

Campus Improvement Plan

2024 - 2025



Pershing Elementary

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Board of Trustees



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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

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 4/30/24	Demographics - Attendance and discipline were identified as areas needing improvement for the 24-25 school year. Student Learning - Reading & Math achievement were identified as needing improvement after reviewing EOY MAP scores. The CAC created problem statements and root causes for these areas.
Meeting #2 5/21/24	Processes and Programs - Parental Involvement and Engagement - The committee examined parent surveys, event sign-in sheets, and reviewed all parental engagement activities for the school year. Perceptions - The CAC reviewed strategies and discussed the need to improve school-wide PBIS and an increased focus on literacy for all grade levels. The CAC created problem statements and root causes for these areas.

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

The campus is on target to meet and possibly surpass overall the ADA attendance goal of 90%. Most student-centered strategies supported an increase in the overall attendance rate for the campus. Students responded well to incentives and attendance contracts as the year progressed. The parent truancy forum provided immediate improvement and understanding of attendance policies.

Based on the summative evaluation of the 2023 - 2024 CIP, there is no need to continue the G/T goal. Due to the low number of students in this group, it is not feasible to pursue the goal another year. /

- Overall, staff attendance was not an issue at Pershing Elementary during the 23-24 school year.
- After reviewing and discussing school-wide discipline data, the committee recommended the need for a campus-wide discipline plan.
- There was a noticeable satisfaction from parents with regards to visiting the campus. However, few gains were made in the areas of parental involvement and engagement that did not incorporate some kind of student recognition.
- Based upon preliminary Reading and Math STAAR scores, Pershing students did not make the expected gains in academic achievement or growth.

Comprehensive Needs Assessment Process

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

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

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

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

Processes and Programs

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

Perceptions

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

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	Problem Statements and Root Causes	
Student Attendance	PS DE-1	The average daily attendance rate increased from 91.09% to 92.37% but fell short of the 93% goal.
	RC DE-1	Root cause - The campus did not have an effective, school-wide monitoring system.
Student Discipline	PS DE-2	There was an increase in incidences of physical aggression by all Pershing students as reflected in the number of out-of-school suspensions (8) recorded during the 23-24 school year.
	RC DE-2	There was inconsisent implentation of de-escalating strategies in classrooms.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>The campus did not have an effective attendance committee for the 23-24 school year. Classroom teachers helped monitor attendance, along with the support of the Data Clerk. Class attendance winners were announced each morning and weekly results were posted on a school-wide bulletin board. Student incentives and the calendaring of school-wide events supported an increase in overall ADA.</p> <p>Data systems exist to track discipline referrals however, without a campus-wide discipline plan, they are not effective. Due to teachers not using the Rhithm App with students daily, having only a part-time counselor, and mid-year turnover in the CIS position, students' SEL needs were not effectively met.</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.

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	Current EOY MAP data indicates that only 40% of students in grades K-5 met grade level standards in reading and math.
	RC SL-1	Teachers did not utilize data tracking processes to effectively monitor and adjust instruction based upon student achievement data.
EOY Assessment Outcomes	PS SL-2	Students in grades 3-5 earned the following preliminary STAAR scores: RLA - 57% App, 27% Meets, and 5% Masters Math - 49% App, 20% Meets, 2% Masters
	RC SL-2	All teachers in grades K-5 did not incorporate an effective, data-driven intervention block into their daily class schedule.
Grade Level Readiness	PS SL-3	Grade level Reading readiness will increase by 5% in all grade levels as measured by EOY assessments.
	RC SL-3	Our diverse population of students enters school with different levels of preparedness and many Spanish-speaking newcomers have not received consistent literacy instruction in a systematic and intentional way in their primary language.
Grade Level Readiness	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>There are low levels of literacy seen throughout the grade levels. Many students do not practice good independent reading habits nor do they have access to reading material aligned to their literacy level(s) outside of school hours. This is evident in both monolingual and dual language classes. Most teachers do not teach math concepts at the concrete, pictorial, then abstract levels. Students are also not given regular practice accompanied by the use of manipulatives to solidify concepts. 50% of teachers in grades K-5 did not effectively analyze student achievement data to plan focused intervention blocks, reteach weak objectives and skills, or reflect upon needed change to their professional practice.</p> <p>Students in grades 3-5 earned the following preliminary STAAR scores: RLA - 57% App, 27% Meets, and 5% Masters Math - 49% App, 20% Meets, 2% Masters"</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.

