

Campus Improvement Plan

2024 - 2025



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

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 April 30, 2024	24-25 Campus Data Analysis of Multiple Measures Problem Statements for Math Create new goals and tighten prior goals
Meeting #2 May 8, 2024	24-25 Campus Data Analysis of Multiple Measures Problem Statements for Reading 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 Campus Improvement Plan (CIP) from the previous year was thoroughly evaluated to determine its effectiveness and to inform decisions for the current year. Here's a summary of the process and findings:

Evaluation Process
Comprehensive Needs Assessment: The Campus Advisory Committee conducted a detailed review of the previous year's CIP, focusing on key areas such as student learning, demographics, perceptions, and processes.
Quarterly Reviews: Throughout the year, quarterly formative reviews were conducted to monitor the progress of implemented strategies. These reviews provided ongoing feedback and allowed for adjustments as needed.
Summative Evaluation: At the end of the year, a summative evaluation was performed to assess the overall impact of the CIP. This included analyzing data on student performance, attendance, and other relevant metrics.

Key Findings
Student Performance: The evaluation revealed improvements in student performance in targeted areas, such as reading and math. However, some goals were not fully met, indicating areas needing further attention.
Program Effectiveness: Certain programs and strategies were identified as highly effective, while others showed limited impact. This helped in deciding which initiatives to continue, modify, or discontinue.
Stakeholder Feedback: Feedback from teachers, students, and parents was collected to gauge perceptions of the CIP's effectiveness. This qualitative data provided valuable insights into the strengths and weaknesses of the plan.

Informing Current Year Decisions
Refinement of Goals: Based on the evaluation, goals for the current year were refined to be more specific and achievable. This included setting clearer benchmarks and timelines.
Resource Allocation: Resources were reallocated to support the most effective programs and address identified gaps. This ensured that funding and efforts were directed towards areas with the highest potential for improvement.
Professional Development: Training and professional development for staff were tailored to address the areas where the previous year's CIP showed weaknesses. This aimed to equip teachers with the skills needed to implement new strategies effectively.

By systematically evaluating the previous year's CIP, the school was able to make informed decisions that are expected to enhance the effectiveness of the current year's improvement plan

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		Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records	X	Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records	X	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	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	
Coaching Cycle	X	SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
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		Feedback to Teachers	X	Mission, Values, and Vision	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

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)

Needs Assessment - Demographics

Area Examined		Problem Statements and Root Causes
Student Attendance	PS DE-1	Barkley-Ruiz's attendance rate for 2023-2024 was 89.5% and does not meet the campus attendance goal of 94%.
	RC DE-1	Teacher implmentation of attendance strategies (call system and home visit) were inconsistant and ineffective with chronic absentees.
Teacher Attendance	PS DE-2	___% of Barkley-Ruiz Teacher's exceeded 10 days of absentism, that provided possible negative effects on student outcomes, reduction of student engagement, and student attendance.
	RC DE-2	Poor teacher attendance can stem from a variety of root causes such as a negative or stressful work environment, health Issues, mental health issues, lack of motivation and engagment (not feeling valued), and personal/ family responsibilities. ALE and ECSE had vacancies the entire year.
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**

Our attendance rate improved from the previous year by 2.8% (86.7% to 89.5%) We continue to strive to meet a goal of 94%.
Staff Ethnicity: Hispanics: 12 teachers(75%),Black: 3 teachers(19%), White: 4 teachers(25%), 2 vacancies. This mirrors the student population somewhat.
Staff Year of Experience: 0-5 years:(4); 5-10 years:(3) 10 years plus:(5). Several brand new teachers.
Students: More males than females on campus. 164 males (54%) and 139 females(46%).
Large hispanic population. 273 hispanic students 90%, increase in Asian(4%) and Black populations (4%)
Large population of At Risk students. 208 out of the 317 students we have here on campus. 69% of the campus population is AT RISK.
Majority of the students are on campus all day, 271 out of the 317 students.
Economically Disadvantaged: 295 students out of the 303. Majority of the students. 97.36%
Special Education: 74 students -24%
GT Population 3%
Homeless:4%
ESL/LEP: 9%
Class size: 20 students per class with the exception of the SPED units. Student Attendance Data: 2019-2020: 93.5% ; 2020-2021: 84.8%; 2021-2022: 83.8%;2022-2023: 86.7%;2023-2024: 89.5%;
Personnel: 16 teacher, 4 teacher with Masters
Campus has had a decline in teacher turn over this year; 2 teachers

For the 24-25 school year Rightsizing will occur and effect these numbers.

