

# Campus Improvement Plan

## 2023-2024



Smith ES

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# Board of Trustees



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## **VISION**

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

## **MISSION**

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

## **CORE VALUES**

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

## **CORE BELIEFS**

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

**SAISD 5 Year Board Goals**

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

**SAISD 2023-2024 Board Goals**

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

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

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

CNA Development Dates	Meeting Topics and Actions
<b>Meeting #1</b>  <b>April 26, 2023</b>	<b>Demographics</b> - Examined enrollment data since 2015; behavior referrals <b>Processes &amp; Program</b> - Examined T-TESS walkthrough feedback, professional growth, routines (welcoming, lunch, recess), PLN structures and focus
<b>Meeting #2</b>  <b>May 16, 2023</b>	<b>Student Learning:</b> Data Review- MAP, Circle, Attendance, and Interim STAAR. <b>Perceptions-</b> Examined parent surveys, sign-ins, and all engagement opportunities for 2022-2023.  23-24 Campus Improvement Plan Performance Objectives & Strategies were developed

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

On May 16, 2023, the Campus Advisory Committee reviewed the 22-23 Campus Improvement plan and conducted a summative evaluation. The summative review in conjunction with the needs assessment conducted on April 26, 2023 was used to guide and evaluate the systems in place and determine new problem statement and root causes as part of the 23-24 Campus Needs Assessment.

- Despite the addition of writing to the RLA STAAR and the new item types, we saw a 1% decrease in the Approaches level in STAAR RLA and a 4% decrease in Math. We will continue to focus on writing instruction and our math problem solving model.
- 44% of walkthrough feedback focused on engagement, accountability, and student discourse. PD will focus on strategies that support engagement, accountability, and student discourse.
- 11% of parents attended the Parent Learning Academy (PLA) and 100% of parent feedback for the sessions was positive. We will continue to provide PLA sessions and develop strategies to engage more parents.
- Student attendance is on an upward trend since COVID but at 90% is still below the district target of 96%.



## 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	
Teacher Attendance	Frontline Reports	PS DE-1	The total teacher absences in 22-23 was 228; this is a 22% increase from 21-22 with 177 total teacher absences.
		RC DE-1	Instructional leaders did not provide periodic attendance reports to teachers to help them monitor attendance.
Students Attendance	Frontline Reports, SAISD Dashboard Report	PS DE-2	Student attendance rate for the 22-23 school is is 90.5%; although this is a 4% increase from the 21-22 attendance rate it is still below the 96% attendance rate target.
		RC DE-2	Home visits were conducted during the 22-23 school year, attendance meetings were held with campus attendance committee. Lack of a campus attendance accountability systems with follow up actions steps.
Student Enrollment	Frontline Reports, SAISD Dashboard Report	PS DE-3	There is a 45% decrease in enrollment from 2013 to 2023.
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,4	80% of classroom teachers will have less than 10 absences. <b>Demographics 1</b>	Campus administrators will hold monthly attendance incentive drawings for staff with 100% attendance.	Admin Team	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, administrators will hold 2 attendance drawings. By the end of Quarter 2, administrators will hold 4 attendance drawings. By the end of Quarter 3, administrators will hold 6 attendance drawings. By the end of the year, administrators will hold 8 attendance drawings.		
DE-2	1,2,4	Student attendance rate at the end of the year will be 92% <b>Demographics 2</b>	Campus administrators will promote school attendance through monthly incentives for students with 100% attendance.	Admin Team Attendance Committee	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, administrators will hold 2 attendance incentive events. By the end of Quarter 2, administrators will hold 4 attendance incentive events. By the end of Quarter 3, administrators will hold 6 attendance incentive events. By the end of the year, administrators will hold 8 attendance incentive events.		
DE-3	1,2,4	Student enrollment at the end of the year will exceed the projected amount by 10 students. <b>Demographics 3</b>	Campus administrators will hold conduct interviews with parents before withdrawing from campus to get to the root cause of withdrawing.	Admin Team	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, enrollment will exceed projected amount by 2 students. By the end of Quarter 2, enrollment will exceed projected amount by 4 students. By the end of Quarter 3, enrollment will exceed projected amount by 7 students. By the end of the year, enrollment will exceed projected amount by 10 students.		
DE-4					
		<b>Quarterly KPIs</b>			



