIs**	By the end of the first quarter, N/A		
			By the end of the second quarter, N/A		
			By the end of the third quarter, N/A		
			By the end of the fourth quarter, N/A		

Plan for Improvement – Perceptions

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, admin will provide every teacher at least two feedback and have one face to face quarterly review conference.	Choose One	
DE-2	By the end of the first quarter, 15% of funds will be used for tutoring or enrichment.	Choose One	
DE-3	By the end of the first quarter, the campus will determine which students will benefit from targeted interventions with a certified teacher tutor and secure	Choose One	
DE-4	By the end of the first quarter, N/A	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 50% of faculty will have demonstrated growth in all target areas.	Choose One	
SL-2	By the end of the first quarter, 60% of at all at-risk students will have made 5% growth in all target areas.	Choose One	
SL-3	By the end of the first quarter, teachers will have identified areas for professional growth and possible professional development that would support these areas. 15% of funds will have been used.	Choose One	
SL-4	By the end of the first quarter, the campus will identify areas of need and resources needed. 15% of funds will be used for supplemental resources, instructional	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, teachers will have been trained on the campus PBIS expectations and program and 100% of students will have reviewed the program	Choose One	
PP-2	By the end of the first quarter, the counseling department will have established a calendar for student support lessons and campus wides initiatives to support a	Choose One	
PP-3	By the end of the first quarter, faculty will participate in at least one professional development, campus events, and classroom activities that support student social	Choose One	
PP-4	By the end of the first quarter, the campus will have established a PLC calendar to include teacher presentations and topics for the year. Teacher(s) will have had the	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, faculty participation in non-required campus events, committees, and activities will increase to 10%	Choose One	
PE-2	By the end of the first quarter, campus will have established a calendar of events to support our kindness initiative. The campus will have offered at minimum 1 school wide event.	Choose One	
PE-3	By the end of the first quarter, campus will host two organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night	Choose One	
PE-4	By the end of the first quarter, N/A	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, admin will provide every teacher at least two feedback and have one face to face quarterly review conference.	Choose One	
DE-2	By the end of the second quarter, 25% of funds will be used for tutoring or enrichment	Choose One	
DE-3	By the end of the second quarter, 25% of funds will be used for tutoring.	Choose One	
DE-4	By the end of the second quarter, N/A	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 60% of faculty will have demonstrated growth in all target areas	Choose One	
SL-2	By the end of the second quarter, 70% of all at-risk students will have made 7% growth in all target areas	Choose One	
SL-3	By the end of the second quarter, 60% of funds will have been utilized.	Choose One	
SL-4	By the end of the second quarter, 40% of funds will be used for supplemental resources, instructional materials, and/or field trips	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 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	Choose One	
PP-2	By the end of the second quarter, students will have participated in at minimum 5 lessons and the campus will have had two campus wide events	Choose One	
PP-3	By the end of the second quarter, faculty will participate in at least 2 professional development, campus events, and/or classroom activities that support student	Choose One	
PP-4	By the end of the second quarter, 50% of teacher(s) will have had opportunity to attend at-least 3 pd on high-leverage instructional practices	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, faculty participation in non-required campus events, committees, and activities will increase to 25%	Choose One	
PE-2	By the end of the second quarter, campus will have offered at minimum 2 school wide events	Choose One	
PE-3	By the end of the second quarter, campus will host four organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night	Choose One	
PE-4	By the end of the second quarter, N/A	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, admin will provide every teacher at least three feedback and have one face to face quarterly review conference.	Choose One	
DE-2	By the end of the third quarter, 75% of funds will be used for tutoring or enrichment.	Choose One	
DE-3	By the end of the third quarter, 75% of funds will be used for tutoring.	Choose One	
DE-4	By the end of the third quarter, N/A	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 70% of faculty will have demonstrated growth in all target areas.	Choose One	
SL-2	By the end of the third quarter, 80% of all at-risk students will have made 10% growth in all target areas.	Choose One	
SL-3	By the end of the third quarter, 75% of funds will have been utilized.	Choose One	
SL-4	By the end of the third quarter, 75% of funds will be used for supplemental resources, instructional materials, and/or field trips.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 90% of teachers will implement with fidelity the MTSS and PBIS strategies. 100% of teachers will have reviewed the campus and	Choose One	
PP-2	By the end of the third quarter, students will have participated in at minimum 7 lessons and the campus will have had three campus wide events.	Choose One	
PP-3	By the end of the third quarter, faculty will participate in at least 3 professional development, campus events, and/or classroom activities that support student	Choose One	
PP-4	By the end of the third quarter, 75% of teacher(s) will have opportunity to attend at-least 4 pd on high-leverage instructional practices and lead PLC once.	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, faculty participation in non-required campus events, committees, and activities will increase to 40%.	Choose One	
PE-2	By the end of the third quarter, the campus will have offered at minimum 3 school wide events.	Choose One	
PE-3	By the end of the third quarter, campus will host six organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night	Choose One	
PE-4	By the end of the third quarter, N/A	Choose One	

