

Campus Improvement Plan

2023-2024



Campus Name: Neal Elementary

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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

SAISD 2023-2024 Board Goals

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

SAISD 2023-2024 Campus Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 April 24, 2023	<p>CIP Summative Discussions: The CAC examined goals and performance objectives to determine if they were met and strategies to decide if they met target, should be rolled over or discontinued</p> <p>Review of CNA Root Causes and Problem Statements: These were analyzed to determine how or if the strategies impacted them.</p>
Meeting #2 May 22, 2023	<p>Demographics: Attendance rates for years 2017 through 2023 were examined. Problem statement and root caused were created.</p> <p>Student Learning:Examined Math MAP, STAAR and CIRCLE data for 2021 and 2022 and MAP, CIRCLE, CBA and Interim data for the 2022-2023 school year. Problem statements and root causes were created.</p> <p>Processes and Programs: Discussed the work of PLCs, grade level meetings and campus PD days in reference to data analysis and effective implementation of strategies learned. Problem statement and root cause created</p> <p>Perceptions: Parent Engagement: Re-examined 2022 Parent Survey. Reviewed the variety of activities in which parents engaged this school year. Reviewed surveys collected by FACE Specialist during the individual engagements she held with parents/community members.</p> <p>The group brainstormed possible solutions that could be part of the new CIP</p>

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

The CAC examined goals and performance objectives of 22-23 CIP to determine if they were met and strategies to decide if they met target, should be rolled over or discontinued
Root causes and problem statements were analyzed to determine how or if the strategies impacted them.

Based on the summative evaluation, the follow decisions were made for school year 23-23:

- Attendance strategies will continue since we had a four point gain.
- Math and reading performance goals (Tier 1/Meets) for some grade levels were not met. Nonetheless, there is steady growth. Successful strategies will continue to be implemented. Writing in response to reading across grade level, conceptual Vs procedural understanding of math, math fluency, a common problem solving format and six high-yield instructional strategies will be our PD focus.
- Design a plan to track implementation of PDs that are presented.
- Small group implementation based on data analysis will be refined
- Neal will continue its parent engagement activities and refine the campus parent survey which seek to find out how parents wish to be engaged on 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	
Attendance	IData Portal and Frontline Attendance documents	PS DE-1	Seventy-five percent of attendance incentives are geared at motivating students and teachers on campus while twenty-five percent addresses families/community.
		RC DE-1	Uniformed communication methods to reach families/community members regarding attendance expectations and incentives are inconsistent. (ESF 3.3)
At-Risk Students	Branching Minds	PS DE-2	Fifty-seven percent of at-risk students perform below grade level expectations.
		RC DE-2	Implementation of high impact small group interventions/enrichments for identified students is inconsistent. (ESF 5.4)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	Attendance: 2017-2018... 96.18% 2018-2019... 96% 2019-2020... 96.01 2020-2021... 92.1 2021-2022... 88.73% 2022-2023... 92-17 Attendance was on a steady decline since 2017. This school year, a four point gain was made.		

<div> <div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div> </div>			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Math tier 1 and Meets performance	STAAR, MAP, CIRCLE, CBA and Interim results	PS SL-1	In 2022, twenty five percent of Neal's students scored at the meets level on STAAR math. In 2023, fifty-two percent were on tier 1 on EOY MAP assessments.
		RC SL-1	Inconsistent, systematic implementation of concrete through abstract thinking during math instruction to address gaps in learning. (ESF 5.4)
Reading tier 1 and Meets performance	STAAR, MAP, CIRCLE, CBA and Interim results	PS SL-2	In 2022, twenty-nine percent of Neal students performed at meets on STAAR reading. In 2023, forty-seven percent were at TIER 1 on EOY MAP assessment
		RC SL-2	Consistent implementation of common systems which govern reading/writing expectations is a work in progress. (ESF 5.4)
PLC/Grade Level PD implementation	Lesson plans and walkthrough feedback	PS SL-3	Eighty percent of teachers write learned PD strategies in their lesson plans, but only about 55% implement the strategy consistently.
		RC SL-3	A systematic, precise plan to monitor how strategies will be implemented and how evidence artifacts will be collected is a work in progress. (ESF 1.2)
		PS SL- 4	
		RC SL-4	
Data Determinations	The percentage of meet and masters performance on STAAR has decreased since 2019. (Math 2019: 42 %; 2022: 25%) (Reading 2019: 37% ; 2022: _29%)		

