

# Campus Improvement Plan

## 2023-2024



**Barkley-Ruiz 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**

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 4% in August 2023, to 30% in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2023-2024 Campus Goals**

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

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

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

CNA Development Dates	Meeting Topics and Actions
<b>Meeting #1</b> <b>April 24, 2023</b>	<ul style="list-style-type: none"><li>• Final Quarterly Review for 22-23 school year</li><li>• Summative Evaluation of Goals and Objectives</li><li>• Gather Data needed for next CIP/CNA meeting</li></ul>
<b>Meeting #2</b> <b>May 9, 2023</b>	<ul style="list-style-type: none"><li>• 22-23 Campus Data Analysis of Multiple Measures</li><li>• Problem Statements</li><li>• Create new goals and tighten prior goals</li></ul>

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

The CAC met to discuss the final quarterly review for the 2022-2023 school year in Plan4Learning. After the quarterly review discussed the summative evaluation of any goals and objectives that we feel may need to be abandoned or rewritten. The CAC gathered the data that would be necessary for the next CNA/CIP meeting.

The CAC conducted a data analysis on May 9, 2023. All processes and discussions were focused on identifying systematic issues that are occurring on our campus according to gathered data. We were able to determine the problem statements that are going to be part of our improvement plan. The CAC examined current data based on multiple points of information and used the Multiple Measures to drive our decisions. The CAC was able to determine where we need to focus as a campus for the 2023-2024 school year.



ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Attendance	Attendance Rate from BI	PS DE-1	Barkley Ruiz's attendance rate for 2022-2023 was 86.7% and does not meet the campus attendance goal of 90%.
		RC DE-1	As a campus, we lacked fidelity to school wide attendance rewards/celebration system for students who model attendance expectations that reflect campus values and failed to create a written/documented systematic approach for consequences of habitual tardiness and absenteeism that do not represent campus values.
Staff Retention	Teacher Insight Survey	PS DE-2	44% percent of our teachers have 0-4 years of experience, with 56% of the staff having 9+ years of experience.
		RC DE-2	According to the 22-23 teacher insight survey,the lack of teacher retention was due partly to teacher burnout,challenging financial compensation, and stress from work demands.
		PS DE-3	
		RC DE-3	
Data Determinations	<p><b>Barkley-Ruiz</b> is a school that is located in the heart of one of the lowest socioeconomic zip codes in the state, with a median family income of less than \$21,000. We have a student, population of 317 students. 92% of our students are Hispanic. 97% are economically disadvantaged. Both numbers are higher than the district mean. 8% of our students are LEP and 24% receive special education services (also higher than the district).</p> <p>We currently have 18 teachers and 72% of the teachers are Hispanic, 6% African American, 18% White, and 5% Asian. 100% of the teachers hold a Bachelor's Degree and 5% hold a master's degree. 72% of our teachers have 1-10 years of experience and 28% of the teachers have 11 or more years of experience. 6 of our 18 teachers are master teachers 2.0, with a proven track record of increasing student achievement. These teachers also comprise our leadership team.</p>		