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Teacher PD	PS PP-1	During the 24-25 school year, 41% of teachers will have 0-5 years of experience.
	RC PP-1	Last school year (23-24), all teacher vacancies were not filled with certified teachers. These classes were taught by a variety of substitute teachers.
Behavioral / SEAD Needs	PS PP-2	According to discipline data, 45% of the discipline infractions, although level 1 infractions, occurred in the classroom.
	RC PP-2	The campus needs to implement a campus discipline management plan with common language and expectations regarding behavioral norms. Faculty and staff need to be trained in restorative practices, and cultural proficiency.
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Pershing Elementary believes in the "whatever it takes" attitude to meet the needs of both the students and the staff. Teachers collaborate with campus and district staff to ensure everyone is working towards the same goals. Data from the 23-24 Insight survey shows that 78% of teachers stated they collaborated at least weekly with teachers and leaders at the school to improve instructional plans based on student responses to tasks. During the upcoming school year, the focus of the collaboration must change to better meet the needs of all learners.</p> <p>The school year began with the campus having two instructional coaches assigned to support teachers in grades Pk-2 and 3-5 respectively. Due to the mid-year retirement of the primary grades IC, the campus ended the year with one Instructional Coach to support the entire campus.</p> <p>Our goal is to develop the whole child by building confident students, creating leadership opportunities, and celebrating diversity. We are committed to excellence in providing a safe, engaging learning environment that fosters a sense of community and belonging for each child. We recognize the value in growing students both academically and socially through supporting strong character traits and good decision-making skills.</p> <p>Based upon the number of new and novice teachers for the 24-25 school year, Pershing anticipates the need for additional professional development to facilitate teacher success. This may include after school programming, mentor assignments, book studies, and guest speakers that will enhance teachers' foundational knowledge and skills.</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.

