

Campus Improvement Plan

2023-2024



Huppertz Elementary

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Board of Trustees



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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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 54% in August 2023, to 57%_ 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
<p>Meeting #1 May 16, 2023</p>	<ul style="list-style-type: none"> • Campus Needs Assessment (CNA): All stakeholders present analyzed Problem statements, discussed What are Root Causes are, Reflected on How we did, & discussed new concerns, needs based on MAP MOY data, Circle NOY data, and STAAR simulation testing, & future PD. • Campus Safety: Exterior Doors weekly checks are consistent, no backpacks last week, visitor Protocol with valid ID enforced. • Monthly campus events, Grade levels in charge: May 23 (Spring Art Show), May 26 (Last social), May 30 (PreK-5th awards), May 31 (Jefferson HS Senior Walk, June 1 (field day, last day)
<p>Meeting #2 May 16, 2023</p>	<ul style="list-style-type: none"> • Perceptions: Staff feedback by examining ESF visit from March 29, 2023 and discussed our priorities focus areas for improvement are: 5.1 - Effective classroom routines and instructional strategies and 5.3 Data Driven Instruction. Staff expressed the need for research based best practices for all learners such as: Professional Development entitled “The Seven Steps to a Language Rich Interactive classroom by Seidlitz” and training for differentiation to meet various student needs. Parents were involved by asking for clarification about ESF visit, and stated their concern about students not receiving homework. • Campus Improvement Plan (CIP): All stakeholders present reviewed each section (jigsaw) then the whole group discussed findings. We collaborated recommending adjustments, rate how we did, talk about what to replicate & improve & PD such as differentiation, LLI kits & license for iStation Math. • Campus Safety: No backpacks last week of school, ensure doors locked/closed, more eyes needed for safety • Monthly Campus Events, Grade levels in charge: May 23 (Spring Art Show), May 26 (Last social), May 30 (PreK-5th awards), May 31 (Jefferson HS Senior Walk, June 1 (field day, last day)

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

Based on the summative evaluation of the 2022-2023 CIP, we needed:

- Co-teach model by campus instructional coaches for 3rd, 4th and 5th grade to improve teacher capacity and student success in the areas of Math and Reading
- Utilized Lowman Resources of STAAR released questions by analyzing various ways stimulus would be tested and prepared students to respond based on the new STAAR test type questions.
- Designated certified retired teacher provided reading and math support in all grade levels based on end of year MAP data
- Priorities focus areas for improvement are: 5.1 - Effective classroom routines and instructional strategies and 5.3 Data Driven Instruction. Staff expressed the need for research based best practices for all learners such as: Professional Development entitles “The Seven Steps to a Language Rich Interactive classroom by Seidlitz” and training for differentiation to meet various student needs.
- Student/Staff/Family surveys were reviewed and determined which areas of needs were higher priority than others.
- Reviewed each section of the CIP/CNA, whole group input, collaborated and made adjustments, rate how we did, what to replicate, what to improve, PD needed (differentiation, LLI kits and license for iStation Math)