Comprehensive Needs Assessment – Student Learning	ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.																																																
	Student Learning (Minimum 2 Areas)																																																
	Area Examined	Data Sources	Problem Statements and Root Causes																																														
	Student Achievement	STAAR Scores	PS SL-1	Campus STAAR Preliminary Performance for Tier 1 is at 28% Meets for RLA, 23% Meets for Math, and 24% for Science.																																													
			RC SL-1	The campus lacks fidelity to a refined system for professional learning communities for data diving, planning for teaching with depth and complexity and creating assessments aligned to the standards. The campus also lacks a systematic approach to phonics/phonemic awareness and process skills for reading across genres and exposure to math manipulatives and visuals																																													
	Student Achievement	MAP Scores	PS SL-2	For the 2022-2023 school year at EOY, 41% of our students performed on tier 1 on MAP Reading, and 36% of our students performed on tier 1 on MAP Math.																																													
			RC SL-2	The campus lacks fidelity to a refined system for professional learning communities for data diving, planning for teaching with depth and complexity, and creating assessments aligned to the standards. The campus also lacks a systematic approach to phonics/phonemic awareness and process skills for reading across genres and exposure to math manipulatives and visuals.																																													
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		<table><tr><td>MAP EOY MATH</td><td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>ALL</td></tr><tr><td>Tier 1</td><td>21%</td><td>25%</td><td>49%</td><td>41%</td><td>38%</td><td>38%</td><td>36%</td></tr><tr><td>Growth</td><td>0%</td><td>32%</td><td>82%</td><td>67%</td><td>45%</td><td>33%</td><td>49%</td></tr></table>								MAP EOY MATH	K	1	2	3	4	5	ALL	Tier 1	21%	25%	49%	41%	38%	38%	36%	Growth	0%	32%	82%	67%	45%	33%	49%	<table><tr><td>Campus 2023 STAAR Performance</td><td>Math</td><td>Reading</td></tr><tr><td>Likely Did Not Pass</td><td>13%</td><td>21%</td></tr><tr><td>Zone of Uncertainty</td><td>55%</td><td>41%</td></tr><tr><td>Likely Passed</td><td>31%</td><td>38%</td></tr></table>				Campus 2023 STAAR Performance	Math	Reading	Likely Did Not Pass	13%	21%	Zone of Uncertainty	55%	41%	Likely Passed	31%	38%
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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	
Attendance	Attendance	PS PP-1	Barkley Ruiz's attendance rate for 2022-2023 was 86.7% and does not meet the campus attendance goal of 90%.
		RC PP-1	As a campus, we lacked campus leadership in fidelity to school wide attendance rewards/celebration system for students who model attendance expectations that reflect campus values and failed to create a written/documented systematic approach for consequences of habitual tardiness and absenteeism that do not represent campus values.
Parent. Student. Teacher	Insight Surveys	PS PP-2	Over the past five years, parent/guardian participation has decreased by 45% and one of the domains with the lowest ratings from the Student, Parent, and Teachers Insight surveys was Family and Community Engagement.
		RC PP-2	Lack of timely communication between the campus and parents.
		PS PP-3	
		RC PP-3	
Data Determinations	CAC met monthly to discuss campus priorities and staff concerns. PLCS were scheduled weekly. Teacher's work was guided by Dufour essential questions <ul style="list-style-type: none"><li>What do we want our students to learn?</li><li>How will we know they have learned it?</li><li>How will we respond when a student experiences difficulty?</li><li>How will we respond when a student already knows it?</li></ul> Teachers collaboratively created goals with the students, CBAs were followed by action plans which addressed the needs of individual students. Students struggling with concepts were provided interventions daily. Professional development provided to teachers this school year: Questioning for classroom discussion <ol style="list-style-type: none"><li>Learning, Reassessing, formative/summative assessments</li><li>Reading Academies (15 teachers and AP principal successfully completed)</li><li>Teacher Choice Boards</li><li>SEAD Dept- SEL</li></ol>		

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	
Campus Climate	Parent Survey Teacher Survey Student Survey	PS PE-1	Over the past five years, parent/guardian participation has decreased by 45% and one of the domains with the lowest ratings from the Student, Parent, and Teachers Insight surveys was the Family and Community Engagement.
		RC PE-1	Lack of timely communication between the campus and parents
Parent Engagement	Parent Survey Teacher Survey Student Survey	PS PE-2	As indicated in the 22-23 Teacher Survey, one of the lowest domain ratings identified by teachers in the Insight Survey, was Observation and Feedback.
		RC PE-2	Instructional feedback is provided to teachers in a timely manner, but teachers are not provided with a specific turn around time for actionable next steps. There is a lack of fidelity to progress monitor if the steps are taken.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Parent Meetings ranged between 5-40 parents. The campus principal keeps parents informed using the campus webpage, messenger, Remind, Facebook, and Twitter.  Campus staff engaged the community by offering the following events: Math and Science Night, Literacy Night, Trunk or Treat, numerous field trips for all grade levels, and end-of-year celebrations.		

