Campus Improvement Plan
2023-2024

SAISD

Pershing Elementary

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<u>VISION</u>
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.

<u>MISSION</u>
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.

<u>CORE VALUES</u>
- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

<u>CORE BELIEFS</u>
- 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.

CAMPUS VISION

Pershing Elementary will focus on creating a sense of commitment to culture, collaboration, and compassion. We will strive to: Close the Attitude Gap, Embrace Continuous Growth, and Prepare scholars for the 21st Century.

CAMPUS MISSION

At Pershing Elementary, it is the primary purpose of the entire learning community to provide a positive, safe, hands on environment to establish a foundation for lifelong learning that will equip students and their families with the tools they need to enhance their community.

CAMPUS CORE VALUES

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

CAMPUS 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 **22%** in August 2023, to **25%** 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 **0%** in August 2023, to **3%** 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 **0%** in August 2023, to **3%** 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.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Development Dates	Meeting Topics and Actions
Meeting #1 **April 24, 2023**	**Demographics** - Attendance and GT Identification-discussed areas of improvement for both. **Processes and Programs -** Professional growth, routines, and PLN purpose. We discussed how we can use PLN time more effectively.
Meeting #2 **May 15, 2023**	**Student Learning** - Discussed ways to improve PLN, focus more on lesson planning and aligning task to standards with rigor. **Perceptions** - Discussed strategies to improve student academic discuss

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

Based on the summative evaluation of the 2022 - 2023 CIP -

- While student grade level readiness did not grow (Based on STAAR Interim data and K-2nd CBAs) across all grade levels as desired, some of the strategies we incorporated in DL Kinder, 2nd grade monolingual, and 3rd grade appeared to lift academic outcomes for those students.

- Based on student outcomes and learning walks conducted in May with Instructional Specialist, professional development will focus on unpacking TEKS, identifying lesson objectives that meet depth and complexity of the TEKS, and how to explicitly teach the standards using the new curriculum (iReady instructional material) and district curriculum.

- Although the campus is on target to meet our overall attendance goal of 90% ADA, most grade levels struggled to maintain a weekly 90% ADA rate. Most of the strategies worked to increase the rate of attendance of those that started the year off with chronic absences. However, students that did not respond to incentives and attendance contracts struggled to maintain 90% an above attendance rate.

- Staff attendance continues to be an issue at Pershing. Like students, incentives offered do not appear to increase Staff Attendance rate.

Comprehensive Needs Assessment – Demographics

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

Demographics (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Student Attendance	Campus Attendance Historical Data Demographics (BI Platform) Individual Attendance Data	**PS DE-1**	The average daily attendance rate increased from 87.5% to 91.09%. High rates of absences at every grade level has caused a disruption of instruction and student learning.
		RC DE-1	All teachers do not utilize campus-provided monitoring systems to track attendance and monitor individual student progress (ESF 5.4D)
Current and Newly Identified GT Programs GT Teacher Training	Campus Attendance Historical Data Demographics (BI Platform) MAP Data	**PS DE-2**	Our Gifted and Talented program has marginally increased from 3.7% to 4.4%.
		RC DE-2	All teachers have not been trained in enrichment planning for students who need extended learning experiences and are being provided with frequent and actionable feedback on their level of implementation (ESF 5.4D).
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	The average daily attendance rate increased from 87.5% to 91.09%. Pre K attendance rate was 89.8 and Kinder attendance rate was 88.4. These two grade levels are both foundational grades. First grade ADA was 91.1, second grade 90.8, third grade 92.5, fourth grade 91.3, and fifth grade was 92.7. High rates of absences at every grade level caused a disruption of instruction and student learning. The overall 91.03 attendance rate was approximately 5% points shy of the expected 96% target. Although we saw an increase in GT identification, it is apparent that most teachers struggle to extend learning pathways for students that are meeting and or exceeding grade level standards. Based on data trends from the BOY to MOY, overall students made progress, however the team saw a pattern of high performing students in Tier moving down to in Tier one or students moved from Hi Average to approaches, below meeting standard. By the EOY, students in Hi Average fell to average or low average. This trend was observed across all grade levels Kinder-5th grade in both math and reading.		