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Demographics • Attendance	<ul style="list-style-type: none"> • ADA Attendance Rate by Grade Level • ADA Attendance Rate by Week by Grade • Previous 5 Year ADA Rate by Campus 	PS DE-1	For the 2022-2023 school year, campus attendance was below the campus goal of 90%.
		RC DE-1	Campus instructional leaders do not implement weekly attendance meetings to analyze data, prioritize students, and consistently rewards students for attending school.(ESF 1.3, ESF 3.1)
Demographics • Staff Data	<ul style="list-style-type: none"> •Employee transfer •New Hires 	PS DE-2	At the conclusion of the 2022-2023 school year, 11 out of 23 professional staff members left Huppertz Elementary (48%).
		RC DE-2	Staff members sought other opportunities such as: moving to a school district closer to home, promotions, lateral moves within SAISD, and some opted out of teaching at an IB campus. (ESF 2.1)
Demographics Student groups		PS DE-3	
		RC DE-3	
Data Determinations	Demographics/Attendance:: Having enrollment barely over 300 allows for smaller class sizes, which affords ample opportunities to know who is tardy as well as absent on a daily basis. Fidelity to calling parents daily when students do not arrive to school needs to be established as well as weekly attendance committee meetings. Rewarding students for attending school lends itself to creating excitement and boosting desire within the students to want to be at school daily. -Demographics/Staff: Being an IB World School encompasses rigorous creations of unit plans using the IB framework while incorporating the state mandated TEKS, activities, daily assessment, and summative assessments. This detailed work was challenging for 7 teachers who chose different avenues of employment for the 2023-2024 school year. This resulted in 48% staff turnover as the fidelity to creating unique IB learning units is an ongoing and comprehensive need for Huppertz Elementary.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness	MAP End of Year (EOY) - Math/Reading	PS SL-1	The End Of Year Math and Reading MAP scores for 2022-2023 were DNM 43%, Approaches 57%, Meets 26% and Masters 12%.
		RC SL-1	During Math and Reading lessons, teachers did not provide solid tier one instruction aligned to the TEKS daily and students were not afforded ample opportunities to use manipulatives or connect academic vocabulary to background knowledge. (ESF 4.1, ESF 5.3)
Grade Level Readiness Trends	MAP data Learning walk data Lesson Plans	PS SL-2	Despite improvements in school-wide systems, there is a gap between daily tasks/assessments and grade level aligned standards
		RC SL-2	There is inconsistency in planning and monitoring for alignment, resources and scaffolding for individual students needs caused by a lack of deep understanding of grade level content standards. (ESF 5.3 & 5.4)
		PS SL-3	
		RC SL-3	
Data Determinations	<p>Student Learning Strengths: Our students have shown gains in Reading due to the implementation of phonics over the past 3 years at the campus level. We purchased Saxon phonics as well as Haggerty and these are core to the daily routines established for grades Kindergarten, 1st and 2nd grade. In addition, the use and implementation of iStation daily for 30 minutes is a campus expectation as this program tailors the learning based on each student's needs. Within IB learning students are encouraged daily to be inquirers by asking questions, voicing their understandings, and collaborating with peers consistently. This nurtures students' curiosity while empowering them to be thinkers, communicators, and risk takers; all valuable attributes for a successful person to possess. Third grade STAAR Reading scores from 2022 were above the district scores.</p>		

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	
Routines	<ul style="list-style-type: none"> Previous years master schedule 2023 MAP Achievement Tier 3 	PS PP-1	Students were not receiving daily interventions to fill learning gaps nor accelerated learning to challenge students performing above grade level.
		RC PP-1	There was not a schoolwide designated intervention time, consistent small group classroom instruction, nor consistent training on differentiation techniques to address student’s needs. (ESF 5.3 & 5.4)
Teacher feedback	<ul style="list-style-type: none"> Learning walks with TCIS IB reflection videos 	PS PP-2	Despite school-wide practices in scheduling learning walks to monitor lesson adjustment, there is a misalignment with state mandated TEKS, activities, daily assessments and summative assessments.
		RC PP-2	There is not a systematic approach to providing teachers with follow-up walk-through data to ensure adjustments to instruction are made daily across multiple content areas. (ESF 5.2)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	<p>School Processes & Programs Strengths</p> <ul style="list-style-type: none"> Student inquiry learning through daily lessons via the International Baccalaureate program framework, Continue teacher support with the Associates for Educational Success (AES) consultant in Math, Math centers/stations school wide focus, continue Implementing Saxon phonics (primary grades), guided reading groups & K-4 Writing for comprehension, continue implementing anchor charts throughout lessons daily, teachers have participated in an average of 8 professional learning opportunities that have been reported in Performance Matters, Based on PLC agendas and administration observation, ICs and administrators led almost all of the PLC’s in the 2022-2023 school year. 		

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	
Parental Engagement	Parent surveys, Principal chat sign in sheets, PTO sign in sheets	PS PE-1	Huppertz lacks consistent parent volunteers to assist with school wide events and operations.
		RC PE-1	There is not consistent communication nor monthly calendars of events, resulting in less than ten parent volunteers consistently attending monthly principal chats, PTO meetings, or providing assistance on campus every week. (ESF 3.3)
Student Discipline	Discipline Incident Summary Discipline Report by campus SAISD Discipline Report - refer to admin	PS PE-2	Huppertz Elementary School had 189 teacher managed and 60 office referrals to administrators for Level 1 offenses from beginning of the year to May 15, 2023.
		RC PE-2	Teachers are not using best practices for classroom management strategies within the classroom, resulting in most infractions being inputted into Frontline as admin referrals instead of teacher managed. (ESF 3.1)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
		PS PE-5	
		RC PE-5	

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)