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	
PLC/Grade Level PD implementation	Lesson plans and walkthrough feedback	PS PP-1	Sixty-five percent of teachers at Neal consistently use data to target specific TEKS and students in small group settings.
		RC PP-1	Effective use of data to inform instruction and plan intervention/enrichments groups by all teachers is a work in progress. (ESF 5.2)
PLC/Grade Level Formative Assessment Practices	Lesson plans and walkthrough feedback	PS PP-2	Fifty percent of grade level teams consistently use formative assessment practices in whole group discussion settings.
		RC PP-2	Campus instructional leaders have not consistently offered formative assessment PD refreshers. New teachers to grade levels may not be trained. (ESF 1.2)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	<p>All of our teachers attend and participate well in our professional development sessions. All teachers also submit practiced artifacts/products that are developed during PDs. Teachers are required to write identified strategies in their lesson plans. We have found that monitoring of implementation and accountability is inconsistent.</p> <p>All teachers engage in data analysis and action planning after CIRCLE, MAP, common assessments/ CBAs are administered. We have found that TEKS used in small groups are not always matched well with students and that only about 2 of three teachers track the mastery of TEKS addressed in small groups.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parent Engagement	Number and types of parent events FACE Specialist data from individual meetings Parent surveys	PS PE-1	Family involvement (described as parent contribution to the campus) measured thirty-four percent on the spring 2022 survey.
		RC PE-1	Lack of regular promotion of ways parents/families can become involved and interact with our campus. (ESF 3.2)
Student Safety	Student survey	PS PE-2	According to our most recent (21-22) student SEAD data, about 52% of third-fifth grade students reported feeling safe in school.
		RC PE-2	Consistent implementation of the campus systematic program aimed at developing/addressing social-emotional needs of students is required of all member of Neal. (ESF 3.4)
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data	<p>The number of parents/community members who attends events have increased by 30% while volunteers who support classrooms increased by about 5 percent.</p> <p>The 2021-2022 data for Family-School Relationship, Student Bill of Rights and Student SEAD surveys were reviewed: Our Spring 2022 Family-School Relationship Survey results revealed the following: Dress Code - 85% Family Engagement/ Input- 82% Family Involvement (The degree to which families become involved with and interacts with their child's school) 34% (decreased by 6 points) School Climate (Perceptions of the overall social and learning climate of the school) 83% School Fit (Families' perception of how well a school matches their child's development needs) 79% School Safety (Perceptions of student physical and psychological safety at school) 82%</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By the end of school year 2023-2024, attendance rate will increase from 92% to 95% Demographic 1	Neal Will establish and implement a variety of activities as listed below to promote and motivate f students' daily attendance: <ul style="list-style-type: none"> - Monthly raffle for families with 100% attendance. (Info shared at every parent event, remind, Seesaw, social media, school messenger, welcome attendance flyer, etc.) - Homeroom teacher and grade level incentive (Teachers communicate those with parents) - Attendance Clerk monthly grade level competition - Quarterly attendance extravaganza (Grade Level Student Choice) - Posted daily attendance flags - Weekly home visits for chronic tardy and absences. An attendance flyer with all the incentives will be shared with parents at every parent meeting, sent via teacher remind/seesaw quarterly, posted on all Neal social media outlets and website.	Administrative Team Attendance Clerk	Registration and attendance incentives. 199 Local Maintenance-\$1,500.00
		Quarterly KPIs	By the end of the 1st quarter with the implementation of the above strategy, attendance will increase by one percent; end of 2nd quarter attendance will increase by two percent. By the end of the third quarter, attendance will increase by three percent. By the end of the year, campus will maintain its three percent increase to attain its goal of ninety-five percent attendance.		
DE-2	3	By the end of school year 23-24, with the implementation of MTSS at-risk students will increase math and reading readiness by 8 percent and growth by 10 percent as measured by CIRCLE, MAP and STAAR. Demographic 2	Provide interventions/enrichment (including tech supported, web-based platforms/programs)for all students in literacy/math/science to help students meet/exceed individual growth/achievement measures.	Administrators Instructional Coach	Tech Support 211-ESEA Title 1, Part A- \$6,000.00 Library Assistant- 211-12-6129-00-15 5-30-000 164- State Compensatory Education (SCE) \$5,000.00
		Quarterly KPIs	By the end of quarter 1, the number of at-risk students who meet math and reading growth and achievement will increase by two percent. By the end of quarter two, the number of at-risk students who will meet growth and achievement will increase by four percent. By the end of the third quarter, the number of at-risk students who will meet growth and achievement will increase by eight percent. By the end of the year, at risk students will have a 8 percent increase in readiness and ten percent in growth.		