<b>2.1 - Campus Improvement Plan (CIP)</b> The CAC will create <b>Demographics</b> 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	1,2	<b>PO 1</b> By the end of the 23-24 school year, Barkley-Ruiz will meet or exceed the campus goal of 90% ADA  <b>PS</b> <b>DE-1</b>	<b>1. Address Absence Process</b> With fidelity and accountability, teachers will track students' daily attendance and the campus data clerk will make daily phone calls home to those students not in attendance. With fidelity and accountability, home visits will be made to students that have excessive absences. Retention specialists will be notified in a timely manner.	Campus Administration Data Clerk Teachers Attendance Committee	Fund 199 Supplies & materials
		<b>Quarterly KPIs</b>			
DE-2	1,2	<b>PO 1</b> By the end of the 23-24 school year, Barkley-Ruiz will meet or exceed the campus goal of 90% ADA  <b>PS</b> <b>DE-1</b>	<b>2. Attendance Celebrations</b> The campus will provide weekly giveaways and daily celebrations of classroom perfect attendance. Seasonal bulletin boards will be decorated to display perfect attendance	Teachers Administration Data Clerk	fund 282 1,000 fund 173 3,000
		<b>Quarterly KPIs</b>			
DE-3	1,2,3	<b>PO 2</b> <b>Teacher Retention</b> By the end of the 23-24 school year, 100% of Barkley-Ruiz Teachers will gain knowledge of 3 effective instructional strategies and learn to model a classroom culture that is diverse, empathetic, and provides equity for all  <b>PS</b> <b>DE-2</b>	<b>1. Support for Instructional Development</b> Campus Master Teachers will take on leader mentor roles. MT will micromodel/coteach alongside their peers. MTs will provide real time feedback and teachers will get the opportunity to observe one another teaching using effective best practices. The Instructional coach will support with coaching cycles.	Campus Administration Instructional Coach Teachers	Fund 211 PD's supplies & materials
		<b>Quarterly KPIs</b>			
DE-4	1,2,4	<b>PO 2</b> <b>Teacher Retention</b> By the end of the 23-24 school year, 100% of Barkley-Ruiz Teachers will gain knowledge of 3 effective instructional strategies and learn to model a classroom culture that is diverse, empathetic, and provides equity for all  <b>PS</b>	<b>2. Teacher Well Being</b> Master Teachers will regularly touch base with new hires to reflect on the most effective instructional strategies, implementation of campus wide best practices and their SEL well being. The campus schedule will incorporate 90 minute collaborative planning time.	Master Teachers, Administration, Instructional Coach	Fund 282 Kindness

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	<p><b>PO 1</b></p> <p><b>Academic Achievement</b></p> <p>In order to increase achievement of Tier 1 students to at least 33% by EOY in Mathematics, ELAR, and Science curriculum, 100% of our teachers in grades K-5 will provide daily Tier 1/rigorous instruction through research based instructional strategies and resources.</p> <p><b>PS</b></p> <p><b>SL - 1,2</b></p>	<p><b>1. Academic Strategies</b></p> <p>100% of teachers will utilize accountable talk, student to student collaboration and research based resources to provide Tier 1 rigorous instruction. Administration will provide timely feedback from walkthroughs monitoring the expected outcomes.</p>	Teachers Instructional Coach Administration	282 - ESSER \$1,000
						282 - ESSER \$300
						282 - ESSER \$4,973.71
						205 - Teaching supplies & Materials
			Quarterly KPIs			
	SL-2	1,2	<p><b>PO 1</b></p> <p><b>Academic Achievement</b></p> <p>In order to increase achievement of Tier 1 students to at least 33% by EOY in Mathematics, ELAR, and Science curriculum, 100% of our teachers in grades K-5 will provide daily Tier 1/rigorous instruction through research based instructional strategies and resources.</p> <p><b>PS</b></p> <p><b>SL - 1,2</b></p>	<p><b>2. PLC/Planning</b></p> <p>During PLC and Collaborative Planning Time teachers will address, rehearse, and implement objective-driven daily lesson plans through the deconstruction of the TEK, backward-design to include formal and informal checks for understanding, progress monitoring and scaffolding with teacher created TEK aligned assessments. The administration will progress monitor lesson plans and provide timely feedback.</p>	Leadership Team Administration	Fund 282 1,000 PD's
		Quarterly KPIs				
SL-3	1,2,3	<p><b>PO 2</b></p> <p><b>Academic Growth</b></p> <p>By EOY, The Campus will show 5% increase in academic growth in Special Pops in Reading and Math as indicated by EOY assessments.</p> <p><b>PS</b></p> <p><b>SL - 1,2</b></p>	<p><b>1. Interventions</b></p> <p>Teachers will provide TIER 2 and Tier 3 instruction through small groups and will progress monitor the effectiveness of intervention instruction weekly. Data and student products will be reviewed during weekly PLCs.</p>	Administration Teachers	211 - ESEA Title I, Part A - Regular \$10,000 (student Supplies) 211-- ESEA Title I, Part A - Regular \$10,000 (field experiences) 205 - Teaching Supplies & Materials	
		Quarterly KPIs				
	1,2,3	<p><b>PO 2</b></p> <p><b>Academic Growth</b></p>	<p><b>2. Tutoring</b></p> <p>Students will be tutored by effective certified teachers, and retired certified teachers</p>	Administration	282 - ESSER \$6,901.00 SRS Extra Duty Pay	