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	
Grade Level Readiness (3-5)	Preliminary STAAR Results	PS SL-1	Preliminary STAAR data demonstrates that 44% of students in 3rd-5th grade achieved “Likely to Pass” in Math STAAR and 50% in Reading STAAR.
		RC SL-1	The majority of teachers are not consistently using teaching practices that engage all students and holds all students accountable for the learning.
Grade Level Readiness (K-2)	MAP Assessment Data	PS SL-2	On average there is a 15% decrease in the percentage of students at Tier 1 in MAP from MOY to EOY across K-5 in Reading and Math.
		RC SL-2	Students engage in tasks that are not aligned to the rigor of the state standards.
Grade Level Readiness (K-5)	MAP Assessment Data	PS SL-3	9% of students in Special Education met their end of year target MAP growth goal in Reading and Math.
		RC SL-3	Students engage in tasks that are not aligned to the rigor of the state standards.
Grade Level Readiness (PK)	Circle Data	PS SL-4	Circle data demonstrates that 70% of students are at Tier 1 in Reading and 74% of students are at Tier 1 in Math.
		RC SL-4	Students spend 2 hours a day in learning stations that are not aligned to the rigor of the PK guidelines.
Physical Education	Fitness Gram Data	PS SL-5	Fitness gram data
		PS SL-5	
Data Determinations			