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.

Comprehensive Needs Assessment – Student Learning

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Teachers Lesson plans	Assessments (CBAs, MAP, & STAAR) Walkthroughs Informal assessments (CFUs)	PS SL-1	Current EOY MAP data indicates that only 44% of students in grades K-5 are meeting grade level standards in reading and math.
		RC SL-1	Teachers do not use a corrective instruction action planning process, individually and in PLNs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach (ESF 5.3b)
Teachers Lesson Planning	Assessments (CBAs, MAP, & STAAR) Walkthroughs Informal assessments (CFUs)	PS SL-2	Only 50% of teachers are demonstrating reflective practice during lesson planning. Therefore, plans do not include or only include a few of the required planning components: opening and closing activities, pacing, instructional activities with differentiation, and a formative assessment with an exemplar response.
		RC SL-2	Campus instructional leaders do not provide targeted training and ongoing support so that teachers effectively use high quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups (ESF 5.1b)
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data Determinations	Current data indicates that only 44% of students in grades K-5 are meeting grade level standards in reading and math. Based on EOY MAP scores, 46% of students were Tier 1 with 56% of the students making growth. 30% of the students were on Tier 1 in Reading English with 46% meeting growth. Approximately 58% of the students assessed were Tier 1 with 64% meeting growth in Reading Spanish. STAAR result were not accounted for in this report. This demonstrate a need to ensure teachers have an opportunity to unwrap the standards and reflect on their teaching practices.

Only 50% of teachers are demonstrating reflective practice during lesson planning. Teacher reflection helps to move from just experiencing a lesson, to understanding what happened and why. Taking the time to reflect on and analyze teaching practice helps the teacher identify more than just what worked and what did not work. This may help teachers properly open and close activities, allow for proper pacing, appropriate instructional activities with differentiation, and accurately assess students both formally and informally. | | |

Comprehensive Needs Assessment – Perceptions

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
	Teacher Feedback BOY MAP MOY MAP EOY MAP CBAs STAAR	PS PE-1	According to the Insight Survey, 76% of the teachers indicated that the school implements a rigorous academic curriculum however only 44% mostly use the adopted curriculum, rather than materials they find or have created themselves.
		RC PE-1	High-quality instructional materials are not consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs (4.1b).
	Teacher Feedback BOY MAP MOY MAP EOY MAP CBAs STAAR	PS PE-2	Only 60% of teachers indicated that administration and instructional coaches improves instruction through regularly scheduled, job embedded professional development consistent with best practices for adult learning, deliberation modeling, and observation and feedback cycles compared to the national norm of 84%.
		RC PE-2	Observation debriefs conversations do not always occur within 48 hours after the observation and do not always include high-leverage, bitesized, clear, actionable feedback with clear models and opportunities to practice (5.2b).
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	According to the Insight Survey, 76% of the teachers indicated that the school implements a rigorous academic curriculum however only 44% mostly use the adopted curriculum, rather than materials they find or have created themselves. Classroom instruction do not consistently incorporat rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for students with disabilities and English learners among other student groups. Ongoing training is needed in this area. Only 60% of teachers indicated that administration and instructional coaches improves instruction through regularly scheduled, job embedded professional development consistent with best practices for adult learning, deliberation modeling, and observation and feedback cycles compared to the national norm of 84%. Teachers will need to maximize instructional time through consistent, efficient, and visible structures (e.g., posted agendas, class opening, homework collection, within-class transitions, and formative assessments). Campus instructional leaders must conduct regular walk-throughs and observations to ensure consistent implementation of expectations.		