<b>2.1 - Campus Improvement Plan (CIP)</b> The CAC will create <b>Processes and Programs</b> 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	<b>PO 1</b> By the end of the 23-24 school year Barkley-Ruiz will meet or exceed the campus goal of 90% ADA <b>PS</b> <b>PP - 1</b>	<b>Address Attendance</b> With fidelity and accountability, teachers will track students' daily attendance, and the campus data clerk will make daily phone calls home to those students not in attendance. With fidelity and accountability, home visits will be made to students that have excessive absences. Retention specialists will be notified in a timely manner.	Teachers Administration Data Clerk	173 - Fund \$500.00
		<b>Quarterly KPIs</b>			
PP-2		<b>PO 1</b> By the end of the 23-24 school year Barkley-Ruiz will meet or exceed the campus goal of 90% ADA <b>PS</b> <b>PP - 1</b>	<b>Attendance Celebrations</b> The campus will provide weekly giveaways, and daily celebrations of classroom perfect attendance. Seasonal bulletin boards will be decorated to display perfect attendance	Teachers Administration Data Clerk	173 - Fund \$3,000
		<b>Quarterly KPIs</b>			
PP-3		<b>PO 2</b> <b>Parent/Guardian/ Community Engagement</b> By the end of the year we will increase parent participation from 25%-35% at school wide events. <b>PS</b> <b>PP - 2</b>	<b>Community Engagement</b> The campus will host monthly Principal's Coffee and 4 family events. Math Night in October, Multicultural Night in December, For the Love of Reading in February, and Game Night in April. We will advertise the event and teachers will communicate with parents directly to invite their families. Teachers will track calls made.	Administration Secretary	211 - Fund \$1,200 (Refreshments) 211 - Fund \$1,200 (Supplies)
		<b>Quarterly KPIs</b>			
PP-4		<b>PO 1</b> <b>Parent/Guardian/ Community Engagement</b> By the end of the year we will increase parent participation from 25%-35% at school wide events. <b>PS</b> <b>PP - 2</b>	<b>Parent Communication</b> The campus will communicate via the digital app Remind, Flyers, Facebook, campus website, and Instagram about family events two- three weeks in advance.	Administration Secretary	211 - Fund \$1,200 (Refreshments) 211 - Fund \$1,200 (Supplies)
		<b>Quarterly KPIs</b>			

<div>2.1 - Campus Improvement Plan (CIP)</div> <div>The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes</div>					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1	<div>PO 1</div> <div>Parent/Guardian/ Community Engagement</div> <div>By the end of the year we will increase parent participation from 25%-35% at school wide events.</div> <div>PS</div> <div>PE-1</div>	<div>Community Engagement</div> <div>The campus will host 4 family events. Math Night in October, Multicultural Night in December, For the Love of Reading in February, and Game Night in April. We will advertise the event and teachers will communicate with parents directly to invite their families. Teachers will track calls made.</div>		
		Quarterly KPIs			
PE-2	1	<div>PO 1</div> <div>Parent/Guardian/ Community Engagement</div> <div>By the end of the year we will increase parent participation from 25%-35% at school wide events.</div> <div>PS</div> <div>PE-1</div>	<div>Parent Communication</div> <div>The campus will communicate via the digital app Remind, Flyers, Facebook, campus website, and Instagram about family events two- three weeks in advance.</div>		
		Quarterly KPIs			
PE-3	4	<div>PO 2</div> <div>Social Emotional Readiness</div> <div>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.</div> <div>PS</div> <div>PE-1</div>	<div>Social Emotional Readiness</div> <div>Social-Emotional resources will be used to support students and families with a variety of needs such as social-emotional development, counseling support, positive behavior choices, and attendance motivators focused on improving student and staff morale through acts of kindness. Provide safe and calm areas around the school building including the outdoor grounds with areas for students to meet and speak to the counselor, social workers, CPS investigators, and or to have lunch with parents. Teachers may also choose to have picnic lunches to focus on students' feelings and their performance. Teachers may teach an academic lesson outside to make learning a fun and engaging activity. Resources needed: healthy snacks, kindness motivators, rewards, instructional supplies, instructional resources, educational games, bulletin board sets, picnic tables, PA sytems and microphones, benches, and supplies to engage teachers, students, and families at community and school events as well.</div>	Principal Assistant Principal Counselor Faculty and staff	282 - ESSER \$5000
		Quarterly KPIs			
		PO 3			



