

Campus Improvement Plan

2023-2024



Herman Hirsch Elementary

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

SAISD 2023-2024 Board Goals

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

SAISD 2023-2024 Campus Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process		
The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]		
CNA Development Dates	Meeting Topics and Actions	Minutes
Meeting #1 May 8, 2023	<ul style="list-style-type: none">What are we looking for in each area?Groups to discuss data and label.Groups to discuss objective.Quarterly review	<p>Using data to determine campus needs. Did we meet current goals or not? Are we keeping it or not? Are we rolling over it? What are so strategies and how can we improve it?</p> <p>We looked at strategies and labeled them for next year. Nine of the 13 strategies will roll over from 22-23. All strategies rated as No Progress (NP), Some Progress (SP) or Good Progress (GP) will all roll over into the 23 -24 school year.</p> <p>Looking at performance object and determining the level of completion. Are we rolling it over or discontinuing it.</p> <ol style="list-style-type: none">1) Percentage doing surveys need to be increased.2) More PDs for teachers after school possibly more teacher led.3) Growth for students, we are keeping that obj.4) Using PBIS to help with lowing referral rate.<ol style="list-style-type: none">a) Getting 100% on DOJOb) School DOJO store5) Artifact's goal is met, and we are discontinuing.6) We need to adjust some SEL things.7) Fitnessgram was met. <ul style="list-style-type: none">Attendance rate we did not meet but made progress.Good progress for the field trips numbers.Using data, we made significant progress but still needs to address.Referrals went up we made no progress.Parents being active no progress.Committee are assigned some progress.Weekly PLC significant progressHigher strategies met and good progress.Small groups met significant progress.Weekly to cash in DOJO points no progress.

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	Minutes
Meeting #2 May 15, 2023	<ul style="list-style-type: none">Examination of Student Achievement:Determine Common Threads	<p>Divided into four categories/teams: Demographics, Perceptions, Student Learning & Processes and Programs</p> <p>The teams reviewed data through multiple lens. Guided by the multiple measure questions.</p> <p>Teams determined causes:</p> <ul style="list-style-type: none">Lack of parent communication about what is going on in the classroom and at schoolNeed for a mentor program to support studentsNeed for PD for teachers.

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

The CAC used the summative evaluation and the discussion around the root causes for the objectives that were not met to determine the needs for this year's CIP.

All Performance Objectives with ZP- progress less than 20%, LP - progress with more than 19% but less than 50%, SP- progress with more than 49% but less than 70% or MP-progress more than 69% will roll over. 88% (7 out of 8) of the performance objectives will roll over.

<div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div>			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	Attendance Data	PS DE-1	The Campus' attendance percentage was 90%.
		RC DE-1	Failure to follow up with families with chronic absences and unsuccessful utilization of school resources.
Enrollment	Enrollment Data	PS DE-2	Enrollment has declined by 15% over the past three years.
		RC DE-2	Lack of systems to improve the recruitment and retention of students.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Group counseling for students who have emotional behavior or family struggles to build relationships Students coming into Kinder from Head Start are stronger with school readiness Best practices sharing during PLCs Planning assistance and support from instructional coaches and administration Consistent communication with families via campus social media sites, memos home and voice messages Community in school site coordinator to support our students and provide resources for families		

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	
Instruction	STAAR Data	PS SL-1	Preliminary ELAR STAAR data indicates 27% of 3rd grade, 26% of 4th grade & 16% of 5th grade are likely to NOT pass. Preliminary Math STAAR data indicates 30% of 3rd grade, 36% of 4th grade & 11% of 5th grade are likely to NOT pass.
		SL-1	Lack of substantial Tier I instruction coupled with inconsistent use of research-based interventions.
Instruction	Circle Data MAP Data	PS SL-2	Less than 30% of our students are grade level ready in Reading & Math as gauged by all EOY assessments.
		RC SL-2	Lack of substantial Tier I instruction coupled with inconsistent use of research-based interventions.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	MAP data shows that kinder students are out performing the other grades.		