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	Many parents do not know how to best support their students' academics in the home.
	RC PE-1	The campus did not have a FACE specialist to address family/community engagement needs during the last school year.
Staff Survey Results	PS PE-2	According to Spring 23-24 Insight Survey data, 59% of staff discussed how their own identities influence the way they interact with students.
	RC PE-2	All faculty and staff were not accustomed to using equity-centered practices in their daily work.
Extracurricular Involvement	PS PE-3	There was only one extracurricular activity for students offered during the 23-24 school year.
	RC PE-3	Few staff members are willing or able to staff after school to sponsor clubs or activities for students.
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1, 4	By the end of the year, Pershing Elementary will implement a campus-wide system for monitoring student attendance resulting in an annual attendance rate of 93% or greater.	Pershing Elementary will actively promote student attendance by implementing classroom and school-wide incentives (free and themed dress days, RAM dollars to use at the PBIS store, classroom treasure box, and recognition for individual perfect attendance.	Teachers Data Clerk Admin IC Counselor Counselor's Clerk CIS Head Start Family Support Specialist	164 - \$2,000 173 - \$500 211 - \$500
		Quarterly KPIs	By the end of the first quarter, we will have an established attendance committee with clear goals and assignments of roles and responsibilities to support student attendance.		
			By the end of the second quarter, leadership will utilize morning announcements to celebrate classes with 100% ADA.		
			By the end of the third quarter, we will sponsor a truancy forum for parents.		
		By the end of the fourth quarter, students will be publicly recognized for high attendance rates for the year.			
DE-2	1,4	By the end of the year, campus leaders will establish and ensure all staff and students understand a system of behavior incentives and consequences and consistently implement the system with fidelity.	The campus will implement school-wide behavioral expectations and culture routines.	Teachers Admin Counselor Head Start Family Support Specialist FACE and CIS	461 - \$1,000 164 - \$1,000 199 - \$1,000
		Quarterly KPIs	By the end of the first quarter, campus leaders will communicate clear school-wide expectations for student and adult actions to both staff and students.		
			By the end of the second quarter, all K-5 classrooms will implement daily Morning Meeting.		
			By the end of the third quarter, CIS will implement student meetings (ex. Lunch Bunch) for students identified and served through the CIS program.		
		By the end of the fourth quarter, all classrooms will establish norms and practices that promote a sense of community, safety, and mutual respect for students and teachers.			
DE-3	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – 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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of the year, 100% of PLCs will follow the DuFour Model as evidenced by lesson outcomes and interventions.	The DuFour model will be implemented during campus PLCs. Teachers will be tasked to utilize at least one of four foundational questions to ensure student-centered instruction remains the focus and learner outcomes are identified.	Teachers IC Administration	211 - \$500 199 - \$1,000
	PS #	Quarterly KPIs	By the end of the second quarter, the instructional coach will offer professional development that targets improving Tier I instruction.		
			By the end of the third quarter, at least two teacher leaders will either lead or co-facilitate campus PLCs to foster peer-to-peer learning.		
			By the end of the fourth quarter, teachers will consider IEP goals, EB goals and other diverse learning needs when structuring student tasks, as evidenced by demonstration of student growth through EOY MAP and CIRCLE data.		
SL-2	1,2	By the end of the year, the campus will increase the percentage of students in grades 3-5 at the Meets grade level indicator to 30% in Reading.	Teachers will utilize data to create small group intervention/enrichment sessions during the schoolwide intervention block and after school tutoring. Leadership will monitor and provide instructors with intervention and enrichment feedback.	Teachers IC Administration AVID Coordinator	211 - \$500 199 - \$2,750, 164 - \$500
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will have a monitoring system developed and implemented to ensure intervention groups are occurring in 100% of all classrooms.		
			By the end of the second quarter, 50% of teachers will receive specific feedback during small group instruction.		
	SL-1		By the end of the third quarter, 75% of teachers will receive specific feedback during small group instruction.		
		By the end of the fourth quarter, 100% of teachers will receive specific feedback during small group instruction.			
SL-3	1,2	By the end of the year, first and second grade oral reading fluency scores will reflect a 3% growth as measured by EOY MAP Fluency data.	Offer students (1+2 grade) extended learning opportunities through before school or after school tutoring, clubs, field trips, and, interventions groups, using resources such as classroom libraries, RazPlus, Think Up Math and Reading and iReady; Create primary and intermediate reading nooks to promote literacy skills in English and Spanish.	Teachers IC Administration	211 - \$500 163 - \$500 199 - \$2,750
	PS #	Quarterly KPIs	By the end of the first quarter, primary and intermediate reading nooks will be created throughout the campus to support literacy skills in English and Spanish.		
			By the end of the second quarter, the campus will have a monitoring system developed and implemented to ensure intervention groups are occurring in 100% of first and second grade classrooms.		
			By the end of the third quarter, 50% of teachers will receive specific feedback during small group instruction.		
		By the end of the fourth quarter, 100% of teachers will receive specific feedback during small group instruction.			
SL-4					
	PS #	Quarterly KPIs			