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 and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Professional Development	PLC/PLN EOY MAP Teacher surveys	PS PP-1	Teachers feel that their professional growth needs are not being met by administrative staff. Student outcomes for grade levels indicate that only 44% of all students are meeting grade level standards in reading and math.
		RC PP-1	Campus instructional leaders do not provide targeted training and ongoing support so that teachers effectively use high quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups (5.1b)
Students	Student Surveys Observations Teachers	PS PP-2	When surveyed, 50% of Pershing students indicated that they tend not to respect the view of others.
		RC PP-2	Campus instructional leaders did not provide targeted training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships (5.1a).
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Teachers feel that their professional growth needs are not being met by administrative staff. Student outcomes for grade levels indicate that only 44% of all students are meeting grade level standards in reading and math according to the EOY MAP. Approximately 128 students out of 279 students or 46% were on Tier 1 based on the EOY MAP Math assessment. Approximately 120 students out of 279 or 43% were on Tier 1 based on the EOY Reading (Spanish and English) MAP assessment. When surveyed, 50% of Pershing students indicated that they tend not to respect the view of others. AVID training was provided at the beginning of the school year on school academic student discourse. Academic discourse provides a better learning experience for students and can help students hone their problem-solving skills. Specific communication styles, like this one, allow students to express and understand significant ideas shared by others with similar interests and skill backgrounds. Ongoing training for teachers should have been in place.		

Plan for Improvement – Demographics

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1, 4	Pershing teachers will use a Campus wide system for monitoring student attendance resulting in an annual attendance rate of 93%. **Demographics 1**	Pershing Elementary will actively promote student attendance by implementing classroom and school-wide incentives (free dress, RAM dollars to use at the PBIS store, classroom treasure box, and recognition for individual perfect attendance for those that have improved their attendance.	Teachers Data Clerk Admin ICs CAC CIS Counselor	**461**-supplies for RAM Store $2500 **282**- supplies for the RAM Store $5000 **211**-Family meetings and supplies $2200
		Quarterly KPIs	By the end of the first nine-weeks, the campus should form an attendance committee. By the end of the second nine-weeks, the attendance committee will report attendance data weekly to campus administration. By the end of the third nine-weeks, each classroom should have a meter to monitor classroom attendance weekly. By the end of the fourth nine-weeks, grade levels will provide updates to their classroom parents regarding attendance rates.		
DE-2	1	All K-5th grade Pershing teachers will attend GT training resulting in an increase of students identified as GT from 4.4% to 7%. **Demographics 2**	Pershing Elementary will establish as part of the MTSS process to identify Gifted/talented students and assist teachers will the completing the appropriate documentation for students not identified in 1st or 5th grade as well as make make recommendations for students to be identified as GT. Currently identified G/T students will receive enrichment activities that meet the nature and needs of the G/T learner through core content and ancillary classes.	Teachers Admin IC	**164** - materials for PD Implementation for participating teachers - $3400 **211** - Instructional supplies - $500
		Quarterly KPIs	By the end of the first nine-weeks, teachers who have GT students will attend either a renewal (6 hours) or be working toward a new (30 hours) certification training. By the end of the second nine-weeks, all content teachers in grades K-5 will have training provided by GT Specialist to understand different ways students may be identified as GT. By the end of the third nine-weeks,teachers with identified GT students will display evidence of depth and complexity in their classroom. By the end of the fourth nine-weeks, determine the effectiveness of training and identification of the GT program.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