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	
Grade Level Readiness	PS SL-1	Campus STAAR Preliminary Performance for Tier 1 is at 35% Meets for RLA, 24% Meets for Math, and 12% for Science. For the 2023-2024 school year at EOY, 32% of our students performed on tier 1 on MAP Reading, and 33% of our students performed on tier 1 on MAP Math.
	RC SL-1	Teacher lack of content knowledge and struggling with the delivery of the content lesson. When executing lessons most teachers use inconsistent frameworks for instruction, including instructional material use, high leverage practices, interventions and complex content rich student task..
Grade Level Readiness	PS SL-2	
	RC SL-2	
Grade Level Readiness	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Reading Strengths: Campus showed 8% increase in STAAR Reading achievement. 4th grade students showed 13% growth in the number of students for approaches in STAAR Reading. 5th grade showed 16% growth in the number of students for meets in STAAR Reading.</p> <p>Math Strengths: Campus showed 2% increase in STAAR Math achievement. 46% of 3rd grade performed in the approaches range for MATH STAAR. 4th grade showed an increase of 4% in the meets category. 5th grade showed an increase of 22% in the approaches category and 5% increase in meets category.</p> <p>Areas of improvement: Reading and Math continue to be a deficit for the campus and will be a focus for us in the upcoming year.</p>	

Comprehensive Needs Assessment - Processes & Programs

Area Examined	
Teacher Leadership	PS PP-1
	RC PP-1
Communication	PS PP-2
	RC PP-2
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	

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)

Problem Statements and Root Causes

Campus STAAR Preliminary Performance for Tier 1 is at 35% Meets for RLA, 24% Meets for Math, and 12% for Science. For the 2023-2024 school year at EOY, 32% of our students performed on tier 1 on MAP Reading, and 33% of our students performed on tier 1 on MAP Math.

Because of the high academic demands in their own classrooms, Teacher Leaders had minimal time and motivation to share/teach effective teaching strategies in order to mentor their peers, and foster a collaborative learning environment.

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.

Lack of timely communication between the campus, teachers, and parents.

Comprehensive Needs Assessment - Perceptions

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

Perceptions (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	Parent Communication in a timely manner
	RC PE-1	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.
Student Survey Results	PS PE-2	
	RC PE-2	
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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		By the end of the year, Barkley-Ruiz will meet or exceed the campus goal of 94% ADA	With fidelity and accountability, teachers will create trackers for monitoring teacher/parent communication strategies with that of students with multiple or excessive absences. First phase of Teacher attendance strategies begin with check in phone calls home, email, teacher apps, and so forth to communicate concern for the student and why they are not in attendance. (1-4 absences) Next phase of Teacher attendance strategies are in person meetings where teacher and admin will create an attendance intervention plan with the parent. (5-7 absences) Final phase of teacher attendance strategies is for teacher along with the FACE, Counselor, and/or Admin make a wellness checkin at the home. (10 or more absences)	Campus Administration Data Clerk Teachers Attendance Committee	
	PS # 1	Quarterly KPIs	By the end of the first quarter, 100% of the teachers will create trackers for monitoring teacher/parent communication strategies with that of students with multiple or excessive absences to ensure the 94% daily attendance goal is met.		
			By the end of the second quarter, 100% of the teachers will create trackers for monitoring teacher/parent communication strategies with that of students with multiple or excessive absences to ensure the 94% daily attendance goal is met.		
			By the end of the third quarter, 100% of the teachers will create trackers for monitoring teacher/parent communication strategies with that of students with multiple or excessive absences to ensure the 94% daily attendance goal is met.		
DE-2		By the end of the year, Barkley-Ruiz will meet or exceed the campus goal of 94% ADA.	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	
	PS #	Quarterly KPIs	By the end of the first quarter, there will be 1 weekly giveaway and daily celebrations in the afternoon announcements and seasonal attendance bulletin boards will be created by the attendance committee. Giveaways and recipients will be documented and tracked to ensure equity of giveaways.		
			By the end of the second quarter, 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. Giveaways and recipients will be documented and tracked to ensure equity of giveaways.		
			By the end of the third quarter, 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. Giveaways and recipients will be documented and tracked to ensure equity of giveaways.		
DE-3	PS #	Quarterly KPIs	By the end of the fourth quarter, 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. Giveaways and recipients will be documented and tracked to ensure equity of giveaways.		
	DE-4	PS #	Quarterly KPIs		