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	By the end of the year, 100% of teachers will receive professional development by attending weekly PLCs, campus-sponsored professional development and district professional learning during 50/50 days to improve the percent of students meeting grade level standards in MAP Reading and Math.	The campus will move into year two of implementing the Du Four model during PLCs. 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.	Administration CAC ACTs	164 - \$3,000 211 - \$500 199 - \$3,000
	PS #	Quarterly KPIs	By the end of the second quarter, teacher leaders and the administrative team will continue monitoring instruction, including instructional materials used, that promote high leverage practices.		
			By the end of the third quarter, grade-level and content-area team leaders will be trained to provide ongoing support to their teams supporting professional development.		
			By the end of the fourth quarter, teachers will give feedback on professional development through surveys or other methods to determine effectiveness.		
PP-2	4	By the end of the year, the campus will follow a campus-wide discipline management plan.	The school's full-time counselor will conduct guidance lessons in grades K-5 that include but are not limited to topics that support kindness, decision making, and self-esteem. Teachers will utilize high yield strategies to support social/emotional learning, kindness, decision-making, and self-esteem in the classroom, in common areas, and during extracurricular activities.	Teachers Counselor ACTs Administration	163 - \$500 173 - \$1,000 164 - \$1500 211 - Counselor's Salary
			By the end of the first quarter, school leadership will create and implement a school-wide discipline management plan for the campus.		
	PS #	Quarterly KPIs	By the end of the second quarter, teachers will engage students in daily Morning Meeting activities.		
			By the end of the third quarter, teachers will utilize the MTSS process to support students exhibiting SEL needs.		
			By the end of the fourth quarter, the campus will publicly recognize students who model good character traits and the 4Bs.		
PP-3		By the end of the year,			
			PS #	Quarterly KPIs	By the end of the first quarter,
		Quarterly KPIs	By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
			PS #	Quarterly KPIs	By the end of the first quarter,
		Quarterly KPIs	By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** 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	By the end of the year, there will be a 10% increase in the amount of parent and community involvement as indicated by sign-in sheets and evaluation/feedback activities.	The FACE Specialist, campus leadership, and teachers will actively recruit parent and community volunteers using in-person and electronic communication.	Administration FACE CIS Head Start Family Worker	205 - \$1,000 211 - \$750 211 - FACE Spec. Salary 164 - \$500
	PS #	Quarterly KPIs	By the end of the first quarter, parent/community volunteers will be recruited via Principal's Coffee, newsletters, flyers, and marquee.		
			By the end of the second quarter, Pershing will have established a core group of parent volunteers.		
			By the end of the third quarter, the FACE specialist will facilitate at least one educational opportunity for parents.		
			By the end of the fourth quarter, the FACE specialist will host a VIPS reception to recognize volunteer contributions to the school community.		
PE-2	1,2,4	By the end of the year, Pershing faculty and staff will build capacity in parents by providing at least two learning sessions during the 2024-2025 school year designed to assist children with school work in the home.	Faculty and staff will provide training and instructional materials to assist parents in supporting students' learning goals at least 2 times throughout the 2024-2025 school year in foundational skills and state standards to support CIRCLE, MAP and STAAR assessments. Coffee with the Principal meetings will be used to engage parents and offer additional parent training to support student learning.	Administration FACE CIS Head Start Family Worker	205 - \$1,000 211 - \$1,000 164 - \$500
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will have fall semester parent/teacher conferences where instructional strategies involving process standards and foundational skills are shared with parents.		
			By the end of the second quarter, the campus will host a math-focused parent engagement event where parents will leave with learning materials to support grade level math standards.		
			By the end of the third quarter, the campus will host a reading-focused parent engagement event where parents will leave with learning materials to support foundational reading skills.		
			By the end of the fourth quarter, the campus will host at least one "Coffee with the Principal" meeting and/or parental involvement event focusing on Adult Education.		
PE-3	1,3,4	By the end of the year, all instructional faculty and staff will understand how their action(s) influences the way they interact with students.	Faculty and staff will create a literacy-focused, campus environment that meets the needs of all students.	Teachers Administration ICs FACE CIS	199 - \$200 205 - \$500 164 - \$200
	PS #	Quarterly KPIs	By the end of the first quarter, all faculty and staff will receive professional development in nurturing equity in education.		