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-3	3	By the end of school year 23-24, with the implementation of MTSS at-risk students will increase math and reading readiness by 8 percent and growth by 10 percent as measured by CIRCLE, MAP and STAAR. Demographic 2	Classroom teachers will provide after/before school/Saturday tutorials while retired teachers provide in-school tutorials in math, reading and/or science to help students meet individual growth/achievement measures.	Administrators Instructional Coach	Certified Retired Teachers-211-ESEA Title 1, Part A- \$40,000.00 Teacher Extra Duty- 211-ESEA Title 1. Part A- 17,000.00 Reading Materials-211-ESEA Title 1, Part A-Regular - \$3,000
		Quarterly KPIs	By the end of quarter 1, 100 percent of students who will receive in-school, after school or Saturday tutorial will be identified. By the end of the quarter two, tutored students in math and reading will increase their growth and achievement measure by 3 percent. By the end of the third quarter, tutored students (math/reading) will increase their growth and achievement measure by six percent. By the end of the school year, tutored students will increase their growth and readiness scores by ten and eight percent respectively.		
DE-4	3	By the end of school year 23-24, with the implementation of MTSS at-risk students will increase math and reading readiness by 10 percent and growth by 8 percent as measured by CIRCLE, MAP and STAAR. Demographic 2	Purchase supplies and materials to assess (MAP, CBA, CA, Teacher-made assessments, etc.) students periodically to gather data regarding student growth and achievement.	Administrators Instructional Coach	Testing Supplies/Materials- 211-ESEA Title 1, Part A- Regular \$5,500
		Quarterly KPIs	By the end of the 1st quarter, 100% of testing materials will be purchased and 100% of tutors trained to use them . By the end of the quarter two, tutored students in math and reading will increase their growth and achievement measure by 3 percent. By the end of the third quarter, tutored students (math/reading) will increase their growth and achievement measure by six percent. By the end of the school year, tutored students will increase their growth and readiness scores by ten and eight percent respectively.		