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	PS #	By the end of the year, 100% of classrooms will see a 5% increase in achievement in Tier 1 status as measured by EOY MAP Reading, MAP Math and CIRCLE.	Teachers will engage in professional development of teaching practices and book studies that promote critical thinking and productive struggle, differentiation, accelerated learning, formative/summative assessment, and high-leverage instructional practices through AES and Amplify (i.e. anchor charts, process journals, student discourse). Students will experience hands-on real world experiences via an educational field trips.	Teachers Instructional Coach Administration	211 - \$5,000 Books/Materials 211 - \$2,000 Books on line 211 - \$9,061 Classroom Materials
			By the end of the first quarter, 100% of teachers will attend at least two professional developments that promote critical thinking and productive struggle, differentiation, and formative/summative assessment in Reading Language Arts. and Math		
			By the end of the second quarter, 50% of teachers will implement teaching practices outlined in professional development.		
			By the end of the third quarter, 75% of teachers will implement teaching practices outlined in professional development.		
SL-2	PS #	By the end of the year, there will be an increase in 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 plan and provide daily Tier 1/rigorous instruction through research based instructional strategies and resources.	During PLC and Collaborative Planning Time, teachers will dive into curriculum units and historical data, current data, utilize backward-design to include formal and informal checks for understanding, progress monitoring and scaffolding. Teachers will also review triangulation of data and discuss successful strategies in order to coach up fellow teammates. The leadership team will progress monitor lesson plans and provide timely feedback. Teachers and Instructional coach (title one funded) will attend Professional Development trainings and will be teacher of teachers to implement what was learned.	Leadership Team Administration	
			By the end of the first quarter, 100% of teachers will have an understanding and commitment to fidelity of the campus expectations for the reading and math frameworks and develop a process and protocol for unit planning during PLC time.		
			By the end of the second quarter, 100% of teachers will implement the process and protocols during PLC time. 75% of teachers will implement discoveries, findings, and planning as discussed during PLCs to be reflected in their lesson plans (strategies, spiraling, reteach, progress monitoring).		
			By the end of the third quarter, 100% of teachers will implement discoveries, findings, and planning as discussed during PLCs to be reflected in their lesson plans (strategies, spiraling, reteach, progress monitoring). Teachers will attend and present a State of the Campus PD.		
SL-3	PS #	By the end of the year, the Campus will show 5% increase in academic growth in Special Pops in Reading and Math as indicated by EOY assessments.	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.	Administration Teachers	
			By the end of the first quarter, 100% of teachers will be trained on collecting/analyzing formative assessment data.		
			By the end of the second quarter, 70% of identified students will receive small group instruction.		
			By the end of the third quarter, 100% of identified students will receive small group instruction and tutoring.		
SL-4	PS #	By the end of the year, the Campus will show 5% increase in academic growth in Special Pops in Reading and Math as indicated by EOY assessments.	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	Administration Teachers	211 - \$2,894
			By the end of the first quarter, 100% of teachers will be trained on collecting/analyzing formative assessment data,		
			By the end of the second quarter, 70% of identified students will receive after school tutoring.		
			By the end of the third quarter, 100% of identified students will after school tutoring.		
SL-4	PS #	By the end of the year, the Campus will show 5% increase in academic growth in Special Pops in Reading and Math as indicated by EOY assessments.	By the end of the fourth quarter, there will be a 5% increase in Meets and Masters on 2025 Math STAAR.		
			By the end of the fourth quarter, there will be a 5% increase in Meets and Masters on 2025 Math STAAR.		
			By the end of the fourth quarter, there will be a 5% increase in Meets and Masters on 2025 Math STAAR.		
			By the end of the fourth quarter, there will be a 5% increase in Meets and Masters on 2025 Math STAAR.		

