

Campus Improvement Plan

2024 - 2025



Schenck Elementary School

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Board of Trustees



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VISION

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

MISSION

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

CORE VALUES

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

CORE BELIEFS

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

SAISD 5 Year Board Goals

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

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

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

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

SAISD 2024-2025 Board Goals

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

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

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

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

SAISD 2024-2025 Campus Goals

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

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

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

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

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

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

CNA Meeting Dates	Meeting Topics and Actions
<p>Schenck Meeting #1 April 29, 2024</p> <p>Foster Meeting #1 April 30, 2024 @ 3:30 on Zoom</p>	<p>The Schenck CAC met on April 29, 2024 during a monthly Campus Advisory Council meeting. We reviewed the Demographics and Student Learning. We looked at attendance and MAP MOY for reading (English/Spanish) and math data.</p> <p>The Foster CAC met on April 30th to work on Demographics and Student Learning. The CAC team looked at attendance data and trends, MAP MOY data for reading and math, reviewed trends and findings from Shadow Safaris conducted by the admin team, and teacher years of experience. We then developed the problem statements and root causes. The CAC listed strengths and areas for improvement for Demographics and Student Learning. All CAC members were in agreement.</p>
<p>Schenck Meeting #2 May 20, 2024</p>	<p>The Schenck CAC met on May 20, 2024 during a monthly Campus Advisory Council meeting. We reviewed the Demographics and Student Learning. We reviewed attendance and MAP MOY for reading (English/Spanish) and math data.</p>

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

Schenck's attendance rate is well above the 90%...current attendance rate was 93%. Student MOY MAP scores indicated growth in most grade levels except in fourth and fifth grades there was a dip in scores. All grade levels had very large classroom sizes this year (3rd grade additional 25 students, 4th grade 21 students, 5th grade stayed about the same 55).

Based on the summative evaluation of the 2023 - 2024 CIP for Foster the following trends were found. While attendance has been increasing, last year we were at 87.5 and currently we are at 89.43, we are still not at 90%. We will continue to integrate the attendance strategies and include more strategies to better support the work.

While student grade level readiness did not grow by 10% as desired, we will continue to integrate those high quality instructional strategies to better support the work. Based on student outcomes in all grade levels, professional development will focus on unpacking TEKS, identifying lesson objectives that meet the depth and complexity of the TEKS, and how to explicitly teach the standards using the new curriculum.

While 100% of teachers implemented best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships, 44% of them have less than 2 years of content and grade level experience. 56% of teachers have more than two years of content and grade level experience. Our campus will continue to examine routines for onboarding teachers, students, and substitutes and train all front office staff, a menu of support will be created aligned with the needs of the campus.

Comprehensive Needs Assessment Process

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

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

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

STAAR/EOC Results		Local Benchmark Results		State Interim Results		MAP Data	X X
CIRCLE Data	X	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X X	Student Retention Rates	X	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 (PBMA) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X			Feedback Given To Teachers	X
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	X
App usage dashboard	X	SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	
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)

Area Examined	Problem Statements and Root Causes	
Student Discipline	PS DE-1	At Schenck, student discipline referral rates increased dramatically, specifically that of the special education population.
	RC DE-1	At Schenck, teachers lack training in discipline management techniques with special education students specifically.
Programs Student Outcomes	PS DE-2	At Schenck, students in SPED, Section 504, and Dyslexia programs are not meeting grade-level expectations on district and state assessments.
	RC DE-2	The campus is not progress monitoring with fidelity through effective data analysis.
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	Student discipline referral increased drastically this year, especially in fifth grade. Incidences included fighting, tobacco, knife, vape, etc. for a total of 28 offenses with 57% of these committed by Special Education students. Campus wide teacher training will be required to ensure teachers implement effective techniques for this special population.	