Plan for Improvement – Student Learning	2.1 - Campus Improvement Plan (CIP) The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
	#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
	SL-1	1,2	30% of students in 3rd-5th grade will perform at the meets level in Reading, Math, and Science STAAR. <b>Student Learning 1</b>	3rd-5th grade teachers will receive professional development to plan and deliver rigorous lessons that engage all students in the learning through total participation strategies.	Admin Instructional Coaches	
			<b>Quarterly KPIs</b>	By the end of Quarter 1, 3rd-5th grade teachers will receive 1 professional development on student engagement. By the end of Quarter 2, 50% of 3rd-5th grade teachers will implement total participation strategies that target student engagement. By the end of Quarter 3, 75% of 3rd-5th grade teachers will implement total participation strategies that target student engagement. By the end of the year, 100% of 3rd-5th grade teachers will implement total participation strategies that target student engagement.		
	SL-2	1,2	30% of students in 3rd-5th grade will perform at the meets level in Reading, Math, and Science STAAR. <b>Student Learning 1</b>	3-5 students & Teachers will have access to a variety of digital, printed, hands-on resource, and supplies s to maximize student performance and engagement across all content areas.	Admin Instructional Coaches	164- General supplies \$3,152 210 - General supplies \$40,000
			<b>Quarterly KPIs</b>	By the end of Quarter 1, students will partake in 1 iReady assessment. By the end of Quarter 2, students will partake in 2 iReady assessments. By the end of Quarter 3, students will partake in 3 iReady assessments. By the end of the year, students will partake in 4 iReady assessments.		
	SL-3	1,2	55% of K-2 students will be at Tier 1 in MAP Reading and Math. <b>Student Learning 2</b>	K-2 teachers will implement student accountability tools to be used learning stations.	Admin Instructional Coaches	210 - General Supplies \$40,000
			<b>Quarterly KPIs</b>	By the end of Quarter 1, K-2nd grade teachers will receive 1 professional development on student accountability. By the end of Quarter 2, 50% of learning stations in K-2nd grades will incorporate a student accountability measure. By the end of Quarter 3, 75% of learning stations in K-2nd grades will incorporate a student accountability measure. By the end of the year, 100% of learning stations in K-2nd grades will incorporate a student accountability measure.		
	SL-4	1,2	55% of K-2 students will be at Tier 1 in MAP Reading and Math. <b>Student Learning 2</b>	k-2 grade students & Teachers will have access to a variety of digital, printed, hands-on resource, and supplies s to maximize student performance and engagement across all content areas.		164- General supplies \$3,152 210 - General supplies \$40,000
			<b>Quarterly KPIs</b>	By the end of Quarter 1, students will partake in BOY MAP. By the end of Quarter 2, students will partake In reviewing BOY MAP goals. By the end of Quarter 3, students will partake in MOY MAP		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1,2	25% of students in special populations will meet their target growth on MAP Reading and Math. <b>Student Learning 3</b>	All students in special populations will receive a multi-tiered system of support (MTSS) that provides accelerated learning and enrichment through extended learning opportunities such as field trips, tutoring, culinary health (CHEF), STEAM, Tiger clubs, and Excel Intervention.	Admin, ACTs	211- Field Trips (\$2,216) 210 - Field trips \$12,697
		<b>Quarterly KPIs</b>	By the end of Quarter 1, staff will develop calendar indicating dates for activities that target accelerated learning and enrichment through extended learning opportunities. By the end of Quarter 2, students will engage in 1 accelerated and enrichment learning opportunity. By the end of Quarter 3, students will engage in 3 accelerated and enrichment learning opportunities. By the end of the year, students will engage in 5 accelerated and enrichment learning opportunities.		
SL-5	1,2	80% of PK students will be Kinder ready in reading and math as measured by Circle data. <b>Student Learning 4</b>	PK teachers will ensure kinder readiness by developing and implementing learning stations that are aligned to the PK guidelines and promote student discourse. k-2 grade students & Teachers will have access to a variety of digital, printed, hands-on resource, and supplies s to maximize student performance and engagement across all content areas.	Admin Instructional Coaches	164- General supplies \$3,152 210- General supplies \$40,000
		<b>Quarterly KPIs</b>	By the end of Quarter 1, PK teachers will receive 1 professional development on student discourse. By the end of Quarter 2, PK teachers will develop 2 learning stations that facilitate student discourse. By the end of Quarter 3, PK teachers will develop 3 learning stations that facilitate student discourse. By the end of the year, PK teachers will develop 4 learning stations that facilitate student discourse.		
SL-6	1,2	70% of students in 3-5 will meet passing standard on the Fitness Gram. <b>Student Learning 5</b>	PE Coach will hold data and goal setting conferences with students.	PE Coach Admin	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, PE coach will give an initial physical fitness assessment. By the end of Quarter 2, PE coach will conference with student to set fitness goals. By the end of Quarter 3, PE coach will assess physical fitness 2 times. By the end of the year, PE coach will assess physical fitness 3 times.		

