

Campus Improvement Plan

2023-2024



Barkley-Ruiz Elementary

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Dr. Jaime Aquino**

VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

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

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/documentated 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>From 2017-2019, Barkley-Ruiz was unable to meet the district goal of 96%. From 2020-2022 we were trying to bounce back from Covid-19, but were unable to meet the district goal of 90%. We were able to gain some ground from 84.8% to 86.9% in the 2023 school year. We continue to strive to meet the goal of 90%.</p> <p>The past 3 years have been socially and emotionally challenging for our staff due to a number of issues that all occurred at once. When Covid 19 hit teachers were thrust into digital learning and the demands of creating asynchronous and synchronous lessons along with low attendance issues had them struggling to produce student success and progress. At the end of 2023 school year, the campus was left with 7 vacancies due to the workload and demands of the workplace</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	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.
Data Determinations	After analyzing our preliminary STAAR 2023 data and EOY MAP data we noticed our campus continues to struggle in the area of student achievement.		

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	<p>From 2017-2019, Barkley-Ruiz was unable to meet the district goal of 96%. From 2020-2022 we were trying to bounce back from Covid-19, but were unable to meet the district goal of 90%. We were able to gain some ground from 84.8% to 86.9% in the 2023 school year. We continue to strive to meet the goal of 90%.</p> <p>This past year there was a decline in parent participation. We reviewed results of our parent survey that suggested more communication between the school and the community in a timely matter in order to allow parents an opportunity to make plans for attendance. Parent Meetings ranged between 5-40 parents. The campus principal keeps parents informed using the campus webpage, messenger, Remind, Facebook, and Twitter.</p> <p>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.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
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, with Observation and Feedback.
		RC PE-2	Instructional feedback is provided to teachers in a timely manner, but teachers are not provided with a specific turnaround 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.		

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	1,2	<p>PO 1 By the end of the 23-24 school year, Barkley-Ruiz will meet or exceed the campus goal of 90% ADA</p> <p>PS DE-1</p>	<p>1. Address Absence Process 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.</p>	Campus Administration Data Clerk Teachers Attendance Committee	fund 211 \$7,000 Fund 173 \$3,000
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1 100% of the teachers will monitor, track and report classroom daily absences to ensure the 90% daily attendance goal is met. By the end of Quarter 2 100% of the teachers will monitor, track and report classroom daily absences, the campus admin will make home visits/wellness check ins with ADA T3 students daily, and attendance action plans will be created to ensure the 90% daily attendance goal is met. By the end of Quarter 3 100% of the teachers will monitor, track and report classroom daily absences and the campus admin will make home visits/wellness check ins with ADA T2 students daily, attendance action plans will be created, and retention specialists will be contacted when students drop below 70% to ensure the 90% daily attendance goal is met. By the end of Quarter 4 100% of the teachers will monitor, track and report classroom daily absences and the campus admin will make home visits/wellness check ins with ADA T2 students daily, retention specialists will be contacted when students drop below 70% to ensure the 90% daily attendance goal is met.</p>		
DE-2	1,2	<p>PO 1 By the end of the 23-24 school year, Barkley-Ruiz will meet or exceed the campus goal of 90% ADA</p> <p>PS DE-1</p>	<p>2. Attendance Celebrations The campus will provide weekly giveaways and daily celebrations of classroom perfect attendance. Seasonal bulletin boards will be decorated to display perfect attendance</p>	Teachers Administration Data Clerk	fund 173 \$3,000
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1, there will be a weekly giveaway and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee. By the end of Quarter 2, there will be 6 attendance incentives/ giveaways a week and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee. By the end of Quarter 3, there will be 8 attendance incentives/ giveaways a week and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee. By the end of Quarter 4, there will be 10 attendance incentives/ giveaways a week and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-3	1,2,3	<p align="center">PO 2 Teacher Retention</p> <p>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</p> <p align="center">PS DE-2</p>	<p>1. Support for Instructional Development</p> <p>Campus Master Teachers will take on leader mentor roles. MT will micromodel/co teach 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.</p>	Campus Administration Instructional Coach Teachers	Fund 282 \$1,000 Fund 211 \$4,000 Fund 282 \$ 4,000
		Quarterly KPIs	<p>By the end of Quarter 1, 100% of the teachers will learn 1 of 3 instructional strategies through professional development led by Master Teachers.</p> <p>By the end of Quarter 2, 100% of the teachers will learn 2 of 3 instructional strategies through professional development led by Master Teachers.</p> <p>By the end of Quarter 3, 100% of the teachers will learn 3 of 3 instructional strategies through professional development led by Master Teachers.</p> <p>By the end of Quarter 4, 100% of the teachers will learn 1 additional instructional strategies through professional development led by district professional development</p>		
DE-4	1,2,4	<p align="center">PO 2 Teacher Retention</p> <p>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</p> <p align="center">PS DE-2</p>	<p>2. Teacher Well Being</p> <p>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.</p>	Master Teachers, Administration, Instructional Coach	Fund 282 Kindness \$5,000
		Quarterly KPIs	<p>By the end of Quarter 1, All assigned new teacher mentee will identify a goal. Master teacher Mentor will observe mentees for identified goal and support through a coaching cycle and professional learning session.</p> <p>By the end of Quarter 2, All assigned new teacher mentee will identify a second goal. Master teacher Mentor will co-teach/micromodel 1 research based instructional strategy for their mentee. Mentor will progress monitor performance through exit tickets with a success rate of 80% or higher during collaborative planning.</p> <p>By the end of Quarter 3, All assigned new teacher mentee will identify a third goal. Master teacher Mentor will co-teach/micromodel 1 research based instructional strategy for their mentee. Mentor will progress monitor performance through exit tickets with a success rate of 80% or higher during collaborative planning.</p> <p>By the end of Quarter 4. All assigned new teacher mentee will identify a fourth goal. Master teacher Mentor will</p>		

