# Campus Improvement Plan
## 2023-2024

SAISD

**Schenck Elementary School**

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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 _____ in August 2023, to ___ in August 2024.

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

**SAISD 2023-2024 Campus Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ 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.

**Comprehensive Needs Assessment Processes**

## 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**<br>**September 29, 2023** | Review 2023-24 CIP.  Determine which strategies to continue and which to eliminate.<br>Demographics was reviewed and GT population continues to be low and strategies were discussed to increase the identification of GT students.<br>Student learning was reviewed and although math increase in MAP reading needs to continue to be the focus in lower grades. |
| **Meeting #2**<br>**May 22, 2023** | Review 2022-2023 CIP and Modify 2023-2024 CIP<br>Processes and programs was reviewed and changes in roles will be made with staff changes for the new school year.<br>Perceptions, the parent involvement aspect has increase based on sign in sheets but will continue to remain a focus. |

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

The committee met to review the current CIP and the strategies in place.
Discussion of the effectiveness per strategies and changes were applied for the following 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 Data | PS DE-1 | The Campus' attendance percentage was 92%. |
| | | RC DE-1 | Following up with families with chronic absences, and utilization of school resources. |
| Enrollment | Enrollment Data | PS DE-2 | Enrollment did not meet projected enrollment by 4%. |
| | | RC DE-2 | The campus needs to strengthen the critical recruitment positions and processes. |
| Gifted and Talented | PEIMS | PS DE-3 | Only 3% of the student population are identified as gifted and talented. |
| | | RC DE-3 | Teachers lack training on identifying gifted and talented traits. |
| | | PS DE-4 | |
| | | RC DE-4 | |
| **Data Determinations** | Strengths:<br><br>● Dual Language program<br>● 3 Special Education units<br>● Communities in Schools (CIS)<br>● Our families come with long ties to the community and consider attending Schenck Elementary a family tradition.<br>● Schenck serves a variety of special programs that are inclusive of all students regardless of language and/or program they participate in.<br>● Schenck has a high number of Master Teachers.<br>● All K-3rd grade, Special Education teachers and Administration have completed the Reading Academies State Program. | | |

## 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** |
| Instruction | STAAR | **PS SL-1** | Preliminary STAAR data indicates 26% of our students' DNM achievement levels. Specifically, 28% in Math, 20% in Reading, and 36% in Science. |
| | | **RC SL-1** | Lack of substantial Tier I instruction coupled with inconsistent use of research-based interventions. |
| Instruction | MAP/Circle | **PS SL-2** | Less than 50% of our students are grade level ready in Reading & Math as gauged by all EOY MAP assessments. |
| | | **RC SL-2** | Lack of substantial Tier I instruction coupled with inconsistent use of research-based interventions. |
| | | **PS SL-3** | |
| | | **RC SL-3** | |
| | | **PS SL- 4** | |
| | | **RC SL-4** | |
| **Data Determinations** | Strengths:<br><br>• Schoolwide Intervention<br>• Schenck teachers actively participate on campus committees, in Professional Learning Communities (PLCs),<br>• Regularly attend district professional development during EPIC Saturdays.<br>• Use of technology throughout all grade levels<br>• Technology based interventions: IXL, Imagine Math, Istation<br>• PLC conducted biweekly | | |

## 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 |
|---|---|---|---|
| Intervention | PEIMS<br>Branching Minds<br>HB4545 | PS PP-1 | 65% of students are identified high at-risk students |
| | | RC PP-1 | Fidelity of Tier 1 instruction |
| PBIS/Restorative Practices | Rhythms<br>Branching Minds<br>Frontline | PS PP-2 | 76% of discipline incidents occur in the classrooms. |
| | | RC PP-2 | Inconsistent implementation of campus wide expectations. Lack of implementation of social/emotional strategies to build relationships with students for good citizenship, and sportsmanship. |
| | | PS PP-3 | |
| | | RC PP-3 | |
| | | PS PP-4 | |
| | | RC PP-4 | |
| Data Determinations | Strengths:<br><br>● School-Wide Intervention for reading<br>● Committees are used to ensure everyone has a voice. CLT committee includes a parent representative.<br>● Use of technology throughout all grade levels<br>● Technology based interventions: IXL, Imagine Math, Istation<br>● PLC conducted biweekly<br>● PBIS Positive Behavior Intervention Support<br>● We have an Instructional Coach on campus<br>● CIS partnership<br>● UIL participation | | |

