

# Campus Improvement Plan

## 2023-2024



**Sarah King Elementary**

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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**

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

**SAISD 2023-2024 Board Goals**

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

**SAISD 2023-2024 Campus Goals**

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

**ESSA Title I Compliance - 1.1 Critical 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
<b>Meeting #1: 5/15/23</b>	<p><b><u>Student Learning:</u></b> Review of Campus Data, Cycle 3 and Cycle 4: We reviewed Middle of Year, CIRCLE Middle of the Year MAP Data from K2, and STAAR Interim Data from 3rd-5th February. Reviewed the PFE Policy, make suggestions for revision created problem statements/root cause statements</p> <p><b><u>Perceptions:</u></b> Parental Involvement, Parental Engagement - Examined parent surveys, PFE event sign-ins, and all engagement opportunities for 2022-2023.</p>
<b>Meeting #2: 5/22/23</b>	<p><b><u>Demographics:</u></b> School Enrollment: 575; Student Groups: Student Attendance Data: 90.6% for the year, (Attendance was 87.6% last year. Summative Review for all students and populations and teachers</p> <p><b><u>Processes and Programs</u></b> Campus Needs Assessment; data analysis: determine gaps in demographics, processes and programs. Explore problems and root cause statements.</p>

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

Summative Evaluation:

- Students made some progress on MAP but did not meet their 10% increase grade level readiness by 10%
- Attendance has stayed over 90% for the school year, which was the goal—so it was met
- Teachers are utilizing AES Strategies such as journaling and Anchor Charts. but do not fully implement the math problem-solving strategy—Map, Model, Solve consistently
- Parental involvement has increased by more than the 30% goal.
- Small group instruction and intervention is being implemented schoolwide

We will carry student goals for performance over, but adjust the goals. We also saw that parent involvement goal was achieved, but we added the goal of adding parent volunteers to the campus.

**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	
Teacher Experience / Retention	Demographics and TAPR Report	PS DE-1	55% of our teachers have less than 5 years of teaching experience. The campus has not been able to recruit and retain effective teachers with experience.
		RC DE-1	Grade-level and content-area teams do not have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.
Student Groups	Enrollment Data–ESL Enrollment	PS DE-2	63 newcomer Emergent Bilinguals have enrolled in Sarah King this school year. Staff members found it difficult to meet these students’ instructional needs.
		RC DE-2	Staff members are not familiar with effective ESL instructional strategies
Student Groups	Student Surveys	PS DE-3	Students do not have enough real world experiences and lack background knowledge
		RC DE-3	Students have not been exposed to field trips and scientific investigations since the pandemic.
		PS DE-4	
		RC DE-4	
Data Determinations	<p>Based on the summative evaluation of the 2022 - 2023 CIP -</p> <ul style="list-style-type: none"> <li>- Our campus will need to engage in recruitment efforts that attract teachers aligned with the mission, vision, and values of the school. A protocol will be introduced into all teacher interviews with specific criteria for identifying effective teachers.</li> <li>- Our campus will continue to examine routines for onboarding teachers</li> <li>- ACTs roles and responsibilities will be clearly defined in order to support teachers and facilitate collaboration and promote positive team dynamics.</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	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness Trends	Unit Test Data, MAP Reports, STAAR, STAAR Interim Reports	PS SL-1	Only 35% of K-5 students in RLA and 37% of students in Math are meeting grade level readiness as determined by STAAR and MAP. (on-grade level and or performing at the meets and masters level).
		RC SL-1	Inconsistent use of research-based best practices and instructional strategies grades K-5
STAAR Domain and TELPAS	STAAR and TELPAS	PS SL-2	Preliminary STAAR Data shows that less than 50% of students likely passed both Reading and Math STAAR tests.
		RC SL-2	Teachers lack clear understanding of the knowledge and skills of the state standards, TEKS.
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
<p style="text-align: center;"><b>Data Determinations</b></p>	<p>Based on the summative evaluation for the 2022-2023 CIP</p> <ul style="list-style-type: none"> <li>-The leadership team has to become clear on selective specific criteria to evaluate instructional practices and provide the feedback necessary in a timely fashion to improve instruction in all classrooms.</li> <li>-In PLNs, teachers are not unpacking standards and developing a deeper understanding of TEKS in order to deliver aligned instruction that meets the needs of all students and addresses the state standards.</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.

