Campus Improvement Plan
2023-2024

Kelly Elementary

Table of Contents

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** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline +25% in August 2027.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process	
The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]	
CNA Development Dates	**Meeting Topics and Actions**
Meeting #1 05/17/2023	Stakeholders were given the opportunity to give feedback on current CNA and campus questions. Parents responded to Google form using a QR code. Administrators answered questions regarding feedback from the 2022-2023 school year and stakeholders gave feedback on root causes for some of the trends in data.
Meeting #2 05/23/2023	Stakeholders were divided up into teams to answer questions using campus data. Google forms were provided to teams to answer questions. Teams submitted forms at the end of the meeting.
How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?	
Questions were given to stakeholders (teachers, staff, parents, and community members) through Google Forms.Teachers were split into groups to answer questions using MAP and TAPR data on the Google Form regarding Perceptions, Demographics, Processes and Programs, and Student Learning. Teachers gave feedback on Google Forms. Google Form was reviewed with groups and reviewed with CAC during the 05/23/2023 meeting. Data and goals from 2022 were reviewed to help answers questions and set goals for the 2022-2023 school year. Summative review for the 2022 school year took place at the 05/23/2023 meeting.	

Comprehensive Needs Assessment – Demographics

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

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Demographics Student Perceptions	Attendance rate for the 2022-2023 school year was 93%.	PS DE-1	Since 2020, attendance rate has dropped from 98% to 93% for the 2022-2023 school year.
		RC DE-1	Lack of consistent procedures, timely parent outreach, and incentives to promote attendance.
Student Demographics	Performance on Readiness Exams (MAP/CIRCLE)	PS DE-2	59.6% of students through the 2022-2023 school year for students needing interventions based on readiness exams.
		RC DE-2	Lack of consistent intervention programming, and inadequate differentiation strategies.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Kelly is comprised of 226 students from Early Childhood (PK and Head Start) through 5th grade. We have 91.9% Hispanic and 90.9% Economically Disadvantaged. Kelly Elementary has a student to teacher ratio of 11.5 to 1 teacher which is less compared to the state average. Kelly Elementary is considered a neighborhood school in which we have multiple family generations that have attended Kelly. Students transfer to Kelly from other schools due to the generational ties and low student to teacher ratio. Kelly has an At-Risk population of 59.6%, Kelly Elementary provides academic interventions from the classroom teacher and other supports such as a Dyslexia teacher (district based). Students currently needing interventions based on MAP data and CIRCLE data taken at the beginning of the year for students in Head Start and Kinder through 5th grade. Interventions vary by teacher discretion and various differentiation strategies. Attendance interventions and programs are in place but have not increased attendance over 93%.		

Comprehensive Needs Assessment – Student Learning

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
Student Learning	2021-2022 STAAR Data	PS SL-1	43% of students are performing at the meets and masters performance levels (all grade levels, all content areas combined).
		RC SL-1	Lack of targets interventions/enrichment opportunities, alignment to the standards, resources, professional development, data analysis, data informed instruction based on student needs.
Student Learning	2022-2023 MAP Data	PS SL-2	End of year MAP data shows students showing growth has decreased by 9% in math and 7% in reading.
		RC SL-2	Lack of differentiated and accelerated instruction for all students.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	According to 2021-2022 STAAR data available at the time of the CNA process, 43% of students are not on performing on grade level in reading or in math for third through fifth grade. Lack of interventions for students who need accelerated instruction and an intensive intervention program for students for Tier 2 and Tier 3 leave gaps for students. Data informed instruction helps teacher track TEKS and plan small groups but specific goals were not met for students. At the end of the 2022-2023 school year, MAP data shows students overall growth has decreased by 9% in math and 7% in reading showing lack of specific instructional strategies for students.		

