

# Campus Improvement Plan

## 2024 - 2025



**Kelly Academy**

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**Board of Trustees**



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Dr. Jaime Aquino**

**VISION**

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

**MISSION**

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

**CORE VALUES**

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

**CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Campus Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process**

**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**

**Comprehensive Needs Assessment Process**

CNA Meeting Dates	Meeting Topics and Actions
<b>Meeting #1</b> Kelly- April 15, 2024 Lowell- 05/20/24	Discussion Items: Review current campus data, CIP annual summative review, teachers were broken up into groups with data from different areas to discuss and review trends found in data.
<b>Meeting #2</b> Kelly- April 22, 2024 Lowell- 05/22/24	Discussion Items: teachers continued to review data and answer questions reviewing campus data. CNA problem statements and root causes were discussed in groups and reviewed on Google Forms submitted.

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

Based on summative review and 2023-2024 data it was determined:

- Attendance and tardy strategies need to be revisited to improve student engagement and attendance
- Based on student outcomes in all grade levels and programs, professional development is needed on writing rigorous lesson plans, aggressive monitoring, and utilizing the data-driven instruction protocol to analyze student assessment data and plan for interventions
- Coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and timely interventions are needed throughout the year.
- Community engagement activities for all members of the community to regain trust and involved with students education
- Continue with student clubs to maintain student engagement in the classroom

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

**For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.**

**Comprehensive Needs Assessment Process**

**Demographics**

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

**Student Learning**

STAAR/EOC Results		Local Benchmark Results	X	State Interim Results	X	MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

**Processes and Programs**

Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

**Perceptions**

Teacher/Staff Surveys	X	Parent/Student Surveys		Classroom Observations		Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

**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)**

**Comprehensive Needs Assessment - Demographics**

Area Examined	Problem Statements and Root Causes	
Student Attendance	<b>PS DE-1</b>	Attendance for the 2023-2024 school year for grades 6th-8th was 86.21%. Attendance for HS-5th grade was 92.52% with a 5.2% tardy rate. Head Start tardy rate was 9.6% and Kinder tardy rate was 9.7%.
	<b>RC DE-1</b>	Campus needs to revisit systems and procedures to regularly meet to track attendance, call parents, incentivize students, and follow-up on absences.
Programs Student Outcomes	<b>PS DE-2</b>	EB population is at 21% and Special Education population is at 23%. February simulation data shows performance as follows: EB Reading 53%, EB Math 21%, SPED Reading 11%, SPED Math 8% in grades 6th-8th. SPED students in grades 3rd-5th did not meet standard on ELAR or math STAAR assessments.
	<b>RC DE-2</b>	All grade level meetings are not focused on coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills to provide them with timely interventions throughout the year.
Choose One	<b>PS DE-3</b>	
	<b>RC DE-3</b>	
Choose One	<b>PS DE-4</b>	
	<b>RC DE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<ul style="list-style-type: none"> <li>- Attendance incentives worked to increase attendance and promote on time arrivals. Class Dojo points and monthly Fun Fridays earned with Dojo Points incentivizes students. Earning points/tickets for attendance and on time arrival could improve attendance and on time arrival.</li> <li>- Precise interventions are needed for ELAR/Math in 6th-8th grade.</li> <li>- Students in 3rd-8th grade need more targeted intervention strategies to pass state assessments.</li> <li>- SPED/ESL teachers need planning time with Gen Ed teachers to plan differentiated lessons for all students.</li> </ul>	