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>PO 1 Academic Achievement 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>PS SL - 1,2</p>	<p>1. Academic Strategies 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
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1, 100% of teachers will have been trained with accountable talk, student to student collaboration and research based resources. By the end of Quarter 2, 70% of teachers will implement accountable talk, student to student collaboration and research based resources aligned to identified gaps. By the end of Quarter 3, 100% teachers will be intentional when implementing lessons with accountable talk, student to student collaboration and research based resources. By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math STAAR.</p>		
SL-2	1,2	<p>PO 1 Academic Achievement 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>PS SL - 1,2</p>	<p>2. PLC/Planning 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. Teachers and Instructional coach will attend Professional Development trainings and will be teacher of teachers to implement what was learned.</p>	Leadership Team Administration	Fund 282 1,000 PD's
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1, 100% of teachers will have been trained instructional materials and aligned assessments, By the end of Quarter 2, 70% of teachers will implement strategies and assessments aligned to identified gaps, By the end of Quarter 3, 100% teachers will be intentional when implementing lesson and use assessments aligned to identified gaps aligned. By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math STAAR.</p>		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	1,2,3	<p>PO 2 Academic Growth 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>PS SL - 1,2</p>	<p>1. Interventions 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
		<p>Quarterly KPIs</p>	By the end of Quarter 1, 100% of teachers will be trained on collecting/analyzing formative assessment data. By the end of Quarter 2, 70% of identified students will receive small group instruction. By the end of Quarter 3, 100% of identified students will receive small group instruction and tutoring, By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math STAAR.		
SL-4	1,2,3	<p>PO 2 Academic Growth 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>PS SL - 1,2</p>	<p>2. Tutoring Students will be tutored by effective certified teachers, and retired certified teachers in Reading and Math through small group or whole group instruction, before and after school as well as Special boot camp days for intervention or reinforcement. Teachers will track attendances and performance with TEK aligned assessments</p>	Administration Teachers	282 - ESSER \$6,901.00 SRS Extra Duty Pay 211 - ESEA Title I, Part A - Regular \$5,000 211 - ESEA Title I, Part A - Regular \$10,951.92
		<p>Quarterly KPIs</p>	By the end of Quarter 1, 100% of teachers will be trained on collecting/analyzing formative assessment data, By the end of Quarter 2 70% of identified students will receive after school tutoring. By the end of Quarter 3, 100% of identified students will after school tutoring. . By the end of the year there will be a 5% increase in Meets and Masters on 2024 Math STAAR.		