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
Processes and Programs	2022-2023 MAP Data, 2022-2023 Attendance Data (teacher, student), 2021-2022 STAAR Data	PS PP-1	End of year MAP data indicates 40% of students did meet individual growth goals in math and 44% of students did not meet their individual growth goals in reading.
		RC PP-1	Ineffective small group instruction to help meet specific student growth needs.
Processes and Programs	2022-2023 GT data	PS PP-2	4% of students have been identified as Gifted and Talented.
		RC PP-2	Lack of process and procedures for referral and identification of gifted and talented students.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	According to data at the end of 2022-2023, students did not meet their growth potential in MAP Growth reading and in MAP Growth math in grades K-5th. An examination of the data shows students did not hit their growth goals from the beginning of the year to the end of the year especially students on the Tier 1 level. Students at Kelly Elementary are not referred for the Gifted and Talented program. Students traditionally achieve higher than the district and Region 20's average on STAAR in meets and masters in both reading and math however staff, families, and other stakeholders do not refer students to the gifted and talented program.		

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
Perceptions	2022-2023 Parent Meeting Sign In Sheets	PS PE-1	Parent engagement is 2% during academic events.
		RC PE-1	Lack of systems and processes not implemented throughout the entire year to increase attendance at parent academic events to increase interest to our families.
Perceptions	2022-2023 Insight Survey	PS PE-2	Peer culture among teachers is 5%.
		RC PE-2	Administrative check ins were not implemented throughout the year.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	A review of sign in sheets from past academic events (STAAR night, Science night, math night) shows a lack of participation from parents and families in comparison to community events such as Valentines Dance and Movie nights. A review of Insight Survey results showed Kelly Elementary has a positive school climate. Teachers at Kelly Elementary feel they have an effective leadership team. Staff feels the Administration Team has provided them with clear and measurable expectations directly connected to their performance evaluation. Teachers at Kelly Elementary feel the campus has implemented rigorous academic curriculum effective for student success. All Kelly staff members are held to the expectation to work together to develop a rapport with parents and students. Parents and community stakeholders feel welcomed and supported by all members of the campus staff.		

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP) The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
DE-1	4	By the end of the year, attendance will be 96%. Demographics 1	For the 2023-2024 school year, an attendance committee will monitor, track, address concerns, and organize incentives to improve campus attendance for students in ECE-5th grade and improve attendance by 5%.	Attendance committee, Administration (Claudia Ramos-Coto, Jessica Ramirez)	282- $3,363.19
		Quarterly KPIs	By the end of quarter 1, attendance will be at 90%.		
DE-2	1	By the end of the year, grade level readiness will increase by 5%. Demographics 2	For the 23-24 school year, students in 3rd-5th grade will be provided extended learning opportunities to help accelerate instruction.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez) Instructional Coach (Jessica Nieto), Counselor (Elaina Polich), classroom teachers	282- $6,435.00
		Quarterly KPIs	By the end of quarter 1, grade level readiness will be at 2%.		
		Quarterly KPIs			
		Quarterly KPIs			

Plan for Improvement – Student Learning

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the school year, student achievement and growth on MAP in reading and math will increase 1% Student learning 1 Student learning 2	Hire a Campus Instructional Coach to facilitate highly effective practices to monitor and adjust instructional planning, delivery, and effectiveness based on student needs.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), Instructional Coach (Jessica Nieto), and teachers in attendance of the PLC.	211 - $62,222.00
		Quarterly KPIs	By the end of the first quarter, instructional coach will submit coaching logs and feedback forms.		
SL-2	1	By the end of the school year, students will show growth 10% in math and 9% in reading in MAP. Student Learning 2	For the 23-24 school year, ECE-5th grade teachers will be provided professional development, supplies, manipulatives, learning displays, materials, and supplemental resources to help implement differentiated strategies. Instruction for small group implementation to increase rigor, planning, and implementation of differentiation strategies to improve student growth. The writing process will also be implemented - pre-writing, research, drafting, revising and editing. RAZ Kids books will be printed in colored paper to differentiate the reading levels. Math manipulatives and materials will be purchased to support fine motor skills and number counting. Science supplies and materials will also be purchased to support science experiments and science fair.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto)	211 - $9,808.00 General Supplies 164 - $1,968.00 General Supplies & Materials 205 - 1294.00 Classroom supplies 205 - 495.00 Medical & Dental 205 - 211.00 Medical & Dental 205 - 236.00 Janitorial
		Quarterly KPIs	By the end of the first quarter, materials, supplies, and resources have been ordered for implementation of differentiated instruction.		
SL-3	1	By the end of the school year, students will increase reading fluency and reading comprehension by 5%. Student Learning 2	By the end of the 2023-2024 school year, a certified retired teacher will be working with students to help increase reading fluency and comprehension in grades Kinder through 5th.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto)	282- $6,435.00
		Quarterly KPIs	By the end of the first quarter, student data will be monitored through Amplify unit assessments, Teacher Created Assessments, MAP Growth, MAP Fluency to determine intervention need.		