			By the end of the second quarter, all teachers will support equity through literacy by creating classroom libraries.		
			By the end of the third quarter, the campus will create reading nooks featuring fiction and nonfiction books in English and Spanish throughout the building.		
			By the end of the fourth quarter, all teachers will complete a self-assessment/reflection activity to provide feedback to foster student growth.		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, we will have an established attendance committee with clear goals and assignments of roles and responsibilities to support student attendance.	Choose One	
DE-2	By the end of the first quarter, campus leaders will communicate clear school-wide expectations for student and adult actions to both staff and students.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	#REF!	Choose One	
SL-2	By the end of the first quarter, the campus will have a monitoring system developed and implemented to ensure intervention groups are occurring in 100% of all classrooms.	Choose One	
SL-3	By the end of the first quarter, primary and intermediate reading nooks will be created throughout the campus to support literacy skills in English and Spanish.	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, the campus will establish a new teacher cohort designed to meet the instructional needs of 1st year teachers.	Choose One	
PP-2	By the end of the first quarter, school leadership will create and implement a school-wide discipline management plan for the campus.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, parent/community volunteers will be recruited via Principal's Coffee, newsletters, flyers, and marquee.	Choose One	
PE-2	By the end of the first quarter, the campus will have fall semester parent/teacher conferences where instructional strategies involving process standards and foundational skills are shared with parents.	Choose One	
PE-3	By the end of the first quarter, all faculty and staff will receive professional development in nurturing equity in education.	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, leadership will utilize morning announcements to celebrate classes with 100% ADA.	Choose One	
DE-2	By the end of the second quarter, all K-5 classrooms will implement daily Morning Meeting.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, the instructional coach will offer professional development that targets improving Tier I instruction.	Choose One	
SL-2	By the end of the second quarter, 50% of teachers will receive specific feedback during small group instruction.	Choose One	
SL-3	By the end of the second quarter, the campus will have a monitoring system developed and implemented to ensure intervention groups are occurring in 100% of first and second grade classrooms.	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, teacher leaders and the administrative team will continue monitoring instruction, including instructional materials used, that promote high leverage practices.	Choose One	
PP-2	By the end of the second quarter, teachers will engage students in daily Morning Meeting activities.	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, Pershing will have established a core group of parent volunteers.	Choose One	
PE-2	By the end of the second quarter, the campus will host a math-focused parent engagement event where parents will leave with learning materials to support grade level math standards.	Choose One	
PE-3	By the end of the second quarter, all teachers will support equity through literacy by creating classroom libraries.	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, we will sponsor a truancy forum for parents.	Choose One	
DE-2	By the end of the third quarter, CIS will implement student meetings (ex. Lunch Bunch) for students identified and served through the CIS program.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, at least two teacher leaders will either lead or co-facilitate campus PLCs to foster peer-to-peer learning.	Choose One	
SL-2	By the end of the third quarter, 75% of teachers will receive specific feedback during small group instruction.	Choose One	
SL-3	By the end of the third quarter, 50% of teachers will receive specific feedback during small group instruction.	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, grade-level and content-area team leaders will be trained to provide ongoing support to their teams supporting professional development.	Choose One	
PP-2	By the end of the third quarter, teachers will utilize the MTSS process to support students exhibiting SEL needs.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, the FACE specialist will facilitate at least one educational opportunity for parents.	Choose One	
PE-2	By the end of the third quarter, the campus will host a reading-focused parent engagement event where parents will leave with learning materials to support foundational reading skills.	Choose One	
PE-3	By the end of the third quarter, the campus will create reading nooks featuring fiction and nonfiction books in English and Spanish throughout the building,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, students will be publicly recognized for high attendance rates for the year.	Choose One	