Plan for Improvement – Student Learning

			2.1 - Campus Improvement Plan (CIP)		
			The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes		
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2	Current EOY MAP data indicates that only 44% of students in grades K-5 are meeting grade level standards in reading and math. **Student Learning 1**	Teachers will participate in PLNs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach after assessments. Offer all students (PreK-5th grade) extended learning opportunities through before school or after school tutoring, clubs, field trips, and coding classes, interventions groups, using resources such as classroom libraries, RazPlus and iReady.	Teachers ICs Admin	**282**-ESSER Funds for tutoring **$10,000** **211** - State & Federal Funds **$1000.00**
		Quarterly KPIs	By the end of the first nine-weeks, instructional leaders are training teachers to target and reteach academic problem areas. By the end of the second nine-weeks, teachers should be able to demonstrate action plans to address student academic deficiencies. By the end of the third nine-weeks, instructional leaders will monitor reteach plans and helping teachers adjust according to student needs. By the end of the fourth nine-weeks, grade levels are identifying trends of student misconceptions.		
SL-2	1, 2, 3	Only 50% of teachers are demonstrating reflective practice during lesson planning. Plans do not include or only include a few of the required planning components: opening and closing activities, pacing, instructional activities with differentiation, and a formative assessment with an exemplar response.**Student Learning 2**	The DuFour model will be implemented during campus PLCs. Teachers will be tasked to utilize the 4 foundational questions to ensure student-centered instruction remains the focus and learner outcomes are identified. Instructional leaders will monitor lesson planning process with a focus on instructional materials, including the quality of effective lesson plans and effective formative assessments. Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high leverage practices.	Teachers ACT ICs Admin	**164**-PD books and supplies, and subs for peer learning walks - $4200
		Quarterly KPIs	By the end of the first nine-weeks, the campus calendar will indicate dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments. By the end of the second nine-weeks, when executing a lesson, teachers regularly engage students in a variety of content-rich, complex, and meaningful texts/tasks. By the end of the third nine-weeks, teacher will establish clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims. By the end of the fourth nine-weeks, teachers will consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.		

Plan for Improvement – Perceptions

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		According to the Insight Survey, 76% of the teachers indicated that the school implements a rigorous academic curriculum however only 44% mostly use the adopted curriculum, rather than materials they find or have created themselves. **Perceptions 1**	The DuFour model will be implemented during campus PLCs. By the end of the first nine weeks of the school year, teachers will be tasked to utilize the 4 foundational questions to ensure student-centered instruction remains the focus and learner outcomes are identified. Teachers will be given time to properly implement the rigorous academic curriculum available to them and an ongoing monitoring program to ensure teacher misconceptions are addressed with instructional and teacher leaders.	Admin Teachers ICs ACT	**164** - materials for PD Implementation for participating teachers - $3400
		Quarterly KPIs	By the end of the first nine-weeks, the school provides teachers and instructional coaches with time at the beginning and throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. By the end of the second nine-weeks, the campus calendar indicates dedicated time for ongoing job-embedded professional development for the rigorous curriculum. By the end of the third nine-weeks, instructional leadership provides feedback is delivered to teachers with enough time to make recommended changes before lesson delivery. By the end of the fourth nine-weeks, teachers will consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive in each content area.		
PE-2		Only 60% of teachers indicated that administration and instructional coaches improve instruction through regularly scheduled, job embedded professional development consistent with best practices for adult learning, deliberation modeling, and observation and feedback cycles compared to the national norm of 84%. **Perceptions 2**	By the end of the first nine weeks,instructional leaders will provide regularly structured coaching and evaluations to all teachers, individually and as a grade level. The DuFour model will be implemented during campus PLCs. Teachers will be tasked to utilize the 4 foundational questions to ensure student-centered instruction remains the focus and learner outcomes are identified.	Admin ICs ACT	**None**
		Quarterly KPIs	By the end of the first nine-weeks, the campus calendar will indicate dedicated time during PLNs for teachers to have sessions of deliberate modeling, adult learning, and observation feedback to have an improved culture for coaching. By the end of the second nine-weeks, instructional leadership will regularly schedule coaching for best instructional practices and time to refine the provided practices as allocated to the teacher. By the end of the third nine-weeks, instructional leadership will calibrate on the clarity, actionability, and manageability of feedback.		