Plan for Improvement – Processes & Programs

<table>
<tr><td colspan="6">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</td></tr>
<tr>
<th>#</th>
<th>Board Goal</th>
<th>Performance Objective and Problem Statement</th>
<th>Strategy</th>
<th>Monitor(s)</th>
<th>Fund /Purchase/ Amount</th>
</tr>
<tr>
<td>PP-1</td>
<td>1</td>
<td>By the end of the school year, students will show growth 10% in math and 9% in reading in MAP.

Processes and Programs 1</td>
<td>For the 23-24 school year, ECE-5th grade teachers will be provided professional development, supplies, manipulatives, learning displays, materials, and supplemental resources to help implement differentiated strategies. Instruction for small group implementation to increase rigor, planning, and implementation of differentiation strategies to improve student growth. Students who have not met growth will be referred for further intervention through the MTSS process.</td>
<td>Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto)</td>
<td>211 - $9,808.00 General Supplies

164 - $1,968.00 General Supplies & Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly KPIs</td>
<td colspan="3">By the end of the first quarter, students will be tiered from BOY MAP testing, supplemental resources will be ordered, and small group interventions will begin.</td>
</tr>
<tr>
<td>PP-2</td>
<td>1</td>
<td>By the end of the school year, students will show growth 10% in math and 9% in reading in MAP.

Processes and Programs 1</td>
<td>By the end of the 2023-2024 school year, licenses for IXL and Learning A-Z will be purchased to address student individual learning needs.</td>
<td>Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), classroom teachers</td>
<td>282- $1,404.00
282- $2,300.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly KPIs</td>
<td colspan="3">By the end of the first quarter, licenses for IXL and Learning A-Z will be purchased for student use.</td>
</tr>
<tr>
<td>PP-3</td>
<td>1</td>
<td>By the end of the 2023-2024 school year, we will increase referrals for the SAISD GT program by 7%.

Processes and Programs 2</td>
<td>For the 23-24 school year, students in Kinder through 5th grade will be monitored through MAP data, observational data, and GT characteristics from TEA to determine students who may display GT characteristics. Parental outreach will help increase parental awareness on GT program and referral process.</td>
<td>Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), GT specialist (Stephanie Oosterveen), classroom teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly KPIs</td>
<td colspan="3">By the end of the first quarter, GT specialist will provide professional development on GT referral process.</td>
</tr>
</table>

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-4		By the end of the 2023-2024 school year, students will show growth in their physical activity by 10%. Process and Programs 1	For the 23-24 school year, students will participate in the Fitnessgram assessment, track data, and progress monitoring with parental signatures.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), Deborah Maisonet	
		Quarterly KPIs	By the end of the first quarter, students will set SMART goals and attain parent signature for middle and end of year goal on Fitnessgram assessment.		