Comprehensive Needs Assessment - Demographics

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

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	At Schenck students are performing at 65% in Reading and 58% Math as demonstrated on the STAAR assessment results. This is a decline of 14 points in reading and 12 points in math. Science had the greatest decline of 34 points. There were inconsistencies in planning, implementing, and monitoring of the grade level TEKS.
	RC SL-1	Assessment process and data analysis systems targeting student needs was not implemented with fidelity. Science instruction and labs were not conducted with fidelity especially in fifth grade. There were many students in the MTSS process that qualified late in the school year for special education services.
Grade Level Readiness	PS SL-2	At Schenck, students are not performing at grade level in Reading and Math. MAP Math campus wide growth was 48% and MAP Reading was 50% in English and 54% in Spanish. At Foster, we did not meet 50% (8% met goal) in reading growth nor did we meet our 50% (38% met goal) math growth goal in Head Start-5th grade.
	RC SL-2	Schenck found inconsistencies in planning, implementing and monitoring of the grade level TEKS. Foster found that math and reading classrooms do not consistently use high-quality instructional materials that fully cover state standards, which are aligned to research-based instructional strategies, and meet the needs of students, including special populations for interventions and small group work.
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	Although Schenck made improvements on EOY MAP scores (Math 48% growth, Reading 50% English, and 54% Spanish) it was not significant growth to improve students' STAAR scores. Fidelity to the district daily lesson plans and careful monitoring will be required for improvement. Strengths for Foster included teachers developing Common Formative Assessments based on the assessment data teachers and creating intervention/action plans to address gaps. Teachers also received in the moment coaching based on their Action Plans from Instructional Coaches on Canvas. Improvements for Foster included, MAP and instructional learning walk data, lesson plan collaboration/reflections on CANVAS between teacher and instructional coaches, and Safari walks on reading and math action plan delivery in small group in was determined: gaps in alignment between action plans and activities.	

Comprehensive Needs Assessment - Processes & Programs

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

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Teacher PD	PS PP-1	There is a misalignment with state mandated TEKS, activities, daily assessments, and summative assessments.
	RC PP-1	The campus does not have a systematic approach to providing teachers with follow-up walk-through data to ensure adjustments to instruction are made daily across multiple content areas.
Teacher Leadership	PS PP-2	There is a lack of teacher leadership at the grade levels, especially on new teams.
	RC PP-2	Grade level teams did not plan together consistently (weekly) to ensure alignment.
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	School Process and Program Strengths. Immediate teacher feedback is needed after walkthroughs to impact teacher growth. Students made growth as evident in the EOY MAP scores (48% schoolwide, with 3rd -61% growth, 2nd - 59% growth). Teachers followed the district daily lesson framework. Daily Math intervention block was implemented school wide. Daily School wide intervention reading groups were closely monitored. Anchor charts as well as student discourse was a focus this year. Teachers have participated in campus and district professional learning opportunities that have been reported in Performance Matters. PLC agendas and administration observation focused on student engagement. ICs and administrators led almost all of the PLC's in the 2023-2024 school year, several new teams had difficulty messing as a team.	

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	
Services Support	PS PE-1	There is an increase of social emotional needs among students represented by the number of counseling referrals.
	RC PE-1	The campus did not use the Rhithms App with fidelity.
Parent Engagement Attendance	PS PE-2	Parent involvement at monthly Principal's Cafecitos was frequently 2% based on parent sign in sheets.
	RC PE-2	Parent participation decreased at all school functions (Cafecitos, PTO meetings, night events) significantly.
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	Students have many social/emotional needs that were addressed by the counselor, CIS coordinator, MTSS process and the administration. Teacher training on relationship building will assist teachers in implementing best practices in the area of social/emotional learning and discipline management. A set time needs to be built into the schedule for social/emotional check in such as regular use of the Rhithms app. Parent overall attendance increased at school functions but only the same few parents attended regularly scheduled school meetings such as Cafecitos.	