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	<p>PO 1 By the end of the 23-24 school year Barkley-Ruiz will meet or exceed the campus goal of 90% ADA</p> <p>PS PP - 1</p>	<p>Address Attendance 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.</p>	Teachers Administration Data Clerk	173 - Fund \$500.00
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1, 100% of the teachers will monitor, track and report classroom daily absences to ensure the 90% daily attendance goal is met. By the end of Quarter 2, 100% of the teachers will monitor, track and report classroom daily absences, the campus admin will make home visits/wellness check ins with ADA T3 students daily, and attendance action plans will be created to ensure the 90% daily attendance goal is met. By the end of Quarter 3, 100% of the teachers will monitor, track and report classroom daily absences and the campus admin will make home visits/wellness check ins with ADA T2 students daily, attendance action plans will be created, and retention specialists will be contacted when students drop below 70% to ensure the 90% daily attendance goal is met. By the end of Quarter 4, 100% of the teachers will monitor, track and report classroom daily absences and the campus admin will make home visits/wellness check ins with ADA T2 students daily, retention specialists will be contacted when students drop below 70% to ensure the 90% daily attendance goal is met</p>		
PP-2		<p>PO 1 By the end of the 23-24 school year Barkley-Ruiz will meet or exceed the campus goal of 90% ADA</p> <p>PS PP - 1</p>	<p>Attendance, PBIS, Kindness Celebrations The campus will provide weekly giveaways, and daily celebrations of classroom with perfect attendance. Seasonal bulletin boards will be decorated to display perfect attendance In an effort to promote kindness, the PBIS team will plan for monthly kindness activities and giveaways for those displaying PROUD Patriot characteristics. Office discipline referrals, staff fidelity, and student learning patterns will give the campus an accurate picture of how PBIS is working for our school. Resources to include healthy snacks, kindness motivators, rewards, kindness instructional resources, supplies to engage teachers, students, and family at community events.</p>	Teachers Administration Data Clerk	173 - Fund \$3,000
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1, there will be a weekly attendance, PBIS, Kindness giveaway and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee. By the end of Quarter 2, there will be 6 attendance, PBIS, Kindness incentives/ giveaways a week and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee. By the end of Quarter 3, there will be 8 attendance, PBIS, Kindness incentives/ giveaways a week and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee. By the end of Quarter 4, there will be 10 attendance, PBIS, Kindness incentives/ giveaways a week and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-3		<p>PO 2 Parent/Guardian/ Community Engagement By the end of the year we will increase parent participation from 25%-35% at school wide events.</p> <p>PS PP - 2</p>	<p>Community Engagement 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.</p>	Administration Secretary	211 - Fund \$1,200 (Refreshments) 211 - Fund \$1,200 (Supplies)
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1 the campus will have identify family engagement needs and establish a system of communication to promote family events. By the end of Quarter 2 attendance at campus events will increase to 5%. By the end of Quarter 3 attendance at campus events will increase to 10%. By the end of the year there will be an increase of 30% in attendance at parent events.</p>		
PP-4		<p>PO 1 Parent/Guardian/ Community Engagement By the end of the year we will increase parent participation from 25%-35% at school wide events.</p> <p>PS PP - 2</p>	<p>Parent Communication The campus will communicate via the digital app Remind, Flyers, Facebook, campus website, and Instagram about family events two-three weeks in advance.</p>	Administration Secretary	211 - Fund \$1,200 (Refreshments) 211 - Fund \$1,200 (Supplies)
		<p>Quarterly KPIs</p>	<p>By the end of Quarter 1, the campus will identify electronic platforms of communication and will have provided opportunities for parents to sign up to receive communication, 50% of teachers will send bi-weekly communication. By the end of Quarter 2, 70% of teachers will send bi-weekly communication. By the end of Quarter 3, 100% of teachers will send bi-weekly communication. By the end of the year there will be an increase of 10% in attendance at family events.</p>		