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1	By the end of the year, attendance for academic nights will increase to 4%. Perceptions 1	For the 2023-2024 school year, we will calendarize at least two parent academic events per month for parents to engage on campus to increase their support and increase academic performance including transition from ECE to Kindergarten.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), Counselor (Elaina Polich) classroom teachers	211 - 788.00 General Supplies 211 - 788.00 Refreshments
		Quarterly KPIs	By the end of quarter 1, parent engagement at academic events will increase to 2.5%.		
PE-2	4	By the end of the year, students and teachers will show increase of supported SEL development by 2% through quarterly needs assessments. Perceptions 2	For the 2023-2024 school year, students and teachers will develop social emotional development skills through small group counseling, administrative check ins, and climate and culture events on campus to help retain quality teachers. Supplies and materials will be purchased to social-emotional calming strategies	Administrative team (Claudia Ramos-Coto, Jessica Ramirez) Instructional Coach (Jessica Nieto), Counselor (Elaina Polich), FACE specialist, classroom teachers	282- $3,363.19 211- 9808.00
		Quarterly KPIs	By the end of quarter 1, students and teachers social emotional development skills will increase by 0.5%.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

Quarter 1 Formative Review

<table>
<tr><td colspan="4">2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.</td></tr>
<tr><th>GPS</th><th>Quarter 1 KPI</th><th>Q1 Rating</th><th>Findings / Next Steps</th></tr>
<tr>
<td>DE-1</td>
<td>Q1- The attendance rate for Q1 is 93%. Attendance committee monitors students with low attendance and provides campus incentives for classes with high attendance percentages.</td>
<td>GP</td>
<td>Findings: Attendance folders are not consistently picked up every day by 8:30 to make calls to absent students by 10:00.

Next Steps: While attendance rate has increased, student tardies has also increased. Chronically tardy students (families) has increased for the 2023-2024 school year.</td>
</tr>
<tr>
<td>DE-2</td>
<td>Q1- A variety of student clubs have begun for students in 3rd-5th grade including math club, garden club, music club, student council, and patrols.</td>
<td>SP</td>
<td>Findings: Student participation in after school clubs has increased student involvement on campus with 65 3rd and 5th grade students participating in after school clubs.

Next Steps: Student grades and goals will be monitored so they can continue to participate in after school clubs. After school tutoring will begin in the spring semester.</td>
</tr>
<tr>
<td>SL-1</td>
<td>Q1- A campus instructional coach was hired to help teachers plan, implement, and deliver effective lessons based on student data.</td>
<td>GP</td>
<td>Findings: Student data has been tracked to help instructional coach provide planning for teachers and adjust assessments and lessons as needed. Coaching logs and feedback forms were completed by instructional coach and teachers for the first quarter.

Next Steps: Instructional coach will continue to track progress on unit assessments and MAP data to help provide support to teachers. Instructional coach will continue to track coaching cycles with coaching logs and feedback forms.</td>
</tr>
<tr>
<td>SL-2</td>
<td>Q1- Manipulatives, IXL, RAZ kids, and science supplies have been purchased to help provide differentiated instruction for students.</td>
<td>GP</td>
<td>Findings: Supplies have helped teachers provided differentiated small group lessons and focus on skill and TEKS based interventions.

Next Steps: Continue to monitor the use of IXL and RAZ kids online for all students using these licenses. Provide math manipulatives and science supply inventories for teachers and allow them to use the list to plan instruction during PLCs.</td>
</tr>
<tr>
<td>SL-3</td>
<td>Q1- A certified retired teacher has been retained to begin during the Spring Semester.</td>
<td>GP</td>
<td>Next Steps: MOY MAP data will be used to determine students who will work with the certified retired teacher.</td>
</tr>
</table>