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

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	<b>PS SL-1</b>	For grades 6th-8th, preliminary STAAR data shows ELAR at 44% approaches, 20% meets, and 5% masters and math at 31% approaches, 5% meets, and 1% masters.
	<b>RC SL-1</b>	Throughout the previous academic year, the campus administration worked diligently to implement effective and forward-thinking recruitment strategies aimed at attracting top-tier candidates. Despite these efforts, several hired candidates either resigned shortly after starting, took leave, or commenced their employment closer to the beginning of the second semester. Regrettably, these circumstances had a considerable adverse impact on the academic performance of our students. (ESF 2.1)
EOY Assessment Outcomes	<b>PS SL-2</b>	For grades 3rd-5th, preliminary STAAR data shows ELAR at 79% approaches, 52% meets, and 21% masters and math at 72% approaches, 44% meets, and 15% masters. 58% of 4th grade students showed growth in math and 55% of 4th grade students showed growth in ELAR. 38% of 5th grade students showed growth in math and 66% of 5th grade students showed growth in ELAR.
	<b>RC SL-2</b>	Lack of differentiated instruction and appropriate interventions for all students including EB population and SPED students.
Grade Level Readiness	<b>PS SL-3</b>	Winter MAP data for 6th-8th grade shows Reading at 25% Approaches, 12% Meets, and 4% Masters and Math at 25% Approaches, 5% Meets, and 1% Masters.
	<b>RC SL-3</b>	Our campus instructional leaders provide support and ongoing training to teachers who consistently attend work. Unfortunately, due to chronic illness and extended leave of absence among some teachers, it has been a challenge to ensure consistent training for all teachers. As a result, this has affected the efficient daily implementation of best practices in the classroom. (ESF 5.1)
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<ul style="list-style-type: none"> <li>- Appropriate and consistent staffing for all students to improve student performance.</li> <li>- Planning of appropriate interventions for students based on data and student needs.</li> <li>- Students did not receive consistent Tier 1 instruction or interventions.</li> </ul>	

**Comprehensive Needs Assessment - Processes & Programs**

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

**Processes & Programs (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Implementation of PD	<b>PS PP-1</b>	End of Year MAP data indicates 57% of K-5th grade students did not meet their growth in MAP Math and 45% did not meet their growth in MAP Reading.
	<b>RC PP-1</b>	Ineffective small group instruction to help meet specific student growth needs.
Teacher PD	<b>PS PP-2</b>	STAAR data shows students in grades 6th-8th grade scored 19% meets and 5% masters in ELAR, 4% meets and 0% masters in math. Students in grades 3rd-5th scored 52% in meets and 21% in masters in ELAR and 44% in meets and 15% in masters in math.
	<b>RC PP-2</b>	Lack of effective and relevant professional development opportunities to provide Tier 1 instruction for students and Tier 3 interventions appropriate for all students including enrichment.
Teacher PD	<b>PS PP-3</b>	56.8% of students need interventions in the 2023-2024 school year based on readiness exams.
	<b>RC PP-3</b>	Lack of consistent interventions programming, curriculum, and inadequate differentiation strategies.
Behavioral / SEAD Needs	<b>PS PP-4</b>	Students in grades 6-8 had 141 disciplinary offenses in the 2023-2024 school year resulting in 1,120 instructional days being effected for students.
	<b>RC PP-4</b>	Lack of consistent behavioral intervention programs implemented by staff and known to students and community.
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<ul style="list-style-type: none"> <li>- Kinder through 5th grade students did show improvement in MAP growth from the 2022-2023 school year.</li> <li>- Interventions continue to be inconsistent to meet student needs.</li> <li>- Students in grades 6-8 lost a significant amount of instructional time due to disciplinary offenses.</li> </ul>	

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

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	Parent engagement is 3% during academic events.
	RC PE-1	Lack of systems to increase attendance at parent academic events to increase interest to families.
Staff Survey Results	PS PE-2	Peer culuture among staff is at 8%. Staff turnover is up to 93% in grades 6-8.
	RC PE-2	Middle school was not fully staffed for the 2023-2024 school year and multiple staff members left with rightsizing to other opportunities.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<ul style="list-style-type: none"> <li>- Staff continues to want more support from parents and community in the form of parent volunteers, positive parent communication, and parent engagement with academic activities such as homework and parent conferences.</li> <li>- Teachers are looking for leadership oppourtunities within the campus and district.</li> <li>- Culture among staff is up. Staff is able to collaborate and work well together during events according to Insight Survey Results.</li> </ul>	