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

Area Examined	Data Sources	Problem Statements and Root Causes	
PLCs	Student work samples/analysis, Unit Assessments, CBAs, STAAR Simulation/Interim data	PS PP-1	Teachers are not analyzing data to plan instruction that targets individual student needs.
		RC PP-1	The campus has not created a PLN focused agenda/protocol.
Feedback	T-TESS Walkthroughs and Campus Feedback Tracker	PS PP-2	T-TESS Observation Data is not calibrated for student performance.
		RC PP-2	Data and feedback from observations are not shared in a timely manner and goal-setting conversations based on student performance data are not held regularly and prioritized.
	Student work samples/analysis, Unit Assessments, CBAs, STAAR Simulation/Interim data	PS PP-3	Teachers do not have access to a variety of instructional programs and materials to differentiate instruction and target student needs.
		RC PP-3	The staff is not aware of how to provide instruction that is differentiated and that target students' instructional needs at all tiers.
		PS PP-4	
		RC PP-4	
<b>Data Determinations</b>	-PLCs need a more focused approach in analyzing student work and data trends to adequately show where students need the most enrichment. -Classroom walkthroughs and observation feedback must be prioritized and scheduled within 48 hours of the observation and T-TESS employee evaluations should align with student performance data.		

**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	
Staff Engagement	Staff Climate Surveys	PS PE-1	Campus policies and expectations are not consistently implemented with fidelity.
		RC PE-1	Staff has not been involved with the creation and refinement of mission, vision, and values.
Student Discipline	Discipline Data	PS PE-2	Discipline referrals and attendance concerns are increasing, not decreasing.
		RC PE-2	The campus leadership team has not developed a schedule for regularly reviewing referral data and attendance trends and patterns, and created data-based interventions.
Social Emotional Learning	Rhythm surveys, student surveys, Parent surveys, counselor guidance schedule and calendar	PS PE-3	Students are not receiving adequate SEL supports.
		RC PE-3	No clear time has been schedule to educate teachers, staff, and the community about SEL needs and supports that students need to thrive in schools.
Parental Involvement	Parent Surveys, Staff Surveys	PS PE-4	We do not have active parent volunteers.
		RC PE-4	The school has not created a clear path for parents to become volunteers.
Parent Involvement	Parent Surveys, Staff Surveys	PS PE-5	Parents are not involved in the school's learning objectives and goals
		RC PE-5	Parents do not have the knowledge of skills their students are learning and do not know how to best support their students with their learning.
<b>Data Determinations</b>	The staff did not meet to develop mission, vision, and value statements,so many didn't seem aligned or connected to the campus' mission, vision, and values. Students discipline referrals continued to rise throughout the year, rather than decreasing. Students need proper SEL Supports from all adults on campus Parents have indicated through surveys and in-person feedback during C.A.C. meetings that they would like to volunteer on campus and even have plans to form a PTO or PTA.		