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

**Comprehensive Needs Assessment – Perceptions**

| | | Perceptions (Minimum 2 Areas) | |
|---|---|---|---|
| **Area Examined** | **Data Sources** | | **Problem Statements and Root Causes** |
| Community Connection | Sign-In Sheets | **PS PE-1** | Only 20% of parents attended academic events vs 80% of parents attends community events. |
| | | **RC PE-1** | The campus does not have a consistent system to engage high number of families who can participate on a regular basis in positive and constructive way. |
| Community Connection | Parent Survey | **PS PE-2** | Only 10 out 550 parent survey were completed |
| | | **RC PE-2** | Lack of support from the school for parents to understand how to complete the surveys or understand the importance of the survey |
| | | **PS PE-3** | |
| | | **RC PE-3** | |
| | | **PS PE-4** | |
| | | **RC PE-4** | |
| **Data Determinations** | | <ul><li>Low staff turnover rate</li><li>Positive results from Insight survey</li><li>Positive results from parent/community survey</li><li>Positive results from student survey.</li><li>Teachers are able to bring up concerns or ideas communicated at ACT meetings</li></ul> | |

**Plan for Improvement – Demographics**

| | | | 2.1 - Campus Improvement Plan (CIP) | | |
|---|---|---|---|---|---|
| | | | The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes | | |
| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| DE-1 | Goal 4: Improve Social Emotional Readiness in all Students | By the end of 2024, we will increase school wide attendance percentage to 95% **PS DE-1** | The PBIS committee will create attendance incentive activities. Teachers will submit attendance cards every morning to the front office for students that have not arrived by 8:30.Office staff will document follow up results.Teachers and staff will nominate students for Student of the Month, based on the behavior traits of each month. Attendance Incentive field trips will be implemented in the fall and in the spring. Campuswide initiative for spelling out the character trait for the month with perfect attendance. | PBIS Attendance Committee Teachers | 211/ Literacy Based Field Trip/ $3,000 |
| | | **Quarterly KPIs** | By the end of the first cycle 100% classrooms will be implementing the attendance cards procedure and the "Spell it out" attendance initiative. By the end of each month one students per classroom and one teacher per grade level will be selected for Student of the Month and Teacher of the Month. By the end of the second cycle students will be selected for the Fall Perfect attendance field trip By the end of the third cycle 100% of classrooms will be implementing the attendance card procedures and the "Spell it out" By the end of the fourth cycle students will be selected for the Spring Perfect attendance field trip | | |
| DE-2 | Goal 4: Improve Social Emotional Readiness in all Students | By the end of 23-24 school year we will maintain campus enrollment at or above 550 **PS DE-2** | The campus will hold recruiting events (enrollment night, restaurant, registration contests) Teachers and office staff will call the "no show students". | Admin | |
| | | **Quarterly KPIs** | By the end of the first cycle 100% of "no show students will be reached. By the end of the second cycle 100% of "no show students will be reached. By the end of the third cycle 100% of "no show students will be reached. By the end of the fourth cycle 100% of all currently enrolled students will be re-enroll for the following school year. | | |
| DE-3 | Goal 4: Improve Social Emotional Readiness in all Students | By the end of 23-24 school year we will increase the number of students identified GT by 5%. **PS DE-3** | Provide teachers with GT training at the beginning of the year on how to identify GT students. | Teachers Admin | |
| | | **Quarterly KPIs** | By the end of the first cycle teachers will receive training and coaching on the identification of GT students. By the end of the second cycle 100% of teachers will implement and monitor for the GT identification characteristics By the end of the third cycle 100% of teachers will implement and monitor for the GT identification characteristics By the end of the fourth cycle 100% of teachers will implement and monitor for the GT identification characteristics | | |
| DE-4 | | | | | |
| | | **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