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		By the end of the year, students scoring at meets and masters in Reading will increase by 4% on the STAAR test.	By the end of the year 100% of core teachers will utilize with fidelity assessment processes and data analysis systems to target student needs, as evidenced in the lesson internalization protocol, implementation of Amplify materials, resources, and professional development, Branching Minds, PLC agendas and sign in sheets.	Campus Administration/Teachers/IC	254/supplemental resources/\$12,000
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas, PLC next steps, and classroom observations.		
			By the end of the second quarter, 50% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas, PLC next steps, and classroom observations.		
			By the end of the third quarter, 75% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas, PLC next steps, and classroom observations.		
			By the end of the fourth quarter, 100% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas, PLC next steps, and classroom observations.		
SL-2		By the end of the year, students scoring at meets and masters in Math will increase by 6% and at meets and masters in Science will increase by 4% on the STAAR test.	Core teachers will use research based instructional strategies and high quality instructional materials and resources when planning, implementing and monitoring grade level TEKS as evidenced in lesson internalization.	Campus Administration and Instructional Coaches	211/supplemental materials and licenses/\$5,600
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of core teachers will utilize with fidelity research based instructional strategies and or high quality instructional materials as evidenced in PLC agendas, faculty meeting agendas, and classroom observations.		
			By the end of the second quarter, 50% of core teachers will utilize with fidelity research based instructional strategies and or high quality instructional materials as evidenced in PLC agendas, faculty meeting agendas, and classroom observations.		
			By the end of the third quarter, 75% of core teachers will utilize with fidelity research based instructional strategies and or high quality instructional materials as evidenced in PLC agendas, faculty meeting agendas, and classroom observations.		
			By the end of the fourth quarter, 100% of core teachers will utilize with fidelity research based instructional strategies and or high quality instructional materials as evidenced in PLC agendas, faculty meeting agendas, and classroom observations.		
SL-3		By the end of the year, 70% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE	PreK teachers will use research based instructional strategies and high quality instructional materials when planning, implementing, and monitoring PK standards as evidenced by curriculum implementation.	Campus Administrators and Instructional Coaches	Fund 205/Classroom Supplies/\$24,587.00
	PS #	Quarterly KPIs	By the end of the first quarter, 50% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE		
			By the end of the second quarter, 55% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE		
			By the end of the third quarter, 60% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE		
			By the end of the fourth quarter, 70% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, students scoring at meets and masters in Reading will increase by 4% and at meets and masters in Math will increase by 6% and at meets and masters in Science will increase by 4% on the STAAR test.	100% of core teachers will utilize daily lessons, Campus Based Assessments, and mClass assessments to ensure alignment with state mandated TEKS and to determine if students learned what was taught. Teachers will use research based instructional strategies and high quality instructional material such as, Amplify or the online subscription of IXL and Forde Ferrier to ensure instruction and intervention is at the appropriate level of rigor and aligned to TEKS, as evidenced in Amplify trainings, sign in sheets, PLC agendas.	Admin Team, Instructional Coaches and Core Teachers	211- \$8136 to purchase IXL Math
	PS #	Quarterly KPIs	By the end of the first quarter, 50% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in lesson plan spreadsheet, action plans, Google lesson plan drive, and PLC sign in sheets and agendas.		
			By the end of the second quarter, 75% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in lesson plan spreadsheet, action plans, Google lesson plan drive, and PLC sign in sheets and agendas.		
			By the end of the third quarter, 90% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in lesson plan spreadsheet, action plans, Google lesson plan drive, and PLC sign in sheets and agendas.		
			By the end of the fourth quarter, 100% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in lesson plan spreadsheet, action plans, Google lesson plan drive, and PLC sign in sheets and agendas.		
PP-2		By the end of the year, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture including setting behavioral expectations, establishing routines and procedures that will lead to a 5% decrease in student discipline referrals.	Monthly committee meetings, to include PBIS and Safety, will be held to provide support and common campus expectations as evidenced in agendas, sign in sheets and information shared with campus. Teachers will utilize Dojo Dollars to reward positive behaviors.	PBIS and Safety Committee	211- \$5,000 to purchase PBIS Posters and prizes and incentives