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	
Discipline Data	Referrals PBIS Data	PS PP-1	Positive Behavioral Intervention System (PBIS) is not implemented in 2/3 of all classrooms and schoolwide processes are not fully operational.
		RC PP-1	Lack of fidelity to the integration of PBIS.
Parent Communication	DOJO Account	PS PP-2	100% of the parents are not connected to the campus' main communication system
		RC PP-2	Lack of systems to ensure families who are new to the school or families that are hard to reach are enrolled.
At-Risk	Intervention walk through feedback Data	PS PP-3	Preliminary ELAR STAAR data indicates 27% of 3rd grade, 26% of 4th grade & 16% of 5th grade are likely to NOT pass.
		RC PP-3	Lack of systems to ensure interventions are occurring with fidelity.
		PS PP-4	
		RC PP-4	
Data Determinations	Disruptive behaviors decreased. MTSS process was used to ensure students received the supports needed. Monthly faculty, PBIS, and leadership meetings Weekly grade level meetings. MAPS to assess student progress in reading and math. Teachers are able to bring up concerns or ideas communicated at ACT meeting 1:1 technology The science lab has abundant or science resources and Smartscopes, etc. Teachers post daily objectives.		

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	
Community Connection	Teacher Feedback Parent Feedback	PS PE-1	Lack of communication about the events and the learning occurring in the classroom.
		RC PE-1	Failure to create a system that supports weekly communication with parents.
Recruiting & Retaining	Teacher feedback	PS PE-2	59% of the staff reported the need for teacher led after school professional development.
		RC PE-2	Admin was not aware of this concern therefore professional development sessions were only offered during PLCs.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Consistently hold monthly principal meetings on varied days for inclusive parent participation Academic family nights held annually Non-academic nights/carnivals to promote family time Principal Coffee, Donuts with Dad, Muffins with mom- Parents are encouraged to attend and communication is translated into more than one language. School wide messaging used to communicate upcoming events and parent reminders about activities or changes to the upcoming schedule.		

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	4	Increase school wide attendance percentage to 90% PS DE-1	Implement a campus-wide system for monitoring student attendance resulting in an annual attendance rate of 90%. The campus attendance committee will monitor and track attendance, identify trends and chronic absenteeism, organize incentives, and address concerns with parents. <ul style="list-style-type: none"> Attendance committee reports data weekly to the campus administration; 100% of students are recognized for attendance by class shout-outs, grade level shoutouts, weekly drawings, and 9-week drawings. Attendance Dance for students with 95% perfect attendance 	Data Clerk Attendance Committee FACE Specialist	
		Quarterly KPIs	Q1: Attendance average by the end of the 1st 9 weeks is 85% Q2: Attendance average by the end of the 2nd 9 weeks is 86% Q3: Attendance average by the end of the 3rd 9 weeks is 88% Q4: Attendance average by the end of the 4th 9 weeks is 90%		
DE-2	4	Ensure all students have two field experiences that connect to the core curriculum. PS DE-2	Students will participate in field trips designed to enhance mastery of key concepts taught in ELAR, Social Studies, Math and Science classes. Field trips will be designed to afford students opportunities to access real-world experiences. Field trips will serve as a supplement to the core classroom instruction.	Grade Level ACTS Secretary Admin	
		Quarterly KPIs	Q1: By the end of the first semester (December) all grade levels will have attended at least one field trip. Q2: By the end of the first semester (December) all grade levels will have attended at least one field trip. Q3: By the end of the second semester (May) all grade levels will have attended a second field trip. Q4: By the end of the second semester (May) all grade levels will have attended a second field trip.		
DE-3	4	Increase enrollment by at least 10%. PS DE-1	Ensure the campus is equipped with a full-time Counselor and Social-Emotional Resources to support students and families with a variety of needs such as: Social-emotional development, counseling support, positive behavior choices, and attendance. The campus will also be equipped with kindness areas in the classrooms and a Student Kindness room, as well as a Staff Kindness room. The Kindness rooms will include things such as carpeted areas, fidgets and stress balls, etc.	Admin Counselor	211 - \$87,297 (Counselor) ESSER Funds \$10,000 Kindness/PBIS \$5,000
		Quarterly KPIs	Q1: By the end of the 1st 9wks, campus will have a full-time counselor and weekly class counseling lesson will occur. Q2: By the end of the 2nd 9wks, 100% of the classrooms will be equipped with a kindness area. Q3: By the end of the 3rd 9wks, the counseling referrals will decrease by 3% Q4: By the end of the 4th 9wks, the counseling referrals will decrease by 5%.		