**Plan for Improvement – Student Learning**

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| SL-1 | Goal 1: Improve Reading and Writing Outcomes for all Students | By the end of year, we will show an increase in performance in Reading and Writing (K-2 MAP, 3-5 STAAR) **PS SL-1** | Teachers will analyze MAP/STAAR data and vertically align their focus TEKS according to our student's needs. Teachers will meet through campus level PLC's to: Analyze assessment data, align instruction to state standards, plan immediate intervention, & create plans of action for all students to include special ed, At Risk and students not on grade level. Teachers will utilize campus targeted instructional strategies (Seven Step to Language Development, Depth and Complexity, school wide intervention, Reading Academies, kid friendly content objectives, GRR, offering enrichment opportunities, and etc.). | IC Teachers Admin | 211/224 Educational Field Trip $25,000.00 164 224 |
| | | **Quarterly KPIs** | By the end of the first cycle 100% of 3-5 grade teachers will review STAAR data, create plans of action and execute said plans. By the end of the second cycle 100% of 3-5 grade teachers will review cycle data, create plans of action and execute said plans. By the end of the third cycle 100% of 3-5 grade teachers will review cycle data, create plans of action and execute said plans. By the end of the fourth cycle 100% of 3-5 grade teachers will review cycle data, create plans of action and execute said plans. | | |
| SL-2 | Goal 1: Improve Reading and Writing Outcomes for all Students | By the end of year, we will show an increase in student performance across ALL grade levels in Reading/Writing & Math. **PS SL-2** | School-wide Intervention will be implemented PK-5th grade. Teachers will provide reading intervention for students based on data in small group every morning for 30 minutes. Teachers will provide after-school tutoring to 3rd-5th grade students who are not meeting expectations based on data and or did not pass STAAR, utilizing research-based interventions. Teacher will generate monthly schoolwide writing prompts aligned to STAAR. Vertical planning will occur between Pre-k and kinder to ensure a smooth transition. | IC Teachers Admin | 211 164 |
| | | **Quarterly KPIs** | By the end of the first cycle 100% of teacher will be implementing SWI with the exception of kinder and Pre-K By the end of the second cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. By the end of the third cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. By the end of the fourth cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| SL-3 | Goal 2: Improve Math Outcomes for Black Students | By the end of year, we will show an increase in performance of Math scores (K-2-MAP; 3rd-5th STAAR) .**PS SL-1 and PS SL-2** | Campus will continue to implement campus developed math framework. Campus will use various Math resources to increase Math scores (iXL, Imagine Math, iStation, All in Learning, MobyMax, etc.) | Teachers IC Admin | 211-164 Purchasing instructional resources/ $5000.00 |
| | | **Quarterly KPIs** | By the end of first cycle 100% of teachers will be implementing Eureka Math with 80% implementation By the end of the second cycle 100% of teachers will be implementing Eureka Math with 85% implementation By the end of the third cycle 100% of teachers will be implementing Eureka Math with 95% implementation By the end of the fourth cycle 100% of teachers will be implementing Eureka Math with 100% implementation | | |
| SL-4 | Goal 4:Increase students' social emotional readiness | By the end of the 22-23 school year, 100% of eligible students will participate in the Fitness Gram **PS SL-4** | Coaches introduce and track the students heart rate before and after every physical education class to encourage students to a balanced physical, social and emotional life. | P.E. Coach | 224 |

**Plan for Improvement – Processes & Programs**

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

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| PP-1 | Goal 1: Improve Reading and Writing Outcomes for all Students | By the end of 23-24 school year, teachers will increase the MAP Reading levels at Low Average and Average performance in EB students by at least 5% **PS PP-1** | School-wide Intervention will be implemented PK-5th grade. Teachers will create data driven interventions for 30 minutes of targeted small group instruction every morning for 30 minutes. | Teachers Admin | |
| | | **Quarterly KPIs** | By the end of the first cycle 100% of teacher will be implementing SWI with the exception of kinder and Pre-K By the end of the second cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. By the end of the third cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. By the end of the fourth cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| PP-2 | Goal 4: Improve Social Emotional Readiness in all Students | By the end of 23-24 school year, classroom behavior incidents will decrease by 15%. **PS PP-2** | Social Emotional Resources will be used to support students and families with the following: -attendance motivators. -PBIS behavior incentives -(SEL) social emotional development books (library set) -school counseling support -Rhithm APP -Adopt a student - after school clubs | Admin PBIS Committee Counselor Club sponsors | 211/ |
| | | **Quarterly KPIs** | By the end of the first cycle 100% of teachers will be implementing PBIS behavior incentives, identify students that will be adopted by admin. By the end of the second cycle all qualified students will be adopted by an admin to provide support throughout the year. By the end of the third cycle 100% of teachers will be implementing PBIS behavior incentives. By the end of the fourth cycle 100% of teachers will be implementing PBIS behavior incentives. | | |
| PP-3 | Goal 1: Improve Reading and Writing Outcomes for all Students | By the end of 23-24 school year, teacher satisfaction with feeling supported by administrative team, as gauged by the EOY survey will increase by 5%.**PS PP-3** | We recruit and retain highly qualified teachers with selecting a teacher of the month, and wellness room. We will offer opportunities for administrative leaders and teacher to attend professional development based on student needs (Region 20, district, campus or out of state, conferences). | Admin | |
| | | **Quarterly KPIs** | By the end of the first cycle the staff and faculty will be 100% fully staffed and 4 teachers will be identified for teacher of the month By the end of the second cycle the staff and faculty will be 100% fully staffed and 4 teachers will be identified for teacher of the month By the end of the third cycle the staff and faculty will be 100% fully staffed and 4 teachers will be identified for teacher of the month By the end of the fourth cycle the staff and faculty will be 100% fully staffed and teachers will be identified for teacher of the month | | |