## 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 and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	<p><b>Performance Objective 1:</b> Sarah King Elementary will recruit, select, assign, induct, and retain a full staff of highly qualified educators. <b>Demographics 1</b></p>	<p><b>Strategy 1:</b> All ACTs and other instructional leaders and professionals will train and mentor teachers offering support to all staff members in best practice instructional strategies</p>	Admin Team and Instructional Coaches, ACTs	
		<p style="text-align: center;"><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<ul style="list-style-type: none"> <li><b>By the end of Quarter 1:</b> 100% of ACTs will be trained in team dynamics as evidenced by a sign in sheet and the meeting agenda. ACTs will submit to administration a weekly grade-level meeting schedule and agenda for grade-level meetings. ACTs will submit sign in sheets from each grade-level meeting.</li> <li><b>By the end of Quarter 2:</b> ACTs will share/demonstrate at least 1 research based high yield instructional strategy with their teams during weekly PLN meetings as evidenced by PLN Agendas.</li> <li><b>By the end of Quarter 3:</b> ACTs will share/demonstrate at least 1 research based high yield instructional strategy with their teams during weekly PLN meetings as evidenced by PLN Agendas.</li> <li><b>By the end of the year:</b> There will be a 5% increase in Meets and Masters on 2024 Reading and Math STAAR Tests</li> </ul>		
DE-2	1	<p><b>Performance Objective 2:</b> 100% of teachers will be trained in the use of instructional strategies to better instruct and support our rising ESL and EB populations by the end of 2023-2024. <b>Demographics 2</b></p>	<p><b>Strategy 1:</b> Every classroom will implement the 7 Step Steps to a Language Rich Environment strategies</p>	Admin Team and Instructional Coaches	
		<p style="text-align: center;"><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<ul style="list-style-type: none"> <li><b>By the end of Quarter 1:</b> All teachers will be trained in strategies 1- 7 as evidenced by sign in sheets and agenda</li> <li><b>By the end of Quarter 2:</b> All teachers will implement strategies 5 &amp; 6 in all content areas (math, reading, science and social studies, PE, Art, Choir, and Health) as measured by classroom observation data and student assessment data.</li> <li><b>By the end of Quarter 3:</b> All teachers will implement strategies 7 in all content areas.</li> <li><b>By the end of the year:</b> All teachers will implement all 7 Steps strategies in all content areas.</li> </ul>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</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
DE-2	1	<p><b>Performance Objective 2:</b> 100% of teachers will be trained in the use of instructional strategies to better instruct and support our rising ESL and EB populations by the end of 2023-2024.</p> <p><b>Demographics 2</b></p>	<p><b>Strategy 2:</b> The campus will hire an additional ESL Teacher to meet need of the growing ESL Population at Sarah King elementary</p>	Principal and Assistant Principals	Paid for by District
		<p><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<ul style="list-style-type: none"> <li>• <b>By the end of Quarter 1:</b> ESL Teachers will create a digital data tracker with all the students they serve. ESL teachers will plan with teachers once per week during PLCs.</li> <li>• <b>By the end of Quarter 2:</b> Admin and ESL teachers will meet monthly to discuss data and student progress, set goals</li> <li>• <b>By the end of Quarter 3:</b> Students in Grades 3-5 will begin STAAR intervention with ESL teachers</li> <li>• <b>By the end of the year:</b> ESL teachers will meet with Admin to discuss summative progress and set goals for individual student progress.</li> </ul>		
DE-3	1,2,3	<p><b>Problem Statement:</b> Students do not have enough real world experiences and lack background knowledge</p> <p><b>Performance Objective 1:</b> 100% of students in grades PK-5th will participate in 1-2 educational field trips for the 2023-2024 school year.</p> <p><b>Demographics 3</b></p>	<p>Strategy 1: All ACTs will collaborate with their grade-level teams to plan at least 1 educational field trip aligned to grade-level TEKS</p>	Admin Team	\$13,002.00 for admission fees and transportation.
		<p><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<ul style="list-style-type: none"> <li>• <b>By the end of Quarter 1:</b> Each grade level will team will submit their field trip plan for the year.</li> <li>• <b>By the end of Quarter 2:</b> All grade levels will have taken at least 1 field trip</li> <li>• <b>By the end of Quarter 3:</b> Teams will submit their plans for a second field trip for the year.</li> <li>• <b>By the end of the year:</b> All grade levels will have completed at least 1 field trip.</li> </ul>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes3 we					
# (GPS)	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	<p><b>Problem Statement:</b> Only 35% of students in RLA and 37% of students in Math are meeting grade level readiness as determined by MAP</p> <p><b>Performance Objective 1:</b> 100% of teachers will utilize assessment data to target instructional deficits in student learning through targeted Tier 2 and 3 interventions and differentiated instructional strategies.</p> <p><b>Student Learning 1</b></p>	<p><b>Strategy 1:</b> Each teacher will be trained in the use and interpretation of assessment data from MAP Learning Continuum, Unit Assessments, STAAR Interims, CBAs, ISIP to individualize intervention and to pace out intervention plans for student needs</p>	Admin Team ICs	\$2,000 for supplies
		<p><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<ul style="list-style-type: none"> <li>• <b>By the end of Quarter 1:</b> 100% of teachers will have been trained on NWEA Map Reports, and use the learning continuum to ensure Tier 2 and 3 plans are updated in Branching Minds</li> <li>• <b>By the end of Quarter 2:</b> All teachers will have current plans in Branching Minds that show specific interventions and progress monitoring data, showing how we are closing learning gaps.</li> <li>• <b>By the end of Quarter 3:</b> 100% of teachers will submit plans that show how deficits will be targeted and Tier 2 and 3 students are being addressed daily in their lesson plans</li> <li>• <b>By the end of the year</b> At least 50% of all students will meet their MAP expected growth.</li> </ul>		
SL-2	1,2,3	<p><b>Problem Statement:</b> Preliminary STAAR Data shows that less than 50% of students likely met standard in Reading, Math, and Science STAAR tests.</p> <p><b>Performance Objective 2:</b> 100% of teachers will align their instructional practices to the TEKS</p> <p><b>Student Learning 2</b></p>	<p><b>Strategy 1:</b> Teachers will unpack the standards and align</p>	Admin Team ICs	\$2,000 for Resources
		<p><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<ul style="list-style-type: none"> <li>• <b>By the end of Quarter 1:</b> 100% of teachers will have been trained in TFAR, TDS, CRS.</li> <li>• <b>By the end of Quarter 2:</b> 100% of teachers will create assessments aligned to targeted TEKS,</li> <li>• <b>By the end of Quarter 3:</b> 100% teachers will analyze data and be intentional in creating intervention plans and assessments.</li> </ul>		