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	Increase student achievement by 10% across all grade levels based on EOY assessments PS SL-1 PS SL-2	PK - 5th grade teachers will receive professional development on engaging all students in a variety of content-rich, complex and meaningful text/tasks ensuring high-quality (HQ) instructional materials are consistently used across all classrooms.	Instructional Coaches Admin Team	
		Quarterly KPIs	Q1: 100% of Pk - 5th grade teachers will receive at least one professional development session regarding student engagement, high-quality materials and alignment.. Q2: 50% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks. Q3: 75% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks. Q4: 100% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks.		
SL-2	1,2	Increase student achievement by 10% across all grade levels based on EOY assessments PS SL-1 PS SL-2	Establish effective routines and instructional strategies that encourage students to engage in a “productive struggle”.	Instructional Coaches Admin Team	
		Quarterly KPIs	Q1: 100% PK - 5th grade teachers will receive professional development on productive struggle. Q2: Using the “Shift the Thinking Load to Students” tool 50% of the classrooms will produce evidence that the students are engaging in the “productive struggle” Q3: Using the “Shift the Thinking Load to Students” tool 75% of the classrooms will produce evidence that the students are engaging in the “productive struggle” Q4: Using the “Shift the Thinking Load to Students” tool 100% of the classrooms will produce evidence that the students are engaging in the “productive struggle”		
SL-3	1,2	Increase student achievement by 10% across all grade levels based on EOY assessments PS SL-1 PS SL-2	Establish a system that allows for teachers to ‘Practice the Reteach’ with real-time feedback and re-do portions.	Instructional Coaches Admin Team	
		Quarterly KPIs	Q1: 100% of teachers will develop exemplars demonstrating mastery of knowledge & skills w/success criteria. Q2: 100% of teachers will develop reteach lessons using exemplars addressing student errors and misconceptions. Q3: 25% of teachers will be provided the opportunity to Practice the Reteach during PLC: stand & deliver instruction with real-time feedback and re-do portions until practice is strong. Q4: 50% of teachers will be provided the opportunity to Practice the Reteach during PLC: stand & deliver instruction with real-time feedback and re-do portions until practice is strong.		

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	Increase student achievement by 10% across all grade levels based on EOY assessments PS SL-1 PS SL-2	Students and teachers will have access to a variety of instructional resources, technology tools, manipulatives and supplies, such as headphones, to maximize student performance across all content areas and grade levels.	Instructional Coaches Admin Team	211 - \$1,686 Instructional Materials 164 - \$5,648 Instructional Materials
		Quarterly KPIs	Q1: 100% of the students will have access to a variety of instructional materials and supports. Q2: 100% of the students will have access to a variety of instructional materials and supports. Q3: 100% of the students will have access to a variety of instructional materials and supports. Q4: 100% of the students will have access to a variety of instructional materials and supports.		
SL-5	1,2	Increase student achievement by 10% across all grade levels based on EOY assessments PS SL-1 PS SL-2	Support and encourage the development of all PK - 5th grade teachers through the use of instructional coaching, mentoring, lesson plan feedback and instructional modeling.	Instructional Coaches Admin Team	211 - 178,266 (Instructional Coaches)
		Quarterly KPIs	Q1: By the end of the 1st 9wks, campus will have two full-time Instructional Coaches. Q2: By the end of the 2nd 9wks, the ICs will have evidence of 4 feedback sessions for each teacher. Q3: By the end of the 3rd 9wks, the ICs will have evidence of 6 feedback sessions for each teacher. Q4: By the end of the 4th 9wks, the ICs will have evidence of 8 feedback sessions for each teacher.		