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	
Learning Stations	Campus Needs Assessment	PS PP-1	During the CNA, 50% of teachers indicated they need exemplars and time to effectively plan for learning stations that are engaging, differentiated, and collaborative.
		RC PP-1	The majority of teachers create and use learning stations that promote limited critical thinking, differentiation, and collaboration.
Classroom Instruction	Walkthrough Feedback	PS PP-2	44% of walkthroughs feedback focuses on improving student accountability, engagement, and discourse.
		RC PP-2	The majority of teachers hold the same 2-3 students accountable for the thinking, learning, and discussion.
		PS PP-4	
		RC PP-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		100% of teachers will receive professional time to plan and develop exemplar learning stations that promote critical thinking, differentiation, and collaboration. <b>Processes &amp; Programs 1</b>	Admin will provide teachers campus-based professional development and consistent time to collaborate and create exemplar learning stations that promote critical thinking, differentiation, and collaboration in an effort to retain and hire high quality teachers.	Admin, Instructional Coaches	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, Admin will develop a calendar that designates time for professional development and sessions to create exemplar learning stations that promote critical thinking, differentiation, and collaboration. By the end of Quarter 2, teachers will engage in 2 professional learning sessions to develop learning stations that promote critical thinking, differentiation, and collaboration. By the end of Quarter 3, teachers will engage in 3 professional learning sessions to develop learning stations that promote critical thinking, differentiation, and collaboration. By the end of the year, teachers will engage in 4 professional learning sessions to develop learning stations that promote critical thinking, differentiation, and collaboration.		
PP-2		Comprehensive Walkthrough feedback for each teacher will demonstrate that 80% of students are engaged in the learning. <b>Processes &amp; Programs 2</b>	Teachers will use comprehensive walkthrough feedback provided by admin to increase the percentage of students engaged in learning.	Admin	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, Admin will develop a calendar that designates specific dates for providing teachers feedback on student engagement. By the end of Quarter 2, Admin will conduct 3 comprehensive walkthroughs that will demonstrate 50% of students engaged in learning. By the end of Quarter 3, Admin will conduct 6 comprehensive walkthroughs that will demonstrate 65% of students engaged in learning. By the end of the year, Admin will conduct 7 comprehensive walkthroughs that will demonstrate 80% of students engaged in learning.		
PP-3					
		<b>Quarterly KPIs</b>			
PP-4					
		<b>Quarterly KPIs</b>			

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

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

## Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Parental Engagement	Parent surveys, PFE event sign-ins, and all engagement calendar	PS PE-1	Only 3 out of 29 parents (10%) attended all 3 Parent Learning Academy sessions.
		RC PE-1	Feedback provided by parents shows that some of the sessions were scheduled during inconvenient times for families (ESF 3.4).
Behavior Referrals	Frontline Behavior Reports	PS PE-2	The number of disciplinary actions (suspension and DAEP) more than tripled from 3 incidents in 21-22 to 10 in 22-23.
		RC PE-2	As a campus, we are inconsistent with the implementation of campus-wide Positive Behavioral Interventions and Supports.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	Family engagement in the Parent Learning Academy will increase to 12%. <b>Perceptions 1</b>	Campus will develop and implement a Parent Learning Academy (PLA) with sessions focused on empowering parents to effectively support the academic and social emotional development of their children.	Leadership Team	211 (\$900 general supplies & \$900 Refreshments)
		<b>Quarterly KPIs</b>	By the end of Quarter 1, campus will coordinate dates and topics for PLA sessions By the end of Quarter 2, campus will offer 1 session. By the end of Quarter 3, campus will offer 2 sessions. By the end of the year, campus will offer 3 sessions and a culminating celebratory event.		
PE-2	4	Student sense of safety will increase to 50% as measured by the annual Panorama SEL Survey. <b>Perceptions 2</b>	School counselor will deliver lessons that target violence and dropout prevention; and support student social emotional development. Utilizing social emotional resources	Counselor, Admin	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, counselor will develop a scope and sequence for delivering lessons. By the end of Quarter 2, counselor will provide targeted lessons through 4 small group sessions By the end of Quarter 3, counselor will provide targeted lessons through 7 small group sessions By the end of the year, counselor will provide targeted lessons through 10 small group sessions		
PE-2	4	<b>The faculty, staff, students, parents, and community perceive the school environment as safe.</b>	A combination of the school-wide PBIS, the "Leader in Me," and the MTSS process will be used to support students in making safe and respectful behavior choices in all school settings. Formative discipline data will be collected and shared with staff in order to adjust systems and action steps as needed. Strategy's Expected Result/Impact: MTSS data, formative discipline data, team leader agenda/minutes.		
		<b>Quarterly KPIs</b>	By the end of Quarter 1, all staff members will be introduced to Leader In Me. By the end of Quarter 2, 80% staff members will be trained by Leader In Me. By the end of Quarter 3, 90% of staff members will attend two Leader In Me training sessions By the end of Quarter 4, 95% of staff members will implement Leader In Me curriculum.		
PE-4					
		<b>Quarterly KPIs</b>			