## 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-5	4	<b>PO 3</b> <b>Staff Perception/Obs. &amp; Feedback</b> By the end of the year 100% of the teachers will receive weekly walkthrough observation and feedback from administration or their peers <b>PS</b> <b>PE 2</b>	<b>1. Teacher Feedback and Progress Monitoring</b> Administration, instructional coach, and mentor teachers will utilize teacher data trackers to monitor weekly walkthroughs and feedback provided to teachers		
		<b>Quarterly KPIs</b>			
PE-6		<b>PO 3</b> <b>Staff Perception/Obs. &amp; Feedback</b> By the end of the year 100% of the teachers will receive weekly walkthrough observation and feedback from administration or their peers <b>PS</b> <b>PE 2</b>	<b>2. Support Documentation</b> Administration, instructional coach, district specialists, and mentor teachers will provide support, feedback from observations and the documentation of any coaching to the teachers in a timely manner.		
		<b>Quarterly KPIs</b>			

<b>2.2 – First Quarterly Review Meeting</b> The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PO1 S1 (DE1 & PP1)	Daily ADA, attendance cards, campus attendance data tracker, everyday lab reports	GP:62% (28 of 45 days)	Our current ADA is 90 % 17/45 days in session we did not hit our target of 90%. We found a pattern that Monday and Tuesdays were missed the most. Celebrations will occur more often on these days. We also noticed that tardies were not being marked. With fidelity, teachers will report tardies.
PO1 S2 (DE2 & PP2)	Daily Campus Celebration announcements, Friday Attendance Giveaways, Seasonal Attendance “Brag Bulletin Board”	GP:62% (28 of 45 days)	Our current ADA is 90.76%. Of the first 45 days of the school year, the campus had 90% or higher attendance. Attendance committee has analyzed and created a list of families with a high number of absences to reach out to. There has been a pattern of Mondays and Tuesdays having a high number of absences. Next steps: Track tardies by having teachers report tardies daily with fidelity.
PE1 S1 (PP3 S3)	Flyers, sign-in sheets, social-media platforms, parent-communication platforms	MT:100%	We are hosting our first family event on October 26. We have sent flyers and communicated with parents via social-media and parent-communication platforms. Monthly events are also shared via a monthly campus calendar. Events are posted on the marquee to inform the community of upcoming events.
PE2 (PP4 S4)	Flyers, school monthly calendars, social-media platforms, parent-communication platforms	MT:100%	Notice of October family event was issued in monthly calendar, on social-media, as well as individual flyers at the beginning of October. Teachers also send family reminders via various platforms suitable to their grade levels (Class Dojo, Remind, Google Voice, SeeSaw).
PO2 S1	PLC, 50-50, Days, EPIC Saturdays	MT:100%	We have had 2 50-50 days, 1 EPIC Saturday, and we have our weekly PLC with planning embedded into the weekly schedule.
PE3	Positive affirmations in daily announcements, Rhythm, Calm-Corner/Bin with calming materials, CIS Coordinator	SP -80%	We have received our PBIS materials for campus-wide incentive system. Items now need ot be distributed.
SL-1 PO-1	Lesson Plans, Walkthroughs, Instructional Rounds	GP 75%	We will continue to provide resources for accountable talk or Instructional Specialist or Coach model for those still struggling.
SL - 2 PO-1	Lesson Plans, Walkthroughs, Instructional Rounds	MT 100%	We will continue to have PLC/Planning two days a week for 90 minutes.
SL-3 PO-2	Student Data Trackers, Exit Tickets, Unit Assessments, CBAs, MAPs, Circle, STAAR	GP 75%	Provide support for small groups during PLC/Planning.
SL-4 PO-2	Student Data Trackers, Exit Tickets, Unit Assessments, CBAs, MAPs, Circle, STAAR	SP 90%	Include students from grade level vacancies with other classrooms.
PE - 5	Performance Matters, Canvas Mentor Meeting Logs, Weekly Meetings with mentor teachers for feedback	100%	Continue with current plan in place.
PE - 6	District Content Specialists plan with teachers weekly, Colleague support/planning, IC support, meteor logs, district logs, campus-support logs	100%	Continue with current plan in place.

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

<div>2.2 – Fourth Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

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

Performance Objective	Q4 Rating	Findings / Next Steps



District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

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

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

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

**Assurances and Approval Information****Assistant Superintendent Assurance**

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

**Campus Principal Assurance**

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

Campus Name	Campus Number
Barkley-Ruiz Elementary	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Jackie Ibarra-Lanford	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

## Committee Members