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		100% of the campus will implement a system of Positive Behavior Intervention and Support (PBIS). PS PP-1 PS PP-2 PS PE-1	Hirsch staff will utilize DOJO as a point tracker for targeted positive behavior. DOJO will also be utilized to be in frequent communication with parents involving campus and class events. <ul style="list-style-type: none"> The enrollment process for students new to the school will include the parent signing up for DOJO while meeting with the Data Clerk 	Teachers PBIS Committee Admin Data Clerk	
		Quarterly KPIs	Q1: 50% of the campus is connected and using dojo to communicate with families and students for PBIS points. Q2: 75% of the campus is connected and using dojo to communicate with families and students for PBIS points. Q3: 100% of the campus is connected and using dojo to communicate with families and students for PBIS points. Q4: 100% of the campus is connected and using dojo to communicate with families and students for PBIS points.		
PP-2		Decrease the number of office referrals to 20 per month over the 10-month school year. PS PP-1	Hirsch will utilize the Hirsch Husky Store for students to redeem prizes based on the DOJO student's redeem points on a weekly basis.	Teachers PBIS Committee Admin	
		Quarterly KPIs	Q1: Office referrals will total no more than 40 during this quarter. Q2: Office referrals will total no more than 40 during this quarter. Q3: Office referrals will total no more than 60 during this quarter. Q4: Office referrals will total no more than 60 during this quarter.		
PP-3		Increase the percentage of all students at the meets grade level to 30% in Reading, 14% in Math, and 11% Science. PS PP-3	Teachers will utilize data to create small group intervention/enrichment sessions during Husky Hour (schoolwide intervention block) and afterschool for tutoring. Admin will monitor and provide feedback to ensure fidelity to interventions/enrichment.	Admin Instructional Coaches	ESSER - 10,000
		Quarterly KPIs	Q1 :Monitoring system developed and implemented to ensure 100% of the classroom are implementing small groups. Q2: 50%of the teachers receive specific feedback during small group instruction. Q3: 75% of the teachers receive specific feedback during small group instruction. Q4: 100% of the teachers receive specific feedback during small group instruction.		

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		Increase the overall parent/community involvement as a part of the SAISD Performance Framework (SPF) by at least 10%. PS PE-1	Teachers will communicate weekly with parents about the learning occurring in the classroom, as well as, the events occurring on campus.	Grade Level Lead Teachers	
		Quarterly KPIs	Q1: 10% of families from each classroom will attend family events. Q2: 20% of families from each classroom will attend family events. Q3: 30% of families from each classroom will attend family events. Q4: 35% of families from each classroom will attend family events.		
PE-2		Increase student, parental, and teacher satisfaction rates by 10%. PS PE-2	Teachers will be provided with the opportunity to attend professional development sessions as needed.	Admin Instructional Coaches	
		Quarterly KPIs	Q1: 100% of the teachers will have the opportunity to attend professional development as needed.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	Q1: Attendance average by the end of the 1st 9 weeks is 85%		
DE-2	Q1: By the end of the first semester (December) all grade levels will have attended at least one field trip.		
DE-3	Q1: By the end of the 1st 9wks, campus will have a full-time counselor and weekly class counseling lesson will occur.		
SL-1	Q1: 100% of Pk - 5th grade teachers will receive at least one professional development session regarding student engagement, high-quality materials and alignment..		
SL-2	Q1: 100% PK - 5th grade teachers will receive professional development on productive struggle.		
SL-3	Q1: 100% of teachers will develop exemplars demonstrating mastery of knowledge & skills w/success criteria.		
SL-4	Q1: 100% of the students will have access to a variety of instructional materials and supports.		
SL-5	Q1: By the end of the 1st 9wks, campus will have two full-time Instructional Coaches.		
PP-1	Q1: 50% of the campus is connected and using dojo to communicate with families and students for PBIS points.		
PP-2	Q1: Office referrals will total no more than 40 during this quarter.		
PP-3	Q1 :Monitoring system developed and implemented to ensure 100% of the classroom are implementing small groups.		
PE-1	Q1: 10% of families from each classroom will attend family events.		
PE-2	Q1: 100% of the teachers will have the opportunity to attend professional development as needed.		