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	2 and 3	By the end of school year 23-24, increase on level (Tier 1/Meets) mathematics performance of all Pre-k students from 75% - 83%; Kg students from 68%- 75; 1st grade students from 57 %-65%; 2nd grade students from 43-55%; 3rd grade students ____ to ____; 4th grade students from ____ to ____ and 5th grade students from ____ to ____ as measured by CIRCLE; MAP and STAAR. Student Learning 1	Implement (daily) a balanced math instructional model for all students which includes seven essential components- environment of numeracy, math warm-ups, focused instruction, guided math instruction (whole and small group), math workshop, individual conferences and on-going system of assessment to facilitate students' procedural and conceptual understanding of math content. Practice and center materials will be bought to support student achievement.	Administrators Instructional Coach	TEKS Supported Practice Materials-211-ESE A, Part A-Regular - \$5000.00 Materials to augment centers- 164- State Compensatory Education- \$3000.00 IC- 211-13-6119001553 0000
		Quarterly KPIs	By the end of the 1st quarter, 100% of teachers will be trained on the math framework and will include its components in their lessons; by the end of quarter 2, students on level performance will increase by four percent; by the end of the third quarter, students on level performance will increase by six percent. By the end of the school year, students Meets/Tier 1 performance will increase by at least eight percent.		
SL-2	2 and 3	By the end of school year 23-24, increase on level (Tier 1/Meets) mathematics performance of all Pre-k students from 75% - 83%; Kg students from 68%- 75; 1st grade students from 57 %-65%; 2nd grade students from 43-55%; 3rd grade students ____ to ____; 4th grade students from ____ to ____ and 5th grade students from ____ to ____ as measured by CIRCLE; MAP and STAAR. Student Learning 1	Implement math fluency routines for two to four minutes daily in all grade levels to increase student addition, subtraction, division and multiplication number facts automaticity. Eg. 1. Skip counting beginning at varied starting points other than zero 2. Practice fact families using movement and songs (Incorporate in PE and Music routines) 3. Weekly one minute speed drill (Assessment) 4. Partner and group fluency competitions	Administrators Instructional Coach	Fluency Resources 211-ESEA Title 1, Part A-Regular \$3:000.00 IC- 211-13-6119001553 0000
		Quarterly KPIs	By the end of quarter 1, 100% of teachers will be trained on fluency routines and implement in their classes daily. By the end of quarter 2, sixty percent of students will earn 100 percent on their one-minute fluency drill. By the end of the third quarter, eighty percent of student will earn 100 percent on their one-minute fluency drill. By the end of the school year, students Meets/Tier 1 performance will increase by at least eight percent.		

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-3	1 and 3	By the end of school year 23-24, increase on level (Tier 1/Meets) reading performance of all Pre-k students from 46% - 56%; Kg students from 59%- 69; 1st grade students from 52 %-62%; 2nd grade students from 52-62%; 3rd grade students ____ to ____; 4th grade students from ____ to ____ and 5th grade students from ____ to ____ as measured by CIRCLE; MAP and STAAR. Student Learning 2	Teachers will implement the science of teaching reading through a Balanced Literacy Instructional Model to facilitate students' acquisition of the essential components of reading- phonemic awareness, phonics, fluency, vocabulary and comprehension- and writing. TEKS aligned practice items will be bought	Administrators Instructional Coach	TEKS Aligned Practice Items- 211 ESEA Title 1-Part A Regular- \$3000.00 Teaching Supplies: 211 ESEA Title 1-Part A Regular- \$4500.00 205 Head Start Program \$1000.00 164 State Compensatory Education - \$3000.00 IC- 211-13-6119001553 0000 Library Assistant- 211-12-6129-00-15 5-30-000
		Quarterly KPIs	By the end of the 1st quarter, 100 percent of teachers will be trained on the reading framework and essential components, include in their lesson plans and implement weekly. By the end of the second quarter, students on level performance will increase by four percent; by the end of the third grading period, student on level performance will increase by seven percent.By the end of the school year, students Meets/Tier 1 performance will increase by at least tent percent.		
SL-4	1, 2 and 3	By the end of school year 23-24, the number of teachers who implement learned PD strategies consistently will increase by 20 percent. Student Learning 3	Implement a systematic, precise plan of how learned PD will be implemented and monitored and identify the student artifacts that will be collected to evidence student progress. This is aimed at growing and supporting teachers to increase teacher retention.	Administrators Instructional Coach	Teacher Supplies Teaching Supplies: 211 ESEA Title 1-Part A Regular- \$4500.00 205 Head Start Program \$1000.00 IC- 211-13-6119001553 0000
		Quarterly KPIs	By the end of the 1st quarter, 100% of teachers will be trained in three of six high-yield instructional techniques and 50% will implement consistently; by the end of the 2nd quarter, 100% of teachers will be trained on six of six high-yield instructional techniques and sixty percent		