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS #4	By the end of the 2024-2025 school year, attendance will be 96% or greater and a decrease in tardies to less than 2%.	An attendance committee will monitor, track, address concerns, and organize incentives to improve campus attendance and tardies for students ECE-8th grade by 5%.	Attendance committee, Administration (Claudia Ramos-Coto, Jessica Ramirez)	
		Quarterly KPIs	By the end of the first quarter, attendance will be at 90% with a tardy rate of less than 5%.		
			By the end of the second quarter, attendance will be at 92% with a tardy rate of less than 4%.		
			By the end of the third quarter, attendance rate will be at 94% with a tardy rate of less than 3%.		
			By the end of the fourth quarter, attendance rate will be at 96% with a tardy rate less than 2%.		
DE-2	PS #1	By the end of the year, special population (EB/SPED) performance on STAAR and STAAR Interim will increase by 3%.	For the 2024-2025 school year, collaboration will happen between general education teachers and special population teachers to plan and monitor student performance in reading and math. Progress monitoring will take place to track student progress and monitored by administration.	Administrative team (Claudia Ramos-Coto, Jessica Ramirez) Instructional Coaches (Jessica Nieto), Counselors (Brittany Mikaelian, Elaina Polich), all teachers	
		Quarterly KPIs	By the end of the first quarter, special show a 1% growth on progress monitoring in ELAR and math with consistent interventions from special teachers.		
			By the end of the second quarter, special show a 1% growth on progress monitoring in ELAR and math with consistent interventions from special teachers.		
			By the end of the third quarter, special show a 2% growth on progress monitoring in ELAR and math with consistent interventions from special teachers.		
			By the end of the fourth quarter, special show a 3% growth on progress monitoring in ELAR and math with consistent interventions from special teachers.		
DE-3	PS #				
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, students in grades 6-8 will show growth in STAAR ELAR to 50% approaches, 30% meets, 10% masters, and in math 40% approaches, 15% meets, and 10% masters. 3rd-5th grade students will show growth to 85% approaches, 60% meets, and 25% masters in ELAR and 80% approaches, 50% meets, and 20% masters in math for the 2024-2025 school year.	Instructional Coaches will assist all teachers in H.S. - 8th grade to facilitate highly effective practices to monitor and adjust instructional planning, delivery of instruction, facilitate PLC for content deepening, weekly data analysis, and effectiveness based on student needs.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), Instructional Coach (Jessica Nieto), and teachers in attendance of the PLC.	
	PS #1	<b>Quarterly KPIs</b>	By the end of the first quarter, student progress monitoring will show an increase in student achievement by 1% in both ELAR and math.		
			By the end of the second quarter, student CBA assessments or STAAR Interim assessment will show an increase in student achievement by 3% in both ELAR and math.		
			By the end of the fourth quarter, students will achieve goals of 50% approaches, 30% meets, 10% masters in ELAR and 40% approaches, 15% meets, and 10% masters in math. Students in grades 3-5 will show growth to 85% approaches, 60% meets, and 25% masters in ELAR and 80% approaches, 50% meets, and 20% masters in math for the 2024-2025 school year.		
SL-2		By the end of the year, students will increase reading fluency and reading comprehension by 5%.	By the end of the 2024-2025 school year, a certified retired teacher will be working with students to help increase reading fluency and comprehension in grades Kinder through 8th. After School tutoring will be provided for students.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), Instructional Coaches (Jessica Nieto), and teachers in attendance of the PLC.	
	PS #	<b>Quarterly KPIs</b>	By the end of the first quarter, student data will be monitored through unit assessments, teacher created assessments, MAP growth, and MAP fluency to determine intervention needs.		
			By the end of the second quarter, a CRT will be hired to begin tutoring students using data from quarter 1 to base interventions.		
			By the end of the third quarter, a CRT will show progress with student reading fluency and comprehension through progress monitoring by 3%.		
	By the end of the fourth quarter, hired CRT will show students have made progress using EOY MAP assessments with at least 5% in MAP growth and MAP fluency.				
SL-3		By the end of the year,			
	PS #	<b>Quarterly KPIs</b>	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				
SL-4		By the end of the year,			
	PS #	<b>Quarterly KPIs</b>	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				