**Plan for Improvement – Perceptions**

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

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| PE-1 | Goal 4: Improve Social Emotional Readiness in all Students | By the end of 23-24 school year we will increase our teacher attendance percentage to 95% by positive culture and supportive climate. **PS PE-1** | We will have a monthly potluck lunch "Fat Fridays" for all staff and faculty. Each grade level will bring food to share with everyone. Teacher are nominated to be "Teacher of the Month" by colleagues monthly. Teacher will receive preferred parking and posting of their picture bulletin board. Provide teachers with a space (Wellness Room) to decompress and meet some of their self care needs. Appreciation Activity (Blooming with appreciation) staff nominates individual teacher for acts of kindness and they receive flowers and recognition. | Admin Staff | |
| | | **Quarterly KPIs** | By the end of the first cycle 100% of the staff will participate in the Fat Fridays, and Blooming with appreciation activities. By the end of the second cycle 100% of the staff will participate in the Fat Fridays, and Blooming with appreciation activities. By the end of the third cycle 100% of the staff will participate in the Fat Fridays, and Blooming with appreciation activities. By the end of the four cycle 100% of the staff will participate in the Fat Fridays, and Blooming with appreciation activities. | | |
| PE-2 | Goal 4: Improve Social Emotional Readiness in all Students | By the end of 2023-2024 school year we will increase the percentage of parent representation by 15% at campus activities. **PS PE-2** | CIS liaison could provide written instructions or video recording of how to complete a the survey and the importance of the survey. The campus will increase social media presences and send out more information about Parenting classes and Principal Cafecitos | CIS Admin | 211/ Title 1 Meeting with Parents $500.00 |
| | | **Quarterly KPIs** | By the end of the first cycle we will have increase social media posts by 10% By the end of the second cycle Parenting classes will begin. By the end of the third cycle CIS liaison will provide instructions to parents on how to participate in surveys By the end of the four cycle we should have 50% parent participation on parent surveys. | | |
| PE-3 | Goal 4: Improve Social Emotional Readiness in all Students | By the end of 2023-2024 school year we will increase the percentage of parent representation by 15% at campus activities. **PS PE-3** | CIS will provide parents with a variety of workshops. CIS will have events that will connect families with community resources. CIS will provide technology workshops for parents and ESL classes | CIS Admin | |
| | | **Quarterly KPIs** | By the end of the first cycle CIS will provide one parent workshop on technology. By the end of the second cycle CIS will provide multiple workshops on technology. By the end of the third cycle CIS will provide multiple workshops on technology. By the end of the four cycle CIS will provide multiple workshops on technology. | | |
| PE-4 | | | | | |
| | | **Quarterly KPIs** | | | |