DE-2	By the end of the fourth quarter, all classrooms will establish norms and practices that promote a sense of community, safety, and mutual respect for students and teachers.	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, teachers will consider IEP goals, EB goals and other diverse learning needs when structuring student tasks, as evidenced by demonstration of student growth through EOY MAP and CIRCLE data.	Choose One	
SL-2	By the end of the fourth quarter, 100% of teachers will receive specific feedback during small group instruction.	Choose One	
SL-3	By the end of the fourth quarter, 100% of teachers will receive specific feedback during small group instruction.	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, teachers will give feedback on professional development through surveys or other methods to determine effectiveness.	Choose One	
PP-2	By the end of the fourth quarter, the campus will publicly recognize students who model good character traits and the 4Bs.	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, the FACE specialist will host a VIPs reception to recognize volunteer contributions to the school community.	Choose One	
PE-2	By the end of the fourth quarter, the campus will host at least one "Coffee with the Principal" meeting and/or parental involvement event focusing on Adult Education.	Choose One	
PE-3	By the end of the fourth quarter, all teachers will complete a self-assessment/reflection activity to provide feedback to foster student growth.	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, Pershing Elementary will implement a campus-wide system for monitoring student attendance resulting in an annual attendance rate of 93% or greater.	Choose One	
DE-2	By the end of the year, campus leaders will establish and ensure all staff and students understand a system of behavior incentives and consequences and consistently implement the system with fidelity.	Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 100% of PLCs will follow the DuFour Model as evidenced by lesson outcomes and interventions.	Choose One	
SL-2	By the end of the year, the campus will increase the percentage of students in grades 3-5 at the Meets grade level indicator to 30% in Reading.	Choose One	
SL-3	By the end of the year, first and second grade oral reading fluency scores will reflect a 3% growth as measured by EOY MAP Fluency data.	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of teachers will receive professional development by attending weekly PLCs, campus-sponsored professional development and district professional learning during 50/50 days to improve the percent of students meeting grade level standards in MAP Reading and Math.	Choose One	
PP-2	By the end of the year, the campus will follow a campus-wide discipline management plan.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, there will be a 10% increase in the amount of parent and community involvement as indicated by sign-in sheets and evaluation/feedback	Choose One	
PE-2	By the end of the year, Pershing faculty and staff will build capacity in parents by providing at least two learning sessions during the 2024-2025 school year designed	Choose One	
PE-3	By the end of the year, all instructional faculty and staff will understand how their action(s) influences the way they interact with students	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Shelene Livas	Principal	Shelene Livas	Principal
Amy Soupiset	Assistant Principal	Amy Soupiset	Assistant Principal
Viviana Cavazos	Instructional Coach	Sylvia Castillo	Administrative Assistant
Paul Zarsky	Librarian	Paul Zarsky	Librarian
Monica Carvente	Teacher	Viviana Cavazos	Instructional Coach
Gricelda Garcia	Teacher	Chelsea Hall	Counselor
Olivia Gilpin	Teacher	Alison Dobbs	Teacher
Jessica Casas	Instructional Aide	Daniela Garza	Teacher
Charlotte Franklin	Instructional Aide	Gricelda Garcia	Teacher
Jacene Rodriguez	Parent	Jessica Casas	Instructional Aide
Lizeth Ramirez	Parent	Charlotte Franklin	Instructional Aide
Arturo Garcia	Business Partner	Yvonne Gaytan	Parent
		Jacene Rodriguez	Parent
		Arturo Garcia	Business Partner
		Pearl St. Church	Community Member

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Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
John J. Pershing Elementary School	15907- 158
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Shelene M. Livas	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Main Office, Campus Website		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English and Spanish, and other languages as requested		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0288/docs/Pershing_2024_2025_CIP.pdf		
<input checked="" type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office, Campus Website		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish, and other languages as requested		
<input type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0288/docs/Pershing24-25PFEPolicy.pdf		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Main Office, Campus Website		
<input checked="" type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish, and other languages as requested		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0288/docs/Pershing24-25ParentCompact.pdf		
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	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	Google Shared Folder	
		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		