<p>Data Determinations</p>	<p>Perceptions Strengths</p> <p>School Culture & Climate:</p> <ul style="list-style-type: none"> ● The International Baccalaureate (IB) program is the core of what we do and how we teach students to learn. The IB Learner Profile Attributes guide our students toward the expectations we want them to demonstrate as these are the stepping stones for success through all aspects in life. ● Our students demonstrated struggle with how to appropriately socialize with others, how to demonstrate being principled when completing an assignment, and how to correctly obtain an adult's attention. Many students have high anxiety levels, some demonstrated separation anxiety, and many social emotional issues were being uncovered every day. Implementing Mindfulness techniques combined with restorative practices to embrace the child has catapulted how we now teach students across all content areas and disciplines. ● Fifth grade student led conferences will begin in December 2023 (upper grades first). Designate a night for student led conferences ● This school year we have invited 5th graders to attend their ARDC meetings. <p>Family & Community Engagement</p> <ul style="list-style-type: none"> ● We have experienced a huge increase in parent involvement with hosting events such as Turkey bingo, IB nights, Music concert, IB Exhibition, and Book Club. We have established a PTO Meeting as of November. ● Last school year we partnered with the Urban Champions Academy organization and had our first ever Huppertz Soccer teams. We had with the largest turnout (over 90 students) compared to other participating schools. This opportunity lent itself to uniting the community for a common purpose and included weekly practice sessions, Saturday games, and an end of season dinner with awards ceremony.
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2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1, 2, 3, 4	By the end of the 2023-2024 school year, we will increase the campus attendance rate from 82% to 90% ★ Demographics PS1	Huppertz Elementary School Attendance Committee will create a calendar to indicate weekly and quarterly incentives for students meeting our campus goal of 90% and those showing improvement from Tiers 4 or 3 and moving up Tiers. Competitions among classes and grade levels will encourage attendance as well as weekly incentives and recognition/awards for being at school.	Attendance committee members, Social Worker, Communities In Schools representative	282-\$5000 Kindness supplies 211-\$2,535 student incentives & awards
		Quarterly KPIs	By the end of Quarter 1, attendance will increase by 3% By the end of Quarter 2, attendance will increase by 3% By the end of Quarter 3, attendance will increase by 2% By the end of the 2023-2024 school year, attendance rate will increase to 90%.		
DE-2	1, 2, 3, 4	By the end of the 2023-2024 school year, we will retain 90% of our professional staff ★ Demographics PS2	Provide frequent and consistent supports for staff such as modeling best practice techniques, recognizing employees monthly with awards, providing monthly check ins for social emotional support, visits from the sunshine cart (prizes), minimize faculty meetings and increase social gatherings (Courtesy Committee) to build relationships, resulting in a positive school culture & retaining staff.	Administrators, Instructional Coaches, Counselor	211-\$3,000 PD Principal & Teachers
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will utilize campus-wide daily communication folders to build relationships with school community. By the end of Quarter 2, teachers will have held their first parent conferences (student led) with 100% of families reviewing goals and the school parent compact By the end of Quarter 3, 100% of the teachers will engage in team building, professional development and after school meetings to support social emotional learning opportunities. By the end of the 2023-2024 school year, we will retain 90% of our professional staff.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2, 3	-By the end of the 2023-2024 school year, students in Kindergarten, 1st, 2nd, 3rd, 4th, & 5th grade will increase their Reading & Math MAP testing scores by approximately 5 points Student Learning PS1	-Students will receive differentiated small group instruction using math & reading manipulatives -Students in K-5 will utilize iStation Math online program to increase student performance. -Teachers will utilize the online software system Go Guardian to provide safety oversight by interacting directly with students as they are working on their electronic devices to redirect students and ensure they are working on assignments and/or research in Reading and Math. -K-5 teachers will receive professional development from varying consultants (Region 20, AES, iStation, etc). The iStation consultant will present how to use this online system to print reports, analyze the data, and create individualized action plans to accelerate student learning.	Teachers, IC, IBC, Asst. Principal, Principal	211 -\$6,000.20 includes \$865.20 CDW Go Guardian plus a variety of supplies & manipulatives 164 - \$2,944 supplies 282 - \$5,000 Kindness incentives