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	Q2: Attendance average by the end of the 2nd 9 weeks is 86%		
DE-2	Q2: By the end of the first semester (December) all grade levels will have attended at least one field trip.		
DE-3	Q2: By the end of the 2nd 9wks, 100% of the classrooms will be equipped with a kindness area.		
SL-1	Q2: 50% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks.		
SL-2	Q2: Using the “Shift the Thinking Load to Students” tool 50% of the classrooms will produce evidence that the students are engaging in the “productive struggle”		
SL-3	Q2: 100% of teachers will develop reteach lessons using exemplars addressing student errors and misconceptions.		
SL-4	Q2: 100% of the students will have access to a variety of instructional materials and supports.		
PP-1	Q2: 75% of the campus is connected and using dojo to communicate with families and students for PBIS points.		
PP-2	Q2: Office referrals will total no more than 40 during this quarter.		
PP-3	Q2: 50%of the teachers receive specific feedback during small group instruction.		
PE-1	Q2: 20% of families from each classroom will attend family events.		

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	Q3: Attendance average by the end of the 3rd 9 weeks is 88%		
DE-2	Q3: By the end of the second semester (May) all grade levels will have attended a second field trip.		
DE-3	Q3: By the end of the 3rd 9wks, the counseling referrals will decrease by 3%		
SL-1	Q3: 75% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks.		
SL-2	Q3: Using the “Shift the Thinking Load to Students” tool 75% of the classrooms will produce evidence that the students are engaging in the “productive struggle”		
SL-3	Q3: 25% of teachers will be provided the opportunity to Practice the Reteach during PLC: stand & deliver instruction with real-time feedback and re-do portions until practice is strong.		
SL-4	Q3: 100% of the students will have access to a variety of instructional materials and supports.		
PP-1	Q3: 100% of the campus is connected and using dojo to communicate with families and students for PBIS points.		
PP-2	Q3: Office referrals will total no more than 60 during this quarter.		
PP-3	Q3: 75% of the teachers receive specific feedback during small group instruction.		
PE-1	Q3: 30% of families from each classroom will attend family events.		

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	Q4: Attendance average by the end of the 4th 9 weeks is 90%		
DE-2	Q4: By the end of the second semester (May) all grade levels will have attended a second field trip.		
DE-3	Q4: By the end of the 4th 9wks, the counseling referrals will decrease by 5%.		
SL-1	Q4: 100% of the teachers will plan and deliver lessons that engage students in rigorous & aligned HQ tasks.		
SL-2	Q4: Using the “Shift the Thinking Load to Students” tool 100% of the classrooms will produce evidence that the students are engaging in the “productive struggle”		
SL-3	Q4: 50% of teachers will be provided the opportunity to Practice the Reteach during PLC: stand & deliver instruction with real-time feedback and re-do portions until practice is strong.		
SL-4	Q4: 100% of the students will have access to a variety of instructional materials and supports.		
PP-1	Q4: 100% o f the campus is connected and using dojo to communicate with families and students for PBIS points.		
PP-2	Q4: Office referrals will total no more than 60 during this quarter.		
PP-3	Q4: 100% of the teachers receive specific feedback during small group instruction.		
PE-1	Q4: 35% of families from each classroom will attend family events.		

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
Increase school wide attendance percentage to 90%		
Ensure all students have two field experiences that connect to the core curriculum.		
Increase enrollment by at least 10%.		
Increase student achievement by 10% across all grade levels based on EOY assessments		
100% of the campus will implement a system of Positive Behavior Intervention and Support (PBIS).		
Decrease the number of office referrals to 20 per month over the 10-month school year.		
Increase the percentage of all students at the meets grade level to 30% in Reading, 14% in Math, and 11% Science.		
Increase the overall parent/community involvement as a part of the SAISD Performance Framework (SPF) by at least 10%.		
Increase student, parental, and teacher satisfaction rates by 10%.		

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

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		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					Physical Locations of the Plan				
Languages Available					Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

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

Assurances and Approval Information**Assistant Superintendent Assurance**

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

Campus Principal Assurance

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

Campus Name	Campus Number
Hirsch Elementary	15907- 137
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Natasha Gould	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