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of staff will be trained on PBIS and safety.		
			By the end of the second quarter, 50% of teachers will implement PBIS and safety strategies as evidenced by PBIS charts, class dojo points, agendas and sign in sheets at PBIS committee meetings.		
			By the end of the second quarter, 75% of teachers will implement PBIS and safety strategies as evidenced by PBIS charts, class dojo points, agendas and sign in sheets at PBIS committee meetings.		
			By the end of the second quarter, 100% of teachers will implement PBIS and safety strategies as evidenced by PBIS charts, class dojo points, agendas and sign in sheets at PBIS committee meetings.		
PP-3		By the end of the year.			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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, student participation of the Rhithm app will increase by 10%.	Campus will develop a system to effectively utilize and monitor the Rhithm app at least three times a week as evidenced in Rhithm reports.	Counselor Campus Administration	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have received professional development on how and when students should be using the Rhithm app, as evidenced in PD Agendas, sign in sheets and presentations.		
			By the end of the second quarter, 50% of teachers will have implemented the Rhithm app at least 3X's a week as evidenced in Rhithm app reports.		
			By the end of the third quarter, 75% of teachers will have implemented the Rhithm app at least 3X's a week as evidenced in Rhithm app reports.		
			By the end of the fourth quarter, 100% of teachers will have implemented the Rhithm app at least 3X's a week as evidenced in Rhithm app reports.		
PE-2	1 & 4	By the end of the year, on the SEAD family survey the percent of family engagement input will increase by 10%.	Campus administration will work to improve parent involvement and communication with parents via emails, flyers, home visits, School Messenger, school website and marquee. Events and meetings will occur monthly and will include but is not limited to: Attendance forums, Open House, and educational nights, and Cafecito with the Principal. Agendas for those events will include an academic component to each one.	Campus Administration FACE Specialist	211 / \$5,492 for refreshments and supplies
	PS #	Quarterly KPIs	By the end of the first quarter, parent engagement/ input will increase by 4% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.		
			By the end of the second quarter, parent engagement/ input will increase by 6% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.		
			By the end of the third quarter, parent engagement/ input will increase by 8% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.		
	PE-2		By the end of the fourth quarter, parent engagement/ input will increase by 10% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.		
PE-3					
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - 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, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture including setting behavioral expectations, establishing routines and procedures that will lead to a 5% decrease in student discipline referrals.	100% of teachers will receive professional development on a campus wide PBIS system to set behavioral expectations, establish routines and procedures that maximize instructional time, and building strong relationships. Assemblies will be held after each nine weeks to recognize students for good attendance and behavior. Attendance celebrations will be held for students with perfect attendance.	PBIS Committee	199-\$1,000 for awards and refreshments
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will have received professional development on the campus PBIS system, as evidenced by PD agendas, sign in sheets and presentations.		
			By the end of the second quarter, 50% of teachers will have implemented the campus wide PBIS system as evidenced by agendas, sign in sheets, and PBIS posters.		
			By the end of the third quarter, 75% of teachers will have implemented the campus wide PBIS system as evidenced by agendas, sign in sheets, and PBIS posters.		
By the end of the fourth quarter, 100% of teachers will have implemented the campus wide PBIS system as evidenced by agendas, sign in sheets, and PBIS posters.					
DE-2		By the end of the year, students in SPED passing STAAR in Reading will increase by 4% and Math will increase by 6% as compared to last year's STAAR.	SPED teachers will utilize Moby MAX intervention and tracking program to monitor and assess SPED student IEP data to identify gaps in learning and make adjustments as needed.	Administrators, IC's, GEC Teachers	211- \$5,000 for MOBY Max intervention program
	PS #	Quarterly KPIs	By the end of the first quarter, campus will purchase Moby MAX for SPED teachers.		
			By the end of the second quarter, 50% of SPED teachers will utilize MOBY Max with fidelity.		
			By the end of the third quarter, 75% of SPED teachers will utilize MOBY Max with fidelity.		
By the end of the fourth quarter, 100% of SPED teachers will utilize MOBY Max with fidelity.					
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
By the end of the fourth quarter,					
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
By the end of the fourth quarter,					