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

**Quarter 1 Formative Review**

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|---|---|---|---|
| DE-1 | By the end of the first cycle 100% classrooms will be implementing the attendance cards procedure and the "Spell it out" attendance initiative. By the end of each month one students per classroom and one teacher per grade level will be selected for Student of the Month and Teacher of the Month. | SP | Still working our details for SOM, TOM. |
| DE-2 | By the end of the first cycle 100% of "no show students will be reached. | MT | All now shows called. |
| DE-3 | By the end of the first cycle teachers will receive training and coaching on the identification of GT students. | SP | Teachers attending trainings during 50/50 days. |
| SL-1 | By the end of the first cycle 100% of 3-5 grade teachers will review STAAR data, create plans of action and execute said plans. | MT | 3-5th teachers reviewed data and have action plans in place. |
| SL-2 | By the end of the first cycle 100% of teacher will be implementing SWI with the exception of kinder and Pre-K | MT | Kinder and PreK beginning SWI in Oct. |
| SL-3 | By the end of first cycle 100% of teachers will be implementing Eureka Math with 80% implementation | DI | Only 2nd grade is using Eureka math in conjunction with district programs. |
| SL-4 | By the end of first cycle all coaches will be introduce the heart rate monitoring to all eligible students with implementation at 75% | MT | All students introduced to heart rate monitoring. |
| PP-1 | By the end of the first cycle 100% of teacher will be implementing SWI with the exception of kinder and Pre-K | MT | All classes doing SWI |
| PP-2 | By the end of the first cycle 100% of teachers will be implementing PBIS behavior incentives, identify students that will be adopted by admin. | GP | Teachers are implementing PBIS incentives. |
| PP-3 | By the end of the first cycle the staff and faculty will be 100% fully staffed | MT | We are 100% staffed. |
| PE-1 | By the end of the first cycle 100% of the staff will participate in the Fat Fridays. | SP | We have had one Fat Friday so far. |
| PE-2 | By the end of the first cycle we will have increase social media posts by 10% | MT | Media posts have increased. |
| PE-3 | By the end of the first cycle CIS will provide one parent workshop on technology. | SP | CIS is offering a variety of parent workshops. |

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

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

**Quarter 2 Formative Review**

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|---|---|---|---|
| DE-1 | By the end of the second cycle students will be selected for the Fall Perfect attendance field trip | | |
| DE-2 | By the end of the second cycle 100% of "no show students will be reached. | | |
| DE-3 | By the end of the second cycle 100% of teachers will implement and monitor for the GT identification characteristics | | |
| SL-1 | By the end of the second cycle 100% of 3-5 grade teachers will review cycle data, create plans of action and execute said plans. | | |
| SL-2 | By the end of the second cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| SL-3 | By the end of the second cycle 100% of teachers will be implementing Eureka Math with 85% implementation | | |
| SL-4 | By the end of the second cycle coaches will continue the heart rate monitoring to all eligible students with implementation at 85% | | |
| PP-1 | By the end of the second cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| PP-2 | By the end of the second cycle all qualified students will be adopted by an admin to provide support throughout the year | | |
| PP-3 | By the end of the second cycle the staff and faculty will be 100% fully staffed | | |
| PE-1 | By the end of the second cycle 100% of the staff will participate in the Fat Fridays, and Blooming with appreciation activities. | | |
| PE-2 | By the end of the second cycle Parenting classes will begin. | | |
| PE-3 | By the end of the second cycle CIS will provide multiple workshops on technology. | | |

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

## 2.2 – Third Quarterly Review Meeting
**The Campus Advisory Council will use artifacts and data to check KPI progression for all strategies.**

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|---|---|---|---|
| DE-1 | By the end of the third cycle 100% of classrooms will be implementing the attendance card procedures and the "Spell it out" | | |
| DE-2 | By the end of the third cycle 100% of "no show students will be reached. | | |
| DE-3 | By the end of the third cycle 100% of teachers will implement and monitor for the GT identification characteristics | | |
| SL-1 | By the end of the third cycle 100% of 3-5 grade teachers will review cycle data, create plans of action and execute said plans. | | |
| SL-2 | By the end of the third cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| SL-3 | By the end of the third cycle 100% of teachers will be implementing Eureka Math with 95% implementation | | |
| SL-4 | By the end of the third cycle coaches will continue the heart rate monitoring to all eligible students with implementation at 95% | | |
| PP-1 | By the end of the third cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| PP-2 | By the end of the third cycle 100% of teachers will be implementing PBIS behavior incentives. | | |
| PP-3 | By the end of the third cycle the staff and faculty will be 100% fully staffed | | |
| PE-1 | By the end of the third cycle 100% of the staff will participate in the Fat Fridays, and Blooming with appreciation activities. | | |
| PE-2 | By the end of the third cycle CIS liaison will provide instructions to parents on how to participate in surveys | | |
| PE-3 | By the end of the third cycle CIS will provide multiple workshops on technology. | | |