## 2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes<sup>3</sup> we

# (GPS)	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-2	1, 2,3	<p><b>Performance Objective 2:</b> 100% of teachers will track student assessment data using a school-wide student data tracker for each class, and adjust instruction based on assessment results.</p> <p><b>Student Learning 2</b></p>	<p><b>Strategy 2:</b> The campus will maintain a calendar of Unit Assessments for Specific TEKS and data will be reported in Campus Data Tracker.</p>	ICs	211-\$2,000 for Resources
		<p style="text-align: center;"><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<ul style="list-style-type: none"> <li><b>By the end of Quarter 1:</b> ICs will present the yearly assessment calendar with 3 week assessments for grades 2-5, and Performance Assessments for grades K-1.</li> <li><b>By the end of Quarter 2:</b> 100% of Teachers K-5 will maintain digital data trackers for every assessment</li> <li><b>By the end of Quarter 3:</b> Monthly data meetings will be held with each teacher K-5 to discuss student assessment data and make plans for enrichment to increase student performance.</li> <li><b>By the end of the year:</b> There will be a 5% increase in Meets and Masters percentages on STAAR</li> </ul>		
SL-2	1,2,3	<p><b>Problem Statement:</b> Preliminary STAAR Data shows that less than 50% of students likely passed both Reading and Math STAAR tests.</p> <p><b>Performance Objective 3:</b> All students K-5 will participate in a campus monthly structured writing activity as measured by a rubric. Teachers will rate and calibrate student writing to identify areas of strength and areas of need.</p> <p><b>Student Learning 2</b></p>	<p><b>Strategy 4:</b> 100% of teachers in 3rd-5th will be trained on TFAR and CRS by the end of the 2023-2024 school year</p>	Admin Team, Instructional Coaches	211
SL-2	1,2,3	<p style="text-align: center;"><b>Quarterly KPIs (Key Performance Indicators)</b></p>	<p><b>By the end of Quarter 1:</b> The campus Instructional Coaches will provide a Writing and Grammar Scope and Sequence for the campus to be followed grades K-5</p> <p><b>By the end of Quarter 2:</b> Students will keep a writing portfolio for each student. The ICs will create and train teachers on a Writing Rubric to be used to assess all writing across the campus. Student writing samples will be scored during PLCs for collaboration and calibration.</p> <p><b>By the end of Quarter 3:</b> 25% of students grades 3-5 will earn a rating of 4 or higher on their writing with 2 raters.</p> <p><b>By the end of the year:</b> 50% of students grades 3-5 will earn a rating of 4 or higher on the writing with 2 raters</p>		