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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of teachers will have received professional development on the campus PBIS system, as evidenced by PD agendas, sign in sheets and presentations.	Met Target (100%)	All teachers have been trained in PBIS. Next step is for the PBIS committee to create posters and implement a positive rewards system.
DE-2	By the end of the first quarter, campus will purchase Moby MAX for SPED teachers.	No Progress (0% - 50%)	We are still waiting for the approval to purchase MobyMax
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 25% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas, PLC next steps, and classroom observations.	Good Progress (51% - 75%)	We will continue to analyze data and create action plans during PLC meetings.
SL-2	By the end of the first quarter, 25% of core teachers will utilize with fidelity research based instructional strategies and or high quality instructional materials as evidenced in PLC agendas, faculty meeting agendas, and classroom observations.	Good Progress (51% - 75%)	Teachers will continue to utilize RBIS and HQIMs with fidelity
SL-3	By the end of the first quarter, 50% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE	Significant Progress (76% - 99%)	4 year old in Head Start are showing great scores on BOY CIRCLE
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 50% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in lesson plan spreadsheet, action plans, Google lesson plan drive, and PLC sign in sheets and agendas.	Met Target (100%)	All of our teachers are utilizing daily lesson plans and tracking student progress. We will continue to offer training and guidance on lesson internalization.
PP-2	By the end of the first quarter, 100% of staff will be trained on PBIS and safety.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 100% of teachers will have received professional development on how and when students should be using the Rhithm app, as evidenced in PD Agendas, sign in sheets and presentations.	Met Target (100%)	All teachers have been trained in the use of the Rhithm app. We will continue to stress the importance of students logging in to the app daily.
PE-2	By the end of the first quarter, parent engagement/ input will increase by 4% as evidenced by agendas, sign in sheets, event surveys, and theSEAD survey.	Significant Progress (76% - 99%)	We've had great turnout at our Principal Cafecito and Title 1 Annual Meeting.
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, 50% of teachers will have implemented the campus wide PBIS system as evidenced by agendas, sign in sheets, and PBIS	Choose One	
DE-2	By the end of the second quarter, 50% of SPED teachers will utilize MOBY Max with fidelity	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 50% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas	Choose One	
SL-2	By the end of the second quarter, 50% of core teachers will utilize with fidelity research based instructional strategies and/or high quality instructional materials	Choose One	
SL-3	By the end of the second quarter, 55% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 75% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in	Choose One	
PP-2	By the end of the second quarter, 50% of teachers will implement PBIS and safety strategies as evidenced by PBIS charts, class dojo points, agendas and sign in	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 50% of teachers will have implemented the Rhithm app at least 3X's a week as evidenced in Rhithm app reports	Choose One	
PE-2	By the end of the second quarter, parent engagement/ input will increase by 6% as evidenced by agendas, sign in sheets, event surveys, and the SEAD survey	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 75% of teachers will have implemented the campus wide PBIS system as evidenced by agendas, sign in sheets, and PBIS posters	Choose One	
DE-2	By the end of the third quarter, 75% of SPED teachers will utilize MOBY Max with fidelity	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 75% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas	Choose One	
SL-2	By the end of the third quarter, 75% of core teachers will utilize with fidelity research based instructional strategies and/or high quality instructional materials	Choose One	
SL-3	By the end of the third quarter, 60% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 90% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in	Choose One	
PP-2	By the end of the second quarter, 75% of teachers will implement PBIS and safety strategies as evidenced by PBIS charts, class dojo points, agendas and sign in	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 75% of teachers will have implemented the Rhithm app at least 3X's a week as evidenced in Rhithm app reports	Choose One	
PE-2	By the end of the third quarter, parent engagement/ input will increase by 8% as evidenced by agendas, sign in sheets, event surveys, and the SEAD survey	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of teachers will have implemented the campus wide PBIS system as evidenced by agendas, sign in sheets, and PBIS	Choose One	