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

2.2 – 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
PP-1	Q1- Professional development has been provided to staff by instructional coach and assistant principal during 50/50 days. Opportunities for staff to attend professional development during PD for PJs, SEAD conference, and EPIC Saturdays are encouraged by administrative team.	GP	**Findings**: Teachers and instructional assistants attend professional development when they are compensated or when they are required. **Next Steps:** Teachers will be encouraged to attend professional development based on student data.
PP-2	Q1- Licenses have been requested and purchased for IXL and Learning A-Z.	GP	**Findings:** Teachers use technology programs to help differentiate and target TEKS and skills for students. **Next Steps:** Track student usage of technology programs for Tier 2 and Tier 3 students to see if these programs are helping close gaps in instruction.
PP-3	Q1- For the fall GT referral window, Kelly Elementary referred 39 students.	SP	**Findings:** Teachers needed more guidance on how the referral process which was provided by GATE specialist Stephanie Oosterveen. **Next Steps:** Teachers will continue to monitor students to be referred for the 2024-2025 school year.
PP-4	Q1- Students completed their beginning of the year Fitnessgram assessments. Students set goals on where they should be at the middle of the year and notes were sent home for parent signatures and returned back to P.E. coach.	GP	**Findings:** Students were able to complete their assessments and set SMART goals for the middle and end of the year. **Next Steps:** Continue to monitor student progress on Fitnessgram assessment and encourage student participation and attendance.
PE-1	Q1- Academic event (literacy night) attendance increased by 2% from 2022-2023 school year.	GP	**Findings:** Parents new to Kelly were excited to participate in event. Parents of younger students (K-1) attended to learn strategies to help students. **Next Steps:** Continue to plan events for parents to attend and assist students with strategies at home that attract all grade levels.
PE-2	Q1- Students attend guidance lessons bi weekly with the counselor and complete RHITHM check ins daily through mascot time. Teachers complete check ins midyear.	GP	**Findings:** Students used RHITHM to express feelings and Counselor would check in with students when necessary. Counselor used guidance lessons to help address student needs. **Next Steps:** Continue to use RHITHM and guidance lessons to address SEL needs with students. Use Teacher check in to help address SEL needs of students.

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

Quarter 2 Formative Review

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	Q1- The attendance rate for Q1 is 93%. Attendance committee monitors students with low attendance and provides campus incentives for classes with high attendance percentages.	GP	**Findings:** Attendance procedures have been improved and attendance folders have been picked up at 8:30. **Next Steps:** Attendance rate has improved for the Fall semester. Chronically tardy students (families) has increased for the 2023-2024 school year.
DE-2	Q1- A variety of student clubs have begun for students in 3rd-5th grade including math club, garden club, music club, student council, and patrols.	SP	**Findings:** Student participation in after school clubs has increased student involvement on campus with 65 3rd and 5th grade students participating in after school clubs. **Next Steps:** Student grades and goals will be monitored so they can continue to participate in after school clubs.
SL-1	Q1- A campus instructional coach was hired to help teachers plan, implement, and deliver effective lessons based on student data.	GP	**Findings:** Student data continues to be tracked to help instructional coach provide planning for teachers and adjust assessments and lessons as needed. Coaching logs and feedback forms were completed by instructional coach and teachers for the first quarter. **Next Steps:** Instructional coach will continue to track progress on unit assessments and MAP data to help provide support to teachers. Instructional coach will continue to track coaching cycles with coaching logs and feedback forms.
SL-2	Q1- Manipulatives, IXL, RAZ kids, and science supplies have been purchased to help provide differentiated instruction for students.	GP	**Findings:** Supplies have helped teachers provide differentiated small group lessons and focus on skill and TEKS based interventions. **Next Steps:** Continue to monitor the use of IXL and RAZ kids online for all students using these licenses. Provide math manipulatives and science supply inventories for teachers and allow them to use the list to plan instruction during PLCs.
SL-3	Q1- A certified retired teacher has been retained to begin during the Spring Semester.	GP	**Next Steps:** MOY MAP data will be used to determine students who will work with the certified retired teacher who will begin in January 2024.
PP-1	Q1- Professional development has been provided to staff by instructional coach and assistant principal during 50/50 days. Opportunities for staff to attend professional development during PD for PJs, SEAD conference, and EPIC Saturdays are encouraged by administrative team.	GP	**Findings**: Teachers and instructional assistants attend professional development when they are compensated or when they are required. **Next Steps:** Teachers will be encouraged to attend professional development based on student data.