Plan for Improvement – Processes & Programs

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, students will show an increase in MAP Growth by 10% in math and 12% in reading.	For the 24-25 school year, ECE-8th grade teachers will be provided professional development, supplies, manipulatives, learning displays, materials, and supplemental resources to help implement differentiated strategies to provide interventions for students. Instruction for small group implementation to increase rigor, planning, and implementation of differentiation strategies to improve student growth. Students who have not met growth by middle of the year will be referred for further intervention through the MTSS process.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), Instructional Coach (Jessica Nieto), and teachers.	
	PS #1	Quarterly KPIs	By the end of the first quarter, students will be tiered from BOY MAP testing, supplemental resources will be orderd and small group interventions will begin. Progress will be monitored through progress monitoring.		
			By the end of the second quarter, student growth will be monitored through progress monitoring. Students in grades K-8 will show 3% growth in math and 4% growth in reading.		
			By the end of the third quarter, student growth will be monitored through progress monitoring. Students in grades K-8 will show 4% growth in math and 4% growth in reading.		
			By the end of the fourth quarter, student growth will be monitored through progress monitoring. Students in grades K-8 will show 3% growth in math and 4% growth in reading.		
PP-2		By the end of the year, students in grade 6-8 will show growth is STAAR ELAR to 30% meets and 10% masters and 15% meets and 10% masters. Students in grades 3-5 will acheive 60% meets and 25% masters in ELAR and 50% meets and 20% masters in math.	For the 24-25 school year, 3rd-8th 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 differenation strategies to improve student growth.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), Instructional Coach (Jessica Nieto), and teachers.	
	PS #2-3	Quarterly KPIs	By the end of the first quarter, professional development will be provided to teachers at the beginning of the year for teachers to implemt differentiated strategies to help achieve meets and masters.		
			By the end of the second quarter, meets and master percentages will be monitored through unit assessments and intervention progress monitoring. Students will show growth by 3%.		
			By the end of the third quarter, meets and master percentages will be monitored through unit assessments and intervention progress monitoring. Students will show growth by 4%.		
			By the end of the fourth quarter, meets and master percentages will be monitored through unit assessments and intervention progress monitoring. Students will show growth by 3%.		
PP-3		By the end of the year, student discipline referrals will drop by 30% = 100 disciplinary offenses which would result in less interruption of instructional time.	For the 24-25 school year, 6-8 grade teachers will be provided resources, professional development, administrative support, SEAD support, counseling support, coaching and feedback to implement strong classroom management and procedures to effectively reduce disciplinary offenses. With support from FACE Specialist, community will be provided with education on supporting students at home and in the classroom.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), Instructional Coach (Jessica Nieto), SEAD Department, Social Worker, FACE Specialist (Yvonne Hernandez-Solis), and teachers.	
	PS #4	Quarterly KPIs	By the end of the first quarter, professional development will be provided to teachers regarding expectations for behaviors for disciplinary referrals. Support will be provided from the SEAD department and community meetings will be held for information to parents.		
			By the end of the second quarter, disciplinary referrals will be at 50 or less for the school year. Administration will provide feedback to campus regarding trends in data regarding behavior trends on campus.		
			By the end of the third quarter, disciplinary referrals will be at 75 or less for the school year. Administration will provide feedback to campus regarding trends in data regarding behavior trends on campus.		
			By the end of the fourth quarter, disciplinary referrals will be at 100 or less for the school year. Administration will provide feedback to campus regarding trends in data regarding behavior trends on campus.		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)						
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes						
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount	
PE-1		By the end of the year, attendance for academic nights will increase by 5%.	For the 24-25 school year, academic nights will be planned in collaboration with FACE Specialist and PTA to encourage community involvement and increase support and academic performance.	Administrators (Claudia Ramos-Coto, Jessica Ramirez), FACE Specialist (Yvonne Hernandez-Solis), Counselors (Brittany Mikaelian, Elaina Polich), teachers		
	PS #1	Quarterly KPIs				By the end of the first quarter, parent engagement at academic events will increase by 2%.
						By the end of the second quarter, parent engagement at academic events will increase by 1%.
						By the end of the third quarter, parent engagement at academic events will increase by 1%.
						By the end of the fourth quarter, parent engagement at academic events will increase by 1%.
PE-2		By the end of the year,				
	PS #2	Quarterly KPIs	By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			
PE-3		By the end of the year,				
	PS #	Quarterly KPIs	By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			
PE-4		By the end of the year,				
	PS #	Quarterly KPIs	By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			