DE-2	By the end of the fourth quarter, 100% of SPED teachers will utilize MOBY Max with fidelity	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 100% of teachers will utilize with fidelity the assessment process and data analysis systems as evidenced in PLC agendas	Choose One	
SL-2	By the end of the fourth quarter, 100% of core teachers will utilize with fidelity research based instructional strategies and/or high quality instructional materials	Choose One	
SL-3	By the end of the fourth quarter, 70% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of teachers will utilize with fidelity daily lessons, CBA's and mClass assessments to track students data as evidenced in	Choose One	
PP-2	By the end of the second quarter, 100% of teachers will implement PBIS and safety strategies as evidenced by PBIS charts, class doin points, agendas and sign	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 100% of teachers will have implemented the Rhithm app at least 3X's a week as evidenced in Rhithm app reports	Choose One	
PE-2	By the end of the fourth quarter, parent engagement/ input will increase by 10% as evidenced by agendas, sign in sheets, event surveys, and the SEAD survey	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture including setting behavioral	Choose One	
DE-2	By the end of the year, students in SPED passing STAAR in Reading will increase by 4% and Math will increase by 6% as compared to last year's STAAR	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, students scoring at meets and masters in Reading will increase by 4% on the STAAR test	Choose One	
SL-2	By the end of the year, students scoring at meets and masters in Math will increase by 6% and at meets and masters in Science will increase by 4% on the STAAR test	Choose One	
SL-3	By the end of the year, 70% of PK-4 students will be Kinder-ready in Reading and Math as measured by EOY CIRCLE	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, students scoring at meets and masters in Reading will increase by 4% and at meets and masters in Math will increase by 6% and at meets	Choose One	
PP-2	By the end of the year, 100% of teachers will implement best practices for establishing and maintaining a strong classroom culture including setting behavioral	Choose One	
PP-3	By the end of the year.	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, student participation of the Rhithm app will increase by 10%.	Choose One	
PE-2	By the end of the year, on the SEAD family survey the percent of family engagement input will increase by 10%.	Choose One	
PE-3		Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Virginia Parker	Principal	Danielle Nadeau	FACE Specialist
Marisela Jimenez	Teacher	Juanita Ramos	CIS
Sandra Garcia	Teacher	Carmen Madriz	Counselor
Margaret Parker	Teacher	Monica Ortegon	Counselor
Veronica Aker	Teacher	Laura Arcos	Instructional Coach
Rita Guerra	Teacher	Tammie Berkley	Instructional Coach
Janeth Renshaw-Montero	Teacher	Laura Garcia	Instructional Coach
Elaine Stazsak	Specials Teacher	Daniel Reyes	Assistant Principal
Angela Reed	Spec Ed Teacher	Lisa Morales	Assistant Principal
Theresa Graham	Teacher- Campus Alliance Rep	Eric Copeland	Business Rep
Brianna Martinez	Instructional Assistant		Parent
Irma Gonzalez	Instructional Assistant		Parent

Assurances and Approval Information

Principal Supervisor Assurance

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

Campus Principal Assurance

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

Campus Name	Campus Number
Schenck @ Foster Elementary	15907- 164
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Sonya Mora
Principal	SAISD Board Approval Date
Virginia Parker	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	The CIP is located in a binder in the front office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	The CIP is available in English. It is available in Spanish upon request.		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0293/docs/164_03_schenck_cip_2023_2024.pdf		
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	The CIP is located in a binder in the front office		
<input type="checkbox"/>	Parent & Family Engagement	Languages Available	The CIP is available in English. It is available in Spanish upon request.		
<input type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0293/docs/24-25FamilyEngagementPolicy.pdf		
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	The CIP is located in a binder in the front office		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	The CIP is available in English. It is available in Spanish upon request.		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0293/docs/compact24-25.pdf		
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations	Annual Title 1 Meeting	9/19/2024		
<input type="checkbox"/>	Transition PK to K	Annual Title 1 Meeting	9/25/2024		
<input type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

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

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

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		