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		By the end of the 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.	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.	Campus Administration Instructional Coach Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of the teachers will learn 1 of 3 instructional strategies through professional development led by Master Teachers.		
			By the end of the second quarter, 100% of the teachers will learn 2 of 3 instructional strategies through professional development led by Master Teachers.		
			By the end of the third quarter, 100% of the teachers will learn 3 of 3 instructional strategies through professional development led by Master Teachers.		
		By the end of the fourth quarter, 100% of the teachers will learn 1 additional instructional strategies through professional development led by district professional development			
PP-2		By the end of the 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.	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. New hires will have an opportunity to participate in a teacher group that is led by their peers to discuss coping with issues in the classroom, celebrate milestones, and strategies to support as they embark their new role.	Master Teachers, Administration, Instructional Coach	
	PS #	Quarterly KPIs	By the end of the first quarter, 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. Teacher group will meet weekly to biweekly after school as decided.		
			By the end of the second quarter, 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. Teacher group will meet weekly to biweekly after school as decided.		
			By the end of the third quarter, 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. Teacher group will meet weekly to biweekly after school as decided.		
	By the end of the fourth quarter, all assigned new teacher mentee will identify a fourth 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. Teacher group will meet weekly to biweekly after school as decided.				
PP-3		By the end of the year, 100% of the teachers will receive weekly walkthrough observation and feedback from administration or their peers	Administration, instructional coach, and mentor teachers will utilize teacher data trackers to monitor weekly walkthroughs and feedback provided to teachers.	Admin. IC Mentor Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will meet with the administration, instructional coach, and mentor teachers to review effective feedback techniques and how to create instructional look-fors.		
			By the end of the second quarter, T-TESS alignment of evidence statements will increase by 50%		
			By the end of the third quarter, T-TESS alignment of evidence statements will increase by 75%.		
	By the end of the fourth quarter, 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.				
PP-4		By the end of the year, 100% of the teachers will receive weekly walkthrough observation and feedback from administration or their peers	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.	Admin. IC Mentor Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, the administration, instructional coach, and mentor teachers will track teachers through coaching cycles.		
			By the end of the second quarter, T-TESS alignment of evidence statements will increase by 50%		
			By the end of the third quarter, T-TESS alignment of evidence statements will increase by 75%.		
	By the end of the fourth quarter, 100% of all T-TESS evaluations will be correctly calibrated with student outcomes.				

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		By the end of the year, we will increase parent participation from 25%-35% at school wide events.	The campus will host at least 4 family events. Math Night in October, Tunk N Treat Night, Turkey Bingo in November, Multicultural Night in December, For the Love of Reading in February, Game Night in April, Crafting with Mom in May, Father/Daughter dance, and Mother/son dance. Campus will create a Year at a Glance and disperse at BOY.We will advertise the event and teachers will communicate with parents to invite their families. Teachers will track calls made.	Principal Assistant Principal Office Staff Faculty	211 Federal \$1,721 (Supplies) 211 Federal \$1,721 (Refreshments)
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will have identify family engagement needs and establish a system of communication to promote family events,		
			By the end of the second quarter, attendance at campus events will increase to 5%.		
			By the end of the third quarter, attendance at campus events will increase to 10%.		
	By the end of the fourth quarter, there will be an increase of 30% in attendance at parent events.				
PE-2		By the end of the year, we will increase parent participation from 25%-35% at school wide events.	The campus will communicate via the digital app Remind, Flyers, Facebook, campus website, and Instagram about family events two- three weeks in advance.	Principal Assistant Principal Office Staff Faculty	
	PS #	Quarterly KPIs	0		
			By the end of the second quarter, 100% of K-2 teachers will send weekly communication through student/parent/ teacher communication folders. 100% of 3-5 teachers will send bi-weekly digital communication with parents. Administration will be provided documentation of the communication in order to track. Parent attendance to these events will be tracked by sign in sheets.		
			By the end of the third quarter, 100% of K-2 teachers will send weekly communication through student/parent/ teacher communication folders. 100% of 3-5 teachers will send bi-weekly digital communication with parents. Administration will be provided documentation of the communication in order to track. Parent attendance to these events will be tracked by sign in sheets.		
	By the end of the fourth quarter, there will be an increase of 10% in attendance at family events.				
PE-3		By the end of the year, 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.	Social-Emotional resources will be used to support students and families with a variety of needs such as social-emotional development, counseling support from the School Counselor (Title One funded), 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 events as well.	Principal Assistant Principal Counselor Faculty and staff	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of the teachers will have calm corners set up in their classrooms.		
			By the end of the second quarter, 70% of the teachers will implement social emotional lessons and activities in the classrooms.		
			By the end of the third quarter, 100% of the teachers will implement social emotional lessons and activities in the classrooms.		
	By the end of the fourth quarter, there will be a 25% increase of students who meet the "to be determined" SAISD Standard for Social Emotional Readiness as indicated by district student survey.				
PE-4	PS #	Monthly	School will host a monthly principal's coffee meeting with parents educating families.		

PE-5		monthly			
	PS #				