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

DEMOGRAPHICS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, attendance will be at 90% with a tardy rate of less than 5%.	Choose One	
DE-2	By the end of the first quarter, special show a 1% growth on progress monitoring in EL AR and math with consistent interventions from special teachers	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	
STUDENT LEARNING			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, student progress monitoring will show an increase in student achievement by 1% in both EL AR and math	Choose One	
SL-2	By the end of the first quarter, student data will be monitored through unit assessments, teacher created assessments, MAP growth, and MAP fluency to	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, students will be tiered from BOY MAP testing, supplemental resources will be orderd and small group interventions will begin	Choose One	
PP-2	By the end of the first quarter, professional development will be provided to teachers at the beginning of the year for teachers to implemnet differentiated	Choose One	
PP-3	By the end of the first quarter, professional development will be provided to teachers regarding expectations for behaviors for disciplinary referrals. Support will	Choose One	
PP-4	By the end of the first quarter,	Choose One	
PERCEPTIONS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, parent engagement at academic events will increase by 2%.	Choose One	
PE-2	By the end of the first quarter,	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	



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

**DEMOGRAPHICS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, attendance will be at 92% with a tardy rate of less than 4%.	Choose One	
DE-2	By the end of the second quarter, special show a 1% growth on progress monitoring in EL AR and math with consistent interventions from special teachers	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, student CBA assessments or STAAR Interim assessment will show an increase in student achievement by 3% in both EL AR	Choose One	
SL-2	By the end of the second quarter, a CRT will be hired to begin tutoring students using data from quarter 1 to base interventions.	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, student growth will be monitored through progress monitoring. Students in grades K-8 will show 3% growth in math and 4%	Choose One	
PP-2	By the end of the second quarter, meets and master percentages will be monitored through unit assessments and intervention progress monitoring. Students will show	Choose One	
PP-3	By the end of the second quarter, disciplinary referrals will be at 50 or less for the school year. Administration will provide feedback to campus regarding trends in	Choose One	
PP-4	By the end of the second quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, parent engagement at academic events will increase by 1%.	Choose One	
PE-2	By the end of the second quarter,	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