## 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

# (GPS)	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,3	<p><b>Problem Statement:</b> T-TESS Observation Data is not calibrated with student performance.</p> <p><b>Performance Objective 1:</b> By the end of 23-24, 100% of teachers will attend weekly PLCs and work cooperatively with Special Education, ESL teachers, ICs and teams to plan instruction, analyze student performance data, and discuss intervention for each student.</p> <p><b>Processes and Programs 1</b></p>	<p><b>Strategy 1:</b> Administration, ICs and ACTs will facilitate weekly PLCs that address lesson planning, unpacking of TEKS/TEKS alignment, creation of assessments aligned to state standards, analyzing student work and assessment data.</p>	Leadership Team ICs	
		<b>Quarterly KPIs</b>	<ul style="list-style-type: none"> <li>• <b>By the end of Quarter 1:</b> 100% of teachers will have been trained instructional materials and aligned assessments,</li> <li>• <b>By the end of Quarter 2:</b> 50% of teachers will implement strategies and assessments aligned to identified gaps,</li> <li>• <b>By the end of Quarter 3:</b> 70% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps aligned</li> <li>• <b>By the end of the year</b> there will be at least a 10% increase in Overall MAP Performance in Math and Reading</li> </ul>		
PP-2	1,2,3	<p><b>Problem Statement:</b> T-TESS Observation Data is not calibrated with student performance.</p> <p><b>Performance Objective 2:</b> By the end of the year, 100% of all T-TESS evaluations will be correctly calibrated with student performance.</p> <p><b>Processes and Programs 2</b></p>	<p><b>Strategy 2:</b> The administrative team will attend professional learning within the district and outside of the district on effective feedback techniques and creating instructional look-fors.</p>	Leadership Team ICs	\$4,971 Admin Team fees for Conferences and Travel Expenses
		<b>Quarterly KPIs</b>	<ul style="list-style-type: none"> <li>• <b>By the end of Quarter 1</b> the campus will meet with the Office of Continuous Improvement to train of effective feedback techniques and how to create instructional look-fors.</li> <li>• <b>By the end of Quarter 2:</b> T-TESS alignment of evidence statements will increase by 50%</li> <li>• <b>By the end of Quarter 3:</b> T-TESS alignment of evidence statements will increase by 75%</li> <li>• <b>By the end of the year</b> 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.</li> </ul>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</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
PP-3	1	<p><b>Problem Statement:</b> Teachers do not have access to a variety of instructional programs and materials to differentiate instruction and target student needs.</p> <p><b>Performance Objective 3:</b> Sarah King will improve their Approaches percentage by 10% in Reading, Math, and Science.</p> <p><b>Processes and Programs 3</b></p>	<p>Strategy 1: Teachers will have access to high quality instructional programs (Curriculum Associates iReady, No Red Ink, Raz Plus, I-Station) and materials (journals, manipulatives, books, pocket charts, center activities, etc...) in both reading and math to provide rigorous instruction for Tier 1, 2, and 3 students.</p>	ICs, Principal	211-\$30,000.00 282- 1,000
		<p><b>Quarterly KPIs</b></p>	<ul style="list-style-type: none"> <li>By the end of Quarter 1: All teachers will be trained on the use of instructional materials for mini-lessons for Tier 1 instruction.</li> <li>By the end of Quarter 2: All teachers will be trained in the use of instructional programs for providing targeted Tier 2 and Tier 3 interventions.</li> <li>By the end of Quarter 3: All teachers will track student progress data in monthly student progress meetings and adjust instruction utilizing instructional materials mentioned above.</li> <li>By the end of the year: Students will show growth as measured by MAP. Targeted students should attain their MAP expected growth.</li> </ul>		