Plan for Improvement – Processes & Programs

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

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2, 3	Teachers feel that their professional growth needs are not being met by administrative staff. Student outcomes from MAP indicates that only 44% of all students are meeting grade level standards in reading and math. **Process and Programs 1**	The DuFour model will be implemented during campus PLCs. by the end of the first nine weeks of school. Teachers will be tasked to utilize the 4 foundational questions to ensure student-centered instruction remains the focus and learner outcomes are identified. Pershing Elementary instructional leaders will determine professional development needs and leverage teacher leaders to provide ongoing support for each grade level.	CAC ACTs Admin	**164** - materials for PD Implementation for participating teachers - $3400
		Quarterly KPIs	By the end of the first nine-weeks, the CAC will decide on professional development needs. By the end of the second nine-weeks, teacher leaders and the administrative team establish a framework for instruction, including instructional materials use, that contains high leverage practices. By the end of the third nine-weeks, teachers will give feedback on professional development through surveys or other methods to determine effectiveness. By the end of the fourth nine-weeks, grade-level and content-area team leaders will be trained to provide ongoing support to their teams supporting professional development.		
PP-2	4	When surveyed, 50% of Pershing students indicated that they tend not to respect the view of others. **Process and Programs 2**	The school's counselor will conduct guidance lessons in all grade levels that include but are not limited to topics that support kindness, decision making, and self-esteem. Students will incorporate AVID student discourse protocols in all core subjects in all classes. The AVID protocol will be provided in both English and Spanish and must be displayed/referenced.	Teachers ICs Administration	**None**
		Quarterly KPIs	By the end of the first nine-weeks, administrators will provide professional development on AVID student discourse protocols. By the end of the second nine-weeks, teachers will work to engage our students in creating behavioral expectations that have a common language. By the end of the third nine-weeks, expectations from students are learned, practiced, monitored, and reinforced by all stakeholders using a school-wide monitoring protocol. By the end of the fourth nine-weeks, students are identified as those who model expectations and reflect campus values and then recognized.		

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

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first nine-weeks, the campus should form an attendance committee.		
DE-2	By the end of the first nine-weeks, all teachers with a student identified as GT will attend either a renewal (6 hours) or new (30 hours) certification training.		
SL-1	By the end of the first nine-weeks, instructional leaders are training teachers to target and reteach academic problem areas.		
SL-2	By the end of the first nine-weeks, the campus calendar will indicate dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments.		
PP-1	By the end of the first nine-weeks, the CAC will decide on professional development needs.		
PP-2	By the end of the first nine-weeks, administrators and counselor is providing professional development on use of Rhithm app and AVID student discourse protocols.		
PE-1	By the end of the first nine-weeks, the school provides teachers and instructional coaches with time at the beginning and throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery.		
PE-2	By the end of the first nine-weeks, the campus calendar will indicate dedicated time during PLNs for teachers to have sessions of deliberate modeling, adult learning, and observation feedback to have an improved culture for coaching.		

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

Quarter 2 Formative Review

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
DE-1	By the end of the second nine-weeks, the attendance committee will report attendance data weekly to campus administration.		
DE-2	By the end of the second nine-weeks, all teachers will have training provided by GT Specialist to understand different ways students may be identified as GT.		
SL-1	By the end of the second nine-weeks, teachers should be able to demonstrate action plans to address student academic deficiencies.		
SL-2	By the end of the second nine-weeks, when executing a lesson, teachers regularly engage students in a variety of content-rich, complex, and meaningful texts/tasks.		
PP-1	By the end of the second nine-weeks, teacher leaders and the administrative team establish a framework for instruction, including instructional materials use, that contains high leverage practices.		
PP-2	By the end of the second nine-weeks, teachers will work to engage our students in creating behavioral expectations that have a common language.		
PE-1	By the end of the second nine-weeks, the campus calendar indicates dedicated time for ongoing job-embedded professional development for the rigorous curriculum.		
PE-2	By the end of the second nine-weeks, instructional leadership will regularly schedule coaching for best instructional practices and time to refine the provided practices as allocated to the teacher.		