**Quarter 3 Formative Review**

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

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

**Quarter 4 Formative Review**

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|---|---|---|---|
| DE-1 | By the end of the fourth cycle students will be selected for the Spring Perfect attendance field trip | | |
| DE-2 | By the end of the fourth cycle 100% of all currently enrolled students will be re-enroll for the following school year. | | |
| DE-3 | By the end of the fourth cycle 100% of teachers will implement and monitor for the GT identification characteristics | | |
| SL-1 | By the end of the fourth cycle 100% of 3-5 grade teachers will review cycle data, create plans of action and execute said plans. | | |
| SL-2 | By the end of the fourth cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| SL-3 | By the end of the fourth cycle 100% of teachers will be implementing Eureka Math with 100% implementation | | |
| SL-4 | By the end of the fourth cycle coach will continue the heart rate monitoring to all eligible students with implementation of 100% | | |
| PP-1 | By the end of the fourth cycle 100% of K-5 teachers will be implementing SWI with the exception of Pre-K. | | |
| PP-2 | By the end of the fourth cycle 100% of teachers will be implementing PBIS behavior incentives. | | |
| PP-3 | By the end of the fourth cycle the staff and faculty will be 100% fully staffed | | |
| PE-1 | By the end of the four cycle 100% of the staff will participate in the Fat Fridays, and Blooming with appreciation activities. | | |
| PE-2 | By the end of the four cycle we should have 50% parent participation on parent surveys. | | |
| PE-3 | By the end of the four cycle CIS will provide multiple workshops on technology. | | |

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

## 3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
### The Campus Advisory Council will use artifacts and data to evaluate all Performance Objectives.

| Performance Objective | Q4 Rating | Findings / Next Steps |
|---|---|---|
| By the end of 2024, we will increase school wide attendance percentage to 95% **PS DE-1** | | |
| By the end of 23-24 school year we will maintain campus enrollment at or above 550**PS DE-2** | | |
| By the end of 23-24 school year we will increase the number of students identified GT by 5%.**PS DE-3** | | |
| By the end of year all students will, increase the percent of 3rd-5th grade students who are on grade level in Reading/Writing & Math STAAR.**PS SL-1** | | |
| By the end of year all students will, increase the percent of 3rd-5th grade students who are on grade level in Reading/Writing & Math STAAR.**PS SL-2** | | |
| By the end of year all students will, increase the percent of 3rd-5th grade students who are on grade level on Math STAAR.**PS PP-2** | | |
| By the end of the 22-23 school year, 100% of eligible students will participate in the Fitness Gram **PS SL-4** | | |
| By the end of 23-24 school year, teachers will increase the MAP Reading levels at Low Average and Average performance in EB students by at least 5% **PS PP-1** | | |
| By the end of 23-24 school year, classroom behavior incidents will decrease by 15%. **PS PP-2** | | |
| By the end of 23-24 school year, teacher satisfaction with feeling supported by administrative team, as gauged by the EOY survey will increase by 5%. **PS PP-3** | | |
| By the end of 23-24 school year we will increase our teacher attendance percentage to 95% by positive culture and supportive climate. **PS PE-1** | | |
| By the end of 2023-2023 school year we will increase the percentage of parent representation by 15% at campus activities. **PS PE-2** | | |
| By the end of 2023-2023 school year we will increase the percentage of parent representation by 15% at campus activities. **PS PE-3** | | |

**Quarter 4 Summative Review**

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

## District Purchases

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

| Always Learning GPS | Problem Statement & Root Cause | |
|---|---|---|
| | | |

| # | Board Goal | Performance Objective | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|---|---|---|---|---|---|
| | | | | | |

# Campus Improvement Plan Quality Checklist

## Comprehensive Needs Assessment - Problem Statements and Root Causes

| | | | |
|---|---|---|---|
| All are based on the analysis of data and we have listed all sources. | | All are based on the success criteria of the ESF. | |
| All are based on issues that the campus can control and improve on. | | All talk to adult systems and behaviors. | |

## Improvement Plan – Performance Objectives

| | | | |
|---|---|---|---|
| All are in SMART format | | All are tied to at least one problem statement. | |
| All are measured by a data source. | | | |

## Improvement Plan – Strategies

| | | | |
|---|---|---|---|
| All are in BEST format. | | All strategies are targeted to eliminate at least one root cause. | |
| All are measured by quarterly KPI outcomes. | | Entire plan has been checked for spelling and grammar. | |