**DEMOGRAPHICS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, attendance rate will be at 94% with a tardy rate of less than 3%.	Choose One	
DE-2	By the end of the third quarter, special show a 2% growth on progress monitoring in EL AR and math with consistent interventions from special teachers.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	#REF!	Choose One	
SL-2	By the end of the third quarter, a CRT will show progress with student reading fluency and comprehension through progress monitoring by 3%.	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, student growth will be monitored through progress monitoring. Students in grades K-8 will show 4% growth in math and 4% growth in	Choose One	
PP-2	By the end of the third quarter, meets and master percentages will be monitored through unit assessments and intervention progress monitoring. Students will show	Choose One	
PP-3	By the end of the third quarter, disciplinary referrals will be at 75 or less for the school year. Administration will provide feedback to campus regarding trends in	Choose One	
PP-4	By the end of the third quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, parent engagement at academic events will increase by 1%.	Choose One	
PE-2	By the end of the third quarter,	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, attendance rate will be at 96% with a tardy rate less than 2%.	Choose One	
DE-2	By the end of the fourth quarter, special show a 3% growth on progress monitoring in ELAR and math with consistent interventions from special teachers.	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, students will achieve goals of 50% approaches, 30% meets, 10% masters in ELAR and 40% approaches, 15% meets, and 10% masters in math.	Choose One	
SL-2	By the end of the fourth quarter, hired CRT will show students have made progress using EOY MAP assessments with at least 5% in MAP growth and MAP fluency.	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, student growth will be monitored through progress monitoring. Students in grades K-8 will show 3% growth in math and 4% growth in reading.	Choose One	
PP-2	By the end of the fourth quarter, meets and master percentages will be monitored through unit assessments and intervention progress monitoring. Students will show growth in math and reading.	Choose One	
PP-3	By the end of the fourth quarter, disciplinary referrals will be at 100 or less for the school year. Administration will provide feedback to campus regarding trends in referrals.	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, parent engagement at academic events will increase by 1%.	Choose One	
PE-2	By the end of the fourth quarter,	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

**Annual Summative Review**

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the 2024-2025 school year, attendance will be 96% or greater and a decrease in tardies to less than 2%	Choose One	
DE-2	By the end of the year, special population (EB/SPED) performance on STAAR and STAAR Interim will increase by 3%	Choose One	
DE-3		Choose One	
DE-4	By the end of the year,	Choose One	

**STUDENT LEARNING**

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, students in grades 6-8 will show growth in STAAR ELAR to 50% approaches, 30% meets, 10% masters, and in math 40% approaches, 15%	Choose One	
SL-2	By the end of the year, students will increase reading fluency and reading comprehension by 5%	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, students will show an increase in MAP Growth by 10% in math and 12% in reading	Choose One	
PP-2	By the end of the year, students in grade 6-8 will show growth in STAAR ELAR to 30% meets and 10% masters and 15% meets and 10% masters. Students in grades	Choose One	
PP-3	By the end of the year, student discipline referrals will drop by 30% = 100 disciplinary offenses which would result in less interruption of instructional time	Choose One	
PP-4	By the end of the year,	Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, attendance for academic nights will increase by 5%.	Choose One	
PE-2	By the end of the year,	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

**Committee Members**

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

**Committee Members**

Name	Role	Name	Role

## Assurances and Approval Information

### Principal Supervisor Assurance

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

### Campus Principal Assurance

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

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



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



## Title I Campus Program Requirements

# Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Binder in the main office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English, translation upon request		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	<b>Equitable Availability of Parent-Family Engagement Policy to Parents</b>			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Binder in the main office		
<input type="checkbox"/>	Parent & Family Engagement	Languages Available	English & Spanish		
<input type="checkbox"/>	Physical Activity	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0278/docs/KellyPFE24-25PolicyREVISED.pdf">https://schools.saisd.net/upload/template/0278/docs/KellyPFE24-25PolicyREVISED.pdf</a>		
<input type="checkbox"/>	Professional Development	<b>Equitable Availability of the School-Parent Compact to Parents</b>			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Binder in the main office		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0278/docs/KellyCompact24-25REVISED.pdf">https://schools.saisd.net/upload/template/0278/docs/KellyCompact24-25REVISED.pdf</a>		
<input type="checkbox"/>	Student Attendance	<b>How and When was the PFE Policy &amp; School-Parent Compact Distributed</b>			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations	Open House	9/25/2024	Parent Teacher Conferences	10/25/2024
<input type="checkbox"/>	Transition PK to K	Annual Title 1 Meeting #1	9/27/2024		
<input type="checkbox"/>	Violence Prevention/Intervention	Annual Title 1 Meeting #2	9/30/2024		

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	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	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <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	Google Shared Folder	
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		