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	4	<b>Problem Statement:</b> We do not have active parent volunteers <b>Performance Objective 1:</b> By the end of the year, increase the amount of parent volunteers by 25%, as indicated by sign-in sheets and parental involvement.	Strategy 1: Campus leadership and teachers will actively recruit parent volunteers during Meet the Teacher.	Principal, FACE Specialist	211-\$4,180 Parental Engagement Supplies and refreshments
		<b>Quarterly KPIs</b>	<b>By the end of Quarter 1:</b> Parent/community volunteers will be recruited via Principal's Coffee, flyers, marquee and Class Dojo. <b>By the end of Quarter 2:</b> Sarah King will have established a PTO or PTA. <b>By the end of Quarter 3</b> There will be an increase of 5 active parent volunteers. <b>By the end of the year</b> there will be a an active parent volunteer for each grade level.		
PE-2	1,2,4	<b>Problem Statement</b> Parents do not have the knowledge of skills their students are learning and do not know how to best support their students with their learning. <b>Performance Objective 2:</b> We will build capacity in our parents by providing at least 4 learning sessions during the 2023-2024 school year to assist their children at home with school work.	Strategy 1: Instructional Coaches and campus staff will provide training and instructional materials to assist parents in supporting students' learning goals at least 4 times throughout the 2023-2024 school year(1 time per 9 weeks) in foundational skills and state standards.	Principal, ICs and FACE Specialist	211-\$4,180 Parental Engagement Supplies and refreshments
		<b>Quarterly KPIs</b>	<b>By the end of Quarter 1:</b> We will host a principal's coffee where we provide instructional strategies involving process standards and foundational skills. <b>By the end of Quarter 2:</b> We will host a parent academic night with stations for reading and literacy where each parent will leave with learning materials to support their student's learning at home. <b>By the end of Quarter 3</b> We will host a principal's coffee and a STAAR Night where we provide instructional strategies involving process standards and foundational skills. <b>By the end of the year</b> We will host a principal's coffee and/or parental involvement after school event where we provide instructional strategies involving process standards and foundational skills.		

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-2	4	<p><b>Problem Statement:</b> Discipline referrals and attendance concerns are increasing, not decreasing.</p> <p><b>Performance Objective 1:</b> By the end of the year, there will be a decrease of office referrals.</p>	<p>Strategy 2: All faculty and staff will be taught, practice and reinforce behavioral expectations with a common language across the campus. All campus and staff will understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity</p>	Counselor, Admin Team	282-\$ 282 \$
		<p><b>Quarterly KPIs</b></p>	<p><b>By the end of Quarter 1</b>, Behavioral expectations training will occur for all staff. A PBIS Implementation Rubric will be created and shared with all staff members.</p> <p><b>By the end of Quarter 2:</b> The PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies, the goal is at least 70%</p> <p><b>By the end of Quarter 3</b>, PBIS Team will conduct behavior walks to check for staff-wide implementation of PBIS strategies, the goal is at least 90% implementation.</p> <p><b>By the end of the year:</b> PBIS expectations will be implemented by 100% of staff</p>		

**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

**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

**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

**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

**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

**District Purchases**

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

Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount



Campus Improvement Plan Quality Checklist					
<b>Comprehensive Needs Assessment - Problem Statements and Root Causes</b>					
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.	
<b>Improvement Plan – Performance Objectives</b>					
All are in SMART format				All are tied to at least one problem statement.	
All are measured by a data source.					
<b>Improvement Plan – Strategies</b>					
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.	
<b>Federally Required Strategies – Do we have strategies that address -</b>					
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	
<b>Equitable Availability of the Campus Improvement Plan to Parents</b>			<b>Equitable Availability of the School-Parent Compact to Parents</b>		
Physical Locations of the Plan	Front Office		Physical Locations of the Plan	Front Office	
Languages Available	English, Spanish Upon Request		Languages Available	English, Spanish Upon Request	
URL to Online Version			URL to Online Version		
<b>Equitable Availability of Parent-Family Engagement Policy to Parents</b>					
Physical Locations of the Policy			How and When was the PFE Policy Distributed		
Languages Available	English and Spanish				
URL to Online Version					

**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

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)			

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

## 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
Sarah King Elementary	15907-144
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Joanela De Leon
Principal	SAISD Board Approval Date
Charity Nathaniel	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

# Committee Members

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

Name	Role	Name	Role
Charity Nathaniel	Principal		
	Assistant Principal		
	Assistant Principal		
	Counselor		
Chesni Williams	FACE Specialist		
Maria Contreras	Instructional Coach		
Patricia Perales	Instructional Coach		
	HeadStart Teacher		
	Kindergarten Teacher		
	1st Grade Teacher		
	2nd Grade Teacher		
	3rd Grade Teacher		
	4th Grade Teacher		
	5th Grade Teacher		
	Special Education Teacher		
	Specials/Rotation Teacher		
	Parent		
	Community Member		