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-5	2 and 3	By the end of school year 23-24, increase on level (Tier 1/Meets) reading performance of all Pre-k students from 46% - 56%; Kg students from 59%- 69; 1st grade students from 52 %-62%; 2nd grade students from 52-62%; 3rd grade students ____ to ____; 4th grade students from ____ to ____ and 5th grade students from ____ to ____ as measured by CIRCLE; MAP and STAAR. Student Learning 2	Provide field experiences for all students to support academic, social and emotional learning.	Administrators Instructional Coach	Field Trip Transportation - 211 - ESEA Title I, Part A - Regular - \$6,000.00 IC- 211-13-6119001553 0000 Library Assistant- 211-12-6129-00-15 5-30-000
		Quarterly KPIs	By the end of quarter 1, fifty percent of classroom teachers will plan and secure field experiences for their students; By the end of quarter 2, 100 percent of teachers will plan and secure field experiences for their students. By the end of the third quarter, seventy-five percent of classroom teachers will take students on field experiences, By the end of the school year, students' on level (Meets/Tier 1) performance will increase by 10 percent.		
SL-6					
		Quarterly KPIs			
SL-7					
		Quarterly KPIs			
SL-8					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2 and 3	By the end of school year 23-24, the number of teachers who use data consistently to target specific TEKS and students in small group settings will increase by fifteen percent.. Process and Programs 1	Implement a system to keep track of TEKS addressed in small group settings and analyze small group student data re mastery of those TEKS. Students maintain data trackers. This is aimed at growing and supporting teachers to increase teacher retention.	Administration Instructional Coach	Teaching Supplies: 211 ESEA Title 1-Part A Regular- \$4500.00
		Quarterly KPIs	By the end of quarter 1, the system described above will be created and share with teachers. By the end of the second quarter, the number of teachers who use data consistently to target TEKS and students in small group settings will increase by 5 percent; By the end of quarter 3, the number of teachers who use data consistently to target TEKS and students in small group settings will increase by 10 percent. By the end of the year, the number of teachers who use data consistently to target TEKS and students in small group setting will increase by 15 percent.		
PP-2	1, 2 and 3	By the end of school year 23-24, 100 percent of teachers will use at least five formative assessment practices during whole group instruction. Process and Programs 2	Train or re-train teachers on the following five formative assessment practices and implement a monitoring system to hold teachers accountable for their use in the classroom. <ul style="list-style-type: none"> • Accountable Talk • Cold Call (Randomization) • Mini-whiteboard Display • Pinch Cards • Quick Write • Teacher Choice (Teachers choose a tech-based formative assessment practice) This is aimed at growing and supporting teachers to increase teacher retention.	Administrators Instructional Coach	Teaching Supplies: 211 ESEA Title 1-Part A Regular- \$4500.00
		Quarterly KPIs	By the end of the 1st quarter, 100 percent of teachers will be be trained in three of five formative assessment techniques . By the end of the 2nd quarter, 100 percent of teachers will be trained in five of five formative assessment techniques and fifty percent of teacher will be implementing regularly.. By the end of quarter three, seventy-five percent of teachers will be implementing the five formative assessment techniques. By the end of the school year 100 percent of teachers will be using at least five formative assessment practices during whole group instruction.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year (2023-2024), the number of parents who share their expertise on campus will increase by 10% and involvement by five percent.. Perception: 1	Create a list of ways parents can contribute to campus and share at all campus parent engagement, post on social media/school website and have each teacher provide to parents via remind, Seesaw, text, etc. Design a parent sign-up protocol with QR code so that parents can select how they wish to contribute.	FACE Specialist Administrators	Refreshments - 211 - ESEA Title I, Part A - Regular - \$350
		Quarterly KPIs	By the end of quarter 1, a list of ways parent can contribute to campus will be created, posted and shared with parents as described above. By the end of quarter 2, with continued promotion of the ways parents can contribute to campus, parent contributions will increase by 5 percent. By the end of quarter 3, parent contribution will increase by 7 percent. By the end of the school year, parent contributions will increase by 10 percent.		
PE-2	4	By the end of the year (2023-2024), the number of parents who share their expertise on campus will increase by 10% and involvement by at least five percent.. Perception: 1	Host parent events such as Meet the Teacher, Open House, Academic Night Out, Fall Fest, Parent Awareness Sessions, Monthly Armadillo-Parent Coffees (Staggered days (M/T/W/T/F) and times (8:30/1:30/5:30/etc.) Grade Level Musical Performances, and Monthly PTO Meetings (1st Tuesday of each month) to engage parents and community members in the school community. (Refreshments needed)	FACE Specialist Administrators	Supplies 211 - ESEA Title I, Part A - Regular - \$450.00 Refreshments - 211 - ESEA Title I, Part A - Regular - \$350
		Quarterly KPIs	By the end of the first quarter, send calendar of events to parents and post on all Neal's communication platforms, By the end of Quarter 2, parent involvement will increase by 2 percent; by the end of quarter 3, parent involvement will increase by five percent. By the end of the school year, parent involvement will increase by at least five percent.		
PE-3	4	By the end of the year 23-24, 100% of our students will be supported through PBIS practices resulting in a ten percent increase in student safety ratings and a ten percent decrease in student discipline referral. Perception 2	Teachers and students of pre-k through 5th grade will create and sign a discipline plan/social contract with tenets of CHAMPS AND PBIS and a focus on safe behaviors, and post in their classroom.	Counselor Administrators	Teaching supplies a 164-State Compensatory Education- \$2000.00 Social Emotional Support- 204 Change for Good-PBIS (Sp. Ed)- \$1,000.00
		Quarterly KPIs	By the end of the 1st quarter, social contracts will be developed and posted in 100% of the classrooms. By the end of quarter 2, student safety rating will increase by five percent, discipline decreased by five percent; by the end of quarter 3, student safety rating will increase by seven percent and discipline decrease by 7 percent. By the end of the school year, student safety rating will increase by 10 percent and discipline referrals decrease by 10 percent.		