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	1	<p style="text-align: center;">PO 1</p> <p>Parent/Guardian/ Community Engagement By the end of the year we will increase parent participation from 25%-35% at school wide events.</p> <p style="text-align: center;">PS PE-1</p>	<p>Community Engagement 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.</p>	Principal Assistant Principal Office Staff Faculty	
		<p style="text-align: center;">Quarterly KPIs</p>	<p>By the end of Quarter, 1 the campus will have identify family engagement needs and establish a system of communication to promote family events, By the end of Quarter 2, attendance at campus events will increase to 5%. By the end of Quarter 3, attendance at campus events will increase to 10%, By the end of the year there will be an increase of 30% in attendance at parent events.</p>		
PE-2	1	<p style="text-align: center;">PO 1</p> <p>Parent/Guardian/ Community Engagement By the end of the year we will increase parent participation from 25%-35% at school wide events.</p> <p style="text-align: center;">PS PE-1</p>	<p>Parent Communication The campus will communicate via the digital app Remind, Flyers, Facebook, campus website, and Instagram about family events two-three weeks in advance.</p>	Principal Assistant Principal Office Staff Faculty	
		<p style="text-align: center;">Quarterly KPIs</p>	<p>By the end of Quarter 1, the campus will identify electronic platforms of communication and will have provided opportunities for parents to sign up to receive communication, 50% of teachers will send bi-weekly communication. By the end of Quarter 2, 70% of teachers will send bi-weekly communication. By the end of Quarter 3, 100% of teachers will send bi-weekly communication. By the end of the year there will be an increase of 10% in attendance at family events.</p>		
PE-3	4	<p style="text-align: center;">PO 2</p> <p>Social Emotional Readiness 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.</p> <p style="text-align: center;">PS PE-1</p>	<p>Social Emotional Readiness 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 systems and microphones, benches, and supplies to engage teachers, students, and families at community and school</p>	Principal Assistant Principal Counselor Faculty and staff	282 - ESSER \$5000

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-4	4	<p style="text-align: center;">PO 3 Staff Perception/Obs. & Feedback</p> <p>By the end of the year 100% of the teachers will receive weekly walkthrough observation and feedback from administration or their peers</p> <p style="text-align: center;">PS PE 2</p>	<p>1. Teacher Feedback and Progress Monitoring</p> <p>Administration, instructional coach, and mentor teachers will utilize teacher data trackers to monitor weekly walkthroughs and feedback provided to teachers</p>	Admin. IC Mentor Teachers	
		<p style="text-align: center;">Quarterly KPIs</p>	<p>By the end of Quarter 1 the campus will meet with the administration, instructional coach, and mentor teachers to review effective feedback techniques and how to create instructional look-fors.</p> <p>By the end of Quarter 2 T-TESS alignment of evidence statements will increase by 50%</p> <p>By the end of Quarter 3 T-TESS alignment of evidence statements will increase by 75%</p> <p>By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.</p>		
PE-5		<p style="text-align: center;">PO 3 Staff Perception/Obs. & Feedback</p> <p>By the end of the year 100% of the teachers will receive weekly walkthrough observation and feedback from administration or their peers</p> <p style="text-align: center;">PS PE 2</p>	<p>2. Support Documentation</p> <p>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.</p>	Admin. IC Mentor Teachers	
		<p style="text-align: center;">Quarterly KPIs</p>	<p>By the end of Quarter 1, the administration, instructional coach, and mentor teachers will track teachers through coaching cycles.</p> <p>By the end of Quarter 2 T-TESS alignment of evidence statements will increase by 50 %</p> <p>By the end of Quarter 3 T-TESS alignment of evidence statements will increase by 75%</p> <p>By the end of the year 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.</p>		

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

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
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 to 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.

2.2 – First Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE - 5	Performance Matters, Canvas Mentor Meeting Logs, Weekly Meetings with mentor teachers for feedback	MT 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	MT 100%	Continue with current plan in place.

Committee Members

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

Name	Role	Name	Role
Sandra Medina	SOLE Teacher		
Irene O’neill	Head Start Teacher		
Isabel Ponce	1st Grade Teacher		
Brittany Chaumont	2nd Grade Teacher		
Rebecca DeLeon	4th Grade Teacher		
Henri Obey	Kindergarten Teacher		
Jeanette Jaramillo	5th Grade Teacher		
Veronica Loera	5th Grade Teacher		
Priscilla Anaya Lopez	PE Teacher		
Emily Juarez	Assistant Principal		
Amanda Cantu	Instructional Coach		
Jackie Ibarra- Lanford	Principal		

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	015907- 162
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Joanela DeLeon
Principal	SAISD Board Approval Date
Jackie Ibarra-Lanford	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
August 10, 2023	September 21, 2023

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

Physical Locations of the Plan	Main Office
Languages Available	English
URL to Online Version	https://schools.saisd.net/upload/template/0291/docs/162_05_barkleyruiz_cip_2023-2024.pdf

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	Main Office
Languages Available	English
URL to Online Version	https://schools.saisd.net/upload/template/0291/docs/CompactBarkley2023-2024.pdf

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	Main Office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	The PFE was distributed in person at the September 21st meeting in person and in English and Spanish during the school's Open House/Student Data Night. It was also shared on the campus website.
URL to Online Version	https://schools.saisd.net/upload/template/0291/docs/TitlePolicyBarkley2023-2024.pdf	

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		

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		