## Federally Required Strategies – Do we have strategies that address -

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Accelerated Learning | | Support for Special Populations | | Parent & Family Engagement | | Students Not On Grade Level | |
| Recruiting/Retaining Teachers | | Violence Prevention/Intervention | | Professional Development | | Dropout Prevention / Enrollment | |
| Physical Activity | | Social and Emotional Support | | Student Attendance | | Transition PK to Elementary | |
| Quality of Learning Environment | | CCMR - Secondary | | MTSS – Behavioral Interventions | | | |

## Equitable Availability of the Campus Improvement Plan to Parents

| | |
|---|---|
| Physical Locations of the Plan | FRONT OFFICE |
| Languages Available | ENGLISH (SPANISH UPON REQUEST) |
| URL to Online Version | https://schools.saisd.net/upload/page/0168/22%20CAMPUS%20CIP.pdf |

## Equitable Availability of the School-Parent Compact to Parents

| | |
|---|---|
| Physical Locations of the Plan | FRONT OFFICE |
| Languages Available | ENGLISH AND SPANISH |
| URL to Online Version | https://schools.saisd.net/upload/page/15157/School%20Parent%20Compact%202022-23.pdf |

## Equitable Availability of Parent-Family Engagement Policy to Parents

| | | | |
|---|---|---|---|
| Physical Locations of the Policy | FRONT OFFICE | | How and When was the PFE Policy Distributed |
| Languages Available | ENGLISH AND SPANISH | | IN PERSON |
| URL to Online Version | https://schools.saisd.net/upload/page/15157/School%20Parent%20and%20Family%20Engagement%20Policy%202022-23.pdf | | |

**Quality Checklists**

# Title I Compliance Documentation and Submissions

## 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, and 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)

| Action | Documentation | CIP Location / Upload Location | Done |
|---|---|---|---|
| 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, and posted on your website | | |
| PFE Meetings | Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times | Google Shared Folder | |

## School-Parent-Compact (ESSA Sec. 1116(d)

| Documentation | Description | CIP Location / Upload Location | Done |
|---|---|---|---|
| School-Parent Compact | A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification | Google Shared Folder | |
| | PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website | CIP - Quality Checklist | |
| School-Parent Compact Review & Revise Meeting | Dated invitation(s)/notice(s) of meeting(s) | Google Shared Folder | |
| | Dated agenda and minutes from the meeting documenting discussion and decisions | | |
| | All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |

## Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))

| Documentation | Description | CIP Location / Upload Location | Done |
|---|---|---|---|
| Title I Meetings | Dated invitations/notices of a minimum of 2 meetings | Google Shared Folder | |
| | Presentation/Slide Deck and agendas for both meetings | | |
| | CIP was presented to parents & families during Title I meeting presentation as noted on agenda | | |
| | Campus Parents Right to Know information was included in Title I meeting presentation/slide deck | | |
| | Dated sign-in sheets that include printed names,roles, and signatures for both meetings | | |
| Staff Training: Value & Utility of Parents | Presentation/Slide Deck and agenda | | |
| | All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |

**Documentation and Submissions**

## Assurances and Approval Information

**Instructional Superintendent Assurance**

As Instructional 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 Instructional 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 |
|---|---|
| Schenck Elementary | 15907- 164 |
| **Superintendent** | **Instructional Superintendent** |
| Dr. Jaime Aquino | Eric Wicker |
| **Principal** | **SAISD Board Approval Date** |
| Susan Del Toro | |
| **Date #1 Presented to Stakeholders** | **Date #2 Presented to Stakeholders** |
| | |

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

| Name | Role | Name | Role |
|---|---|---|---|
| Susan Del Toro | Principal | | |
| Emma Saldana | Assistant Principal | | |
| Carmen Madriz | Counselor | | |
| Susan Ryan | Instructional Coach | | |
| Angela Reed | Special Ed. | | |
| Christopher Malacada | Specials | | |
| Maricela Jimenez | Head Start/PreK | | |
| Leslie Montez | Kinder | | |
| Danielle Elizondo | First | | |
| Lizeth Trejo | Second | | |
| Veronica Aker | Third | | |
| Jennifer Rodriguez | Fourth | | |
| Mayela Gonzalez | Fifth | | |
| Janeth Renshaw-Montero | Librarian | | |
| Juanita Ramos | CIS | | |
| Kimberly Mazac | Parent | | |
| Boyce Montes | Parent | | |
| | Community Member | | |
| Dr. Sam Dockery | Assistant Principal | | |
| | | | |
| | | | |

**Committee Members**