		Quarterly KPIs	By the end of Quarter 1, 60% of teachers will provide differentiated, daily small group instruction. By the end of Quarter 2, 75% of teachers will provide differentiated, daily small group instruction. By the end of Quarter 3, 85% of teachers will provide differentiated, daily small group instruction. By the end of the 2023-2024 school year, 100% of teachers will provide differentiated, daily small group instruction.		
SL-2	1, 2, 3, 4	By the end of the year, 100% of teachers will implement the following: creating TEKS aligned lesson plans, provide daily grade level instruction, daily checks for understanding (exit tickets) resulting in student growth and preparing students to transition from PK to Kindergarten as well as 5th grade to 6th grade. Student Learning PS2	-Administrators, Instructional Coaches, and Teachers will meet weekly during professional learning committee meetings to collaborate and plan TEKS aligned lessons and Accelerated Intervention learning, which includes all subjects. -Staff will receive professional development for iStation Math to ensure data driven instruction is being done with fidelity to group students for interventions, and challenging students performing above grade level. -Staff will receive professional development from Region 20 to learn how to interpret the TEKS, plan aligned lessons, and check for understanding throughout each lesson. -Staff will empower students through kindness initiatives and recognizing students' efforts via rewards such as stickers, pencils, certificates, etc. -Before/after school and/or Saturday tutoring sessions as well as field trips to enhance student learning experiences.	<ul style="list-style-type: none"> • School Administrators • Instructional Coaches/Specialists • Teachers • Part time Certified Retired Teacher 	211- \$21,450 Tutoring college students and/or staff 211-\$2,000 students snacks tutoring 282- \$12,995 PD from Region 20 211-\$3,000 field trip busses & \$4134 entrance fees
		Quarterly KPIs	By the end of Q1, monitors will review weekly lesson plans and provide feedback via Google classroom, resulting in 65% of teachers creating TEKS aligned lessons. By the end of 2,, monitors will review weekly lesson plans and provide feedback via Google classroom, resulting in 75% of teachers creating TEKS aligned lessons. By the end of Q3, monitors will review weekly lesson plans and provide feedback via Google classroom, resulting in 85% of teachers creating TEKS aligned lessons. By the end of the 2023-2024 school year, monitors will review weekly lesson plans and provide feedback via Google classroom, resulting in 100% of teachers creating TEKS aligned lessons.		
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2, 3,	By the end of the 2023-2024 school year, Reading and Math MAP will increase by 5%. ★ Process & Programs PS1	Teachers will implement research based best practices with fidelity daily. Personnel will work with small groups in Reading and Math by using high quality instructional materials as well as physical activity to decrease stress and/or anxieties. Our part time certified retired teacher and Instructional Coaches will work alongside teachers to improve effective tier 1 instruction through modeling, observing, co-teaching, providing feedback, as well as assessing and teaching students.	<ul style="list-style-type: none"> ● School Administrators ● Instructional Coaches/Specialists 	211 - \$15,450 Hired a Part Time Certified Retired Teacher
		Quarterly KPIs	By the end of Quarter 1, teachers will tier students based on Beginning of year assessments. groups clearly defined. By the end of Quarter 2, there will be a 3% increase in Reading and Math MAP in K-5 By the end of Quarter 3, there will be a 4% increase in Reading and Math MAP in K-5 By the end of the 2023-2024 school year, there will be a 5% increase in Reading and Math MAP in K-5		
PP-2	1, 2, 3	By the end of the 2023-2024 school year, 100% of teachers will consistently implement grade level instruction, activities, and assessments with mindful monitoring to scaffold students resulting in student growth.. ★ Process & Programs PS2	During PLC, instructional coaches and varying consultants (Region 20, AES, iStation, etc) will provide training for teachers to learn how to deconstruct TEKS, create activities, align assessments, analyze data, create intervention instructional groups, and differentiation strategies while utilizing grade level aligned resources. In addition, the instructional leadership team will maintain documentation with follow-up walk-through adjustments.	<ul style="list-style-type: none"> ● School Administrators ● Instructional Coaches/Specialists ● teachers 	282 - \$12,995.21 Region 20 consultants
		Quarterly KPIs	By the end of Quarter 1, 50% of teachers will implement consistent grade level instruction. By the end of Quarter 2, 67% of teachers will implement consistent grade level instruction. By the end of Quarter 3, 83% of teachers will implement consistent grade level instruction. By the end of the 2023-2024 school year, 100% of teachers will implement consistent grade level instruction.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