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

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

Quarter 3 Formative Review

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third nine-weeks, each classroom should have a meter to monitor classroom attendance weekly.		
DE-2	By the end of the third nine-weeks, target students that are not in the GT tested grade level (K, 2nd, 3rd, and 4th grade).		
SL-1	By the end of the third nine-weeks, instructional leaders will monitor reteach plans and helping teachers adjust according to student needs.		
SL-2	By the end of the third nine-weeks, teacher will establish clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims.		
PP-1	By the end of the third nine-weeks, teachers will give feedback on professional development through surveys or other methods to determine effectiveness.		
PP-2	By the end of the third nine-weeks, expectations from students are learned, practiced, monitored, and reinforced by all stakeholders using a school-wide monitoring protocol.		
PE-1	By the end of the third nine-weeks, instructional leadership provides feedback is delivered to teachers with enough time to make recommended changes before lesson delivery.		
PE-2	By the end of the third nine-weeks, instructional leadership will calibrate on the clarity, actionability, and manageability of feedback.		

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

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

Quarter 4 Formative Review

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth nine-weeks, grade levels will provide updates to their classroom parents regarding attendance rates.		
DE-2	By the end of the fourth nine-weeks, determine the effectiveness of training and identification of the GT program.		
SL-1	By the end of the fourth nine-weeks, grade levels are identifying trends of student misconceptions.		
SL-2	By the end of the fourth nine-weeks, teachers will consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.		
PP-1	By the end of the fourth nine-weeks, grade-level and content-area team leaders will be trained to provide ongoing support to their teams supporting professional development.		
PP-2	By the end of the fourth nine-weeks, students are identified as those who model expectations and reflect campus values and then recognized.		
PE-1	By the end of the fourth nine-weeks, teachers will consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive in each content area.		
PE-2	By the end of the fourth nine-weeks, systems are in place to provide teachers effective feedback within 48 hours unless it is a formal observation such as T-TESS.		

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

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

Performance Objective	Q4 Rating	Findings / Next Steps

Quarter 4 Summative Review

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

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	Front Office		Physical Locations of the Plan	Front office
Languages Available	English		Languages Available	Other language upon request
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			

Documentation and Submissions

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

Documentation and Submissions

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

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
Pershing Elementary	15907- 158
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Dr. Joanelda De Leon
Principal	**SAISD Board Approval Date**
Shelene Livas	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
April 24, 2023	May 15, 2023

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

Name	Role	Name	Role
Dr. Handford (22-23)	principal -former	Shelene Livas (23-24)	Principal
David Velasquez	assistant principal	Amy Soupiset	Assistant Principal
Luis Torres	counselor	Sylvia Lara	Counselor
Ms. Juarez	CIS	Rosalinda Zuniga	Kinder Teacher/Bilingual Lead
Ms. Mendez	FACE Specialist	Elizabeth Randle	1st grade teacher
Elizabeth Randle	1st grade teacher	James Ochoa	2nd grade teacher
James Ochoa	2nd grade teacher	Daniela Garza	3rd grade teacher
Daniela Garza	3rd grade teacher	Monica Carvente	4th grade teacher
Monica Carvente	4th grade teacher	Frank Cabrera	5th grade teacher
Frank Cabrera	5th grade teacher	Coach Garcia	PE Coach/Specials
Gricelda Garcia	PE Coach/Specials	Viviana Tejada-Cavazos	Instructional Coach
Alba Avila	Instructional Coach	Denise Weaver-Rodriguez	Instructional Coach
Denise Weaver-Rodriguez	Instructional Coach	Christine Ruiz	Administrative Assistant
Francine Rose	GEC teacher		
Ms. Chason	GT Specialist		
Christine Ruiz	Administrative Assistant		

Committee Members