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

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-2	Q1- Licenses have been requested and purchased for IXL and Learning A-Z.	GP	**Findings:** Teachers use technology programs to help differentiate and target TEKS and skills for students. **Next Steps:** Track student usage of technology programs for Tier 2 and Tier 3 students to see if these programs are helping close gaps in instruction.
PP-3	Q1- For the fall GT referral window, Kelly Elementary referred 39 students.	SP	**Findings:** Teachers needed more guidance on how the referral process which was provided by GATE specialist, Stephanie Oosterveen. **Next Steps:** Teachers will continue to monitor students to be referred for the 2024-2025 school year.
PP-4	Q1- Students completed their beginning of the year Fitnessgram assessments. Students set goals on where they should be at the middle of the year and notes were sent home for parent signatures and returned back to P.E. coach.	GP	**Findings:** Students were able to complete their assessments and set SMART goals for the middle and end of the year. **Next Steps:** Continue to monitor student progress on Fitnessgram assessment and encourage student participation and attendance.
PE-1	Q1- Academic event (literacy night) attendance increased by 2% from 2022-2023 school year.	GP	**Findings:** Parents new to Kelly were excited to participate in event. Parents of younger students (K-1) attended to learn strategies to help students. Parents will attend events when students are participating in event. **Next Steps:** Continue to plan events for parents to attend and assist students with strategies at home that attract all grade levels.
PE-2	Q1- Students attend guidance lessons bi weekly with the counselor and complete RHITHM check ins daily through mascot time. Teachers complete check ins midyear.	GP	**Findings:** Students used RHITHM to express feelings and Counselor would check in with students when necessary. Counselor used guidance lessons to help address student needs. **Next Steps:** Continue to use RHITHM and guidance lessons to address SEL needs with students. Use Teacher check in to help address SEL needs of teachers.

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

Quarter 3 Formative Review

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

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

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

Quarter 4 Formative Review

	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**

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

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

Performance Objective	Q4 Rating	Findings / Next Steps

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

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

Name	Role	Name	Role
Claudia Ramos-Coto	Principal	Celina Cruz	Teacher
Jessica Ramirez	Assistant Principal	Malena Cadena	Teacher
Jessica Nieto	Instructional Coach	Cher Kerlick	Teacher
Elaina Polich	Counselor	Irene Lujan	Teacher
Richard Delgado	Business Member (Boeing)	Thelia Campbell	Teacher
Nicole Orozco	Community Member	Elliot Patterson	Teacher
Kristy Suarez	District Representative	Deborah Maisonet	Teacher
Raquel Solis	Paraprofessional	Ali Rios	Teacher
Noemi Alvarado	Paraprofessional*	Joely Odis	FACE Specialist
Regina Martinez	Parent		

Committee Members

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
Kelly Elementary School	15907- 143
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Joanelda DeLeon
Principal	**SAISD Board Approval Date**
Claudia Ramos-Coto	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
Annual Title I Meeting with Community and Staff- 10.05.2023	Annual Title I Meeting with Community and Staff- 10.18.2023

24

Quality Checklists

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

Physical Locations of the Plan	Front Office
Languages Available	English (Translation available by request from Principal)
URL to Online Version	https://schools.saisd.net/page/143.homepage

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Front Office
Languages Available	English and Spanish
URL to Online Version	https://schools.saisd.net/page/143.homepage

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Front Office	How and When was the PFE Policy Distributed
Languages Available	English	Policy and Compact- Open House (09.20.23), Parent Conferences (10.27.23), Title 1 Meeting (10.05.23, 10.18.23)
URL to Online Version	https://schools.saisd.net/page/143.homepage	

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
			Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez, Jessica Nieto), classroom teachers	

Documentation and Submissions

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

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices 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, and 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 both 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		

Data Tables