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	1, 2, 3, 4	By the end of the 2023-2024 school year, Huppertz Elementary will increase Parent volunteers by 20% and parent communication methods ★ Perceptions PS2	The Instructional Leadership Team (ILT), Campus Advisory Committee (CAC), the Campus Leadership TEam (CLT) & the Parent Teacher Organization (PTO) and will meet monthly and organize family events to increase Parent engagement. We will inform parents of these events using school messenger, weekly community newsletters (paper/electronic), monthly calendar of events posted via Facebook, Toddle app and paper notices in a timely manner while providing light refreshments.	Administrators, ICs, CAC/CLT members, PTO officers	211-\$1,035 Supplies PFE 211-\$1,035 Refreshments PFE
		Quarterly KPIs	By the end of Quarter 1, there will be a 5% increase in Parent engagement/involvement at family events evidenced via sign in sheets. By the end of Quarter 2, there will be a 5% increase in Parent engagement/involvement at family events evidenced via sign in sheets. By the end of Quarter 3, there will be a 5% increase in Parent engagement/involvement at family events evidenced via sign in sheets. By the end of the 2023-2024 school year, there will be a 20% increase in Parent engagement/involvement at family events evidenced via sign in sheets from beginning of the year.		
PE-2	1, 2, 3, 4	By the end of the 2023-2024 school year, Huppertz Elementary will decrease the number of teacher managed offenses by 50% ★ Perceptions PS2	Teachers will establish a Tier 1 classroom management system for their classroom by creating Essential Agreements with student input and referencing this agreed contract consistently on a daily basis, AVID strategies such as affirmations and monthly recognitions (IB Learner Profile attribute awards), and PBIS Cougar Cash/Store rewards will be implemented with fidelity. This will reinforce positive behaviors and the Kindness Initiative as the counselor will provide monthly guidance lessons guiding our scholars to have agency with their social emotional learning needs.	Administrators, ICs, Teachers, PBIS committee members, AVID committee members	282-\$5,000 Kindness initiative 211-\$750 Books for counselor SEL 211-\$750 supplies for counselor SEL
		Quarterly KPIs	By the end of Quarter 1, there will be a 15% decrease in teacher managed offenses and office referrals By the end of Quarter 2, there will be a 10% decrease in teacher managed offenses and office referrals By the end of Quarter 3, there will be a 10% decrease in teacher managed offenses and office referrals By the end of the 2023-2024 school year, there will be a 50% decrease in teacher managed offenses and office referrals		
		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	By the end of Quarter I, attendance will increase from 82% to 85%.,	MT	Keeping attendance up to 90% or higher with weekly incentives as well as weekly attendance committee meetings.
DE-2	By the end of Quarter I, 100% of professional staff will remain at Huppertz. ,	MT	Thus far, 100% of professional staff is still at Huppertz.
SL-1	By the end of Quarter I,60% of teachers will provide differentiated, daily small group instruction.	NP	Implement classroom observations with fidelity and immediate feedback as well as coaching from ICs.
SL-2	By the end of Q1, monitors will review weekly lesson plans and provide feedback via Google classroom, resulting in 65% of teachers creating TEKS aligned lessons.	GP	Create and utilize a spreadsheet to track TEKS created lessons by teachers to be filled out by lesson plan reviewers weekly.
PP-1	By the end of Quarter I, teachers will tier students based on Beginning of year assessments. groups clearly defined.	GP	Groups have been clearly defined in MTSS (Branching Minds). Teachers need to implement small group instruction daily with fidelity and document weekly in Branching Minds on the Progress Monitoring tool. Intervention times need to be clearly defined in the daily schedules and implemented with fidelity.
PP-2	By the end of Quarter I, 50% of teachers will implement consistent grade level instruction.	NP	Under 50% are implementing consistent grade level instructions focus has been on classroom management as well as understanding the TEKS. ICs and consultants will work with teachers to deconstruct TEKS and implement best practices in Reading and Math.
PE-1	By the end of Quarter I, there will be a 5% increase in Parent engagement/involvement at family events evidenced via sign in sheets.	GP	Need to recruit additional parents to come to the PTO meetings, principal chats and volunteer on campus regularly.
PE-2	By the end of Quarter I, there will be a 15% decrease in teacher managed offenses and office referrals	NP	Increase weekly incentives with fidelity for good behaviors, recognize students for good deeds, and consistently utilize the classroom essential agreements (living document).

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

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	Main office (paper), campus website (electronic)
Languages Available	English
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Main Office
Languages Available	English and Spanish
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	LRG
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	LRG
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	LRG
	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	LRG
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	LRG
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	LRG
	Presentation/Slide Deck and agendas for both meetings		LRG
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		LRG
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		LRG
	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
Huppertz Elementary	15907- 139
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Linda Rios-Garcia	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

Data Tables