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-4	4	By the end of the year 23-24, 100% of our students will be supported through PBIS practices resulting in a ten percent increase in student safety ratings and a ten percent decrease in student discipline referral. Perception 2	All classroom teachers will implement daily Rhithm lessons and Morning Meetings (Mascot Time); campus will operate a weekly Kindness Store in grades pre-k - 5th, counselor will provide guidance lessons and resources will be bought to help foster individual responsibility and promote safety and social-emotional wellness. Recognition, celebration, instructional, wellness and self-care materials needed.	Administrators Counselor	Kindness Store Supplies- 282-ESSER- \$6, 000 Social Emotional Wellness- 282-ESSER \$10,000
		Quarterly KPIs	By the end of quarter 1, 100 percent of classrooms will establish routines for rhithm and Morning Meetings, counselor will share guidance schedule with teachers and the Kindness Store will be stocked and procedures established. By the end of quarter 2, Student safety rating will increase by five percent, discipline decreased by five percent; by the end of quarter 3, student safety rating will increase by seven percent and discipline decrease by 7 percent. By the end of the school year, student safety rating will increase by 10 percent and discipline referrals decrease by 10 percent.		
PE-5	4	By the end of the year 23-24, 100% of our students will be supported through PBIS practices resulting in a ten percent increase in student safety ratings and a ten percent decrease in student discipline referral. Perception 2	Design and use school culture self assessment tools to monitor and track implementation of the tenets of PBIS in classroom, breakfast, morning meetings, hallway, lunch, recess and dismissal. Recognition, celebration, instructional, wellness and self-care materials needed. This is aimed at growing and supporting teachers to increase teacher retention.	Administrators Counselor	Teaching supplies a 164-State Compensatory Education- \$2000.00 Social Emotional Support- 204 Change for Good-PBIS (Sp. Ed)- \$1,000.00 Social Emotional Wellness- 282-ESSER \$5,000
		Quarterly KPIs	By the end of the 1st quarter, 100% of our self-assessment monitoring tools will be designed and discussed with faculty and staff. By the end of quarter 2, all classroom teachers will rate their PBIS implementation success rate at least 70 percent; by the end of quarter 3, all classroom teachers will have a rating of at least 90%. By the end of the school year, student safety rating will increase by 10 percent and discipline referrals decrease by 10 percent.		
PE-7			.		
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
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									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan				Physical Locations of the Plan					
Languages Available				Languages Available					
URL to Online Version				URL to Online Version					
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy				How and When was the PFE Policy Distributed					
Languages Available	English and Spanish								
URL to Online Version									

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

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

Assurances and Approval Information**Assistant Superintendent Assurance**

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

Campus Principal Assurance

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

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