Fourth Quarterly Review

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, admin will provide every teacher at least four feedback and coaching prior to end of year TTESS observation.	Choose One	
DE-2	By the end of the fourth quarter, 100% of funds will be used for tutoring or enrichment.	Choose One	
DE-3	By the end of the fourth quarter, 100% of funds will be used for tutoring.	Choose One	
DE-4	By the end of the fourth quarter, N/A	Choose One	
STUDENT LEARNING			
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**
SL-1	By the end of the fourth quarter, 80% of faculty will have demonstrated growth in all target areas.	Choose One	
SL-2	By the end of the fourth quarter, 90% of all at-risk students will have made 10% growth in all target areas.	Choose One	
SL-3	By the end of the fourth quarter, 100% of funds will have been utilized.	Choose One	
SL-4	By the end of the fourth quarter, 100% of funds will be used for supplemental resources, instructional materials, and/or field trips.	Choose One	
PROCESSES & PROGRAMS			
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**
PP-1	By the end of the fourth quarter, 100% of teachers will implement with fidelity the MTSS and PBIS strategies as evident by walk-throughs and rewards.	Choose One	
PP-2	By the end of the fourth quarter, students will have participated in at minimum 9 lessons and the campus will have had four campus wide events.	Choose One	
PP-3	By the end of the fourth quarter, faculty will participate in at least 4 professional development, campus events, and/or classroom activities that support student	Choose One	
PP-4	By the end of the fourth quarter, 100% of teachers will have attended at least four PDs that focus on instructional practices and presented to peers at least once	Choose One	
PERCEPTIONS			
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**
PE-1	By the end of the fourth quarter, faculty participation in non-required campus events, committees, and activities will increase to 50%	Choose One	
PE-2	By the end of the fourth quarter, The campus will have offered at minimum 4 school wide events.	Choose One	
PE-3	By the end of the fourth quarter, campus will host eight organized opportunities for parents to meet with administration vias a principal, counselors or AP's coffee/night	Choose One	
PE-4	By the end of the fourth quarter, N/A	Choose One	

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

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, 70% of teacher surveys will indicate that teachers are well by campus administrators and recieve timely feedback and coaching.	Choose One	
DE-2	By the end of the year, 50% of prior year STAAR non-passer will make growth.	Choose One	
DE-3	By the end of the year, 50% of prior year STAAR non-passer will make growth.	Choose One	
DE-4	By the end of the year, NA	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 90% will implement the district RLA framework and curriculum with fidelity.	Choose One	
SL-2	By the end of the year, at-risk students groups will make 10% growth in math and reading from prior year results.	Choose One	
SL-3	By the end of the year, the campus willl increase growth to 90% overall.	Choose One	
SL-4	By the end of the year, the campus willl increase growth to 90% overall. SL-1 & SL-2	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the school year, 100% of teachers will implement with fidelity the MTSS and PBIS strategies.	Choose One	
PP-2	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.	Choose One	
PP-3	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.	Choose One	
PP-4	By the end of the year, 80% of teachers will implement strategies from PLCs to iimprove student instruction.	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the school year, we will increase the percentage of faculty and staff engagement by 50%.	Choose One	
PE-2	By the end of the school year, we will increase the percentage of faculty and staff enagement by 50%.	Choose One	
PE-3	By the end of the school year parental engagement will increase by 10%.	Choose One	
PE-4	By the end of the year, N/A	Choose One	

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

Name	Role	Name	Role
Jennifer Soto	Principal	Erica Hernandez	District Representative - Instructional Specialist SEAD / RP
Jannára L. Johnson	Assistant Principal	Holly Osburn	Teacher - 5th Grade
Nicole Washington	Assistant Principal	Belinda Morin	Teacher - 4th Grade
Desire Davila	Counselor- specialized instructional support	Andrea Guzman	Teacher - 2nd Grade DL
Evelyn Pena	Paraprofessional - Administrative Assistant	Claudia Garcia	Teacher - 1st Grade DL
Crystal Tinajero	Paraprofessional - ALE IA		
Jose Carrasquillo	Community Member		
Christina "Joy" Jimenez	Community Member		
George Cisneros	Business Partner - Urban 15		
Monica Cardenas	Business Partner - Monica's Nails		
Alicia Cuellar	Parent		
Jennifer Guerra	Parent		

Committee Members+

00000021

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
Green Elementary @ Riverside Park	15907- 131

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Rose Engelbrecht

Principal	SAISD Board Approval Date
Jennifer M. Soto	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
8/22/24	9/9/24

Data Tables

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	
☑ At-Risk Support	Physical Locations of the Plan	Located in the main office binder.
☐ CCMR - Secondary	Languages Available	Avaiblle in English and in Spanish upon request.
☐ Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0266/docs/Green_2024_2025_CIP.pdf
☑ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☑ MTSS – Behavioral Interventions	Physical Locations of the Policy	Located in the main office binder.
☑ Parent & Family Engagement	Languages Available	Avaible in English and in Spanish upon request.
☑ Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0266/docs/ParentFamilyEngagementPolicy24-25.pdf
☑ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☑ Quality of Learning Environment	Physical Locations of the Compact	Located in the main office binder.
☑ Recruiting/Retaining Teachers	Languages Available	Avaible in English and in Spanish upon request.
☑ Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0266/docs/RBGRSPParentStudentTeacherCompact23-24.pdf
☑ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

	Method	Date	Method	Date
☑ Students Not On Grade Level	Principal's Coffee (AM)	8/22/2024	Open House (PM)	9/9/2024
☑ Support for Special Populations				
☑ Transition PK to K				
☐ Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

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**	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
	The CIP is in an accessible location on your campus, list of available languages, _and_ 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		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, _and_ posted on your website		
PFE Meetings	Upload at <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)

Action	Documentation	CIP Location / Upload Location	Done
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**	X
	PFE Policy is in an accessible location on your campus, list of available languages, _and_ posted on your website	**CIP - Quality Checklist**	X
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		X

Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))

Action	Documentation	CIP Location / Upload Location	Done
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	**Google Shared Folder**	X
	Presentation/Slide Deck and agendas for both meetings		X
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		X
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		X

		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		X
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		X
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X