<div>2.2 – First Quarterly Review Meeting</div> <div>The CAC will use artifacts and data to check KPI progression for all strategies.</div>			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, administrators will hold 2 attendance drawings.		
DE-2	By the end of Quarter 1, administrators will hold 2 attendance incentive events.		
DE-3	By the end of Quarter 1, enrollment will exceed projected amount by 2 students.		
SL-1	By the end of Quarter 1, 3rd-5th grade teachers will receive 1 professional development on student engagement.		
SL-2	By the end of Quarter 1, students will partake in 1 iReady assessment.		
SL-3	By the end of Quarter 1, K-2nd grade teachers will receive 1 professional development on student accountability.		
SL-4	By the end of Quarter 1, staff will develop calendar indicating dates for activities that target accelerated learning and enrichment through extended learning opportunities.		
SL-5	By the end of Quarter 1, PK teachers will receive 1 professional development on student discourse.		
SL-6	By the end of Quarter 1, PE coach will give an initial physical fitness assessment.		
PP-1	By the end of Quarter 1, Admin will develop a calendar that designates time for professional development and sessions to create exemplar learning stations that promote critical thinking, differentiation, and collaboration.		
PP-2	By the end of Quarter 1, Admin will develop a calendar that designates specific dates for providing teachers feedback on student engagement.		
PE-1	By the end of Quarter 1, campus will coordinate dates and topics for PLA sessions		
PE-2	By the end of Quarter 1, counselor will develop a scope and sequence		

2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, administrators will hold 4 attendance drawings.		
DE-2	By the end of Quarter 2, administrators will hold 4 attendance incentive events.		
DE-3	By the end of Quarter 2, enrollment will exceed projected amount by 4 students.		
SL-1	By the end of Quarter 2, 50% of 3rd-5th grade teachers will implement total participation strategies that target student engagement.		
SL-2	By the end of Quarter 2, students will partake in 2 iReady assessments.		
SL-3	By the end of Quarter 2, 50% of learning stations in K-2nd grades will incorporate a student accountability measure.		
SL-4	By the end of Quarter 2, students will engage in 1 accelerated and enrichment learning opportunity.		
SL-5	By the end of Quarter 2, PK teachers will develop 2 learning stations that facilitate student discourse.		
SL-6	By the end of Quarter 2, PE coach will conference with student to set fitness goals.		
PP-1	By the end of Quarter 2, teachers will engage in 3 professional learning sessions to develop learning stations that promote critical thinking, differentiation, and collaboration.		
PP-2	By the end of Quarter 2, Admin will conduct 3 comprehensive walkthroughs that will demonstrate 50% of students engaged in learning.		
PE-1	By the end of Quarter 2, campus will offer 1 session.		
PE-2	By the end of Quarter 2, counselor will provide targeted lessons through 4 small group sessions		

2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, administrators will hold 6 attendance drawings.		
DE-2	By the end of Quarter 3, administrators will hold 6 attendance incentive events.		
DE-3	By the end of Quarter 3, enrollment will exceed projected amount by 7 students.		
SL-1	By the end of Quarter 3, 75% of 3rd-5th grade teachers will implement total participation strategies that target student engagement.		
SL-2	By the end of Quarter 3, students will partake in 3 iReady assessments.		
SL-3	By the end of Quarter 3, 75% of learning stations in K-2nd grades will incorporate a student accountability measure.		
SL-4	By the end of Quarter 3, students will engage in 3 accelerated and enrichment learning opportunities.		
SL-5	By the end of Quarter 3, PK teachers will develop 3 learning stations that facilitate student discourse.		
SL-6	By the end of Quarter 3, PE coach will assess physical fitness 2 times.		
PP-1	By the end of Quarter 3, teachers will engage in 5 professional learning sessions to develop learning stations that promote critical thinking, differentiation, and collaboration.		
PP-2	By the end of Quarter 3, Admin will conduct 6 comprehensive walkthroughs that will demonstrate 65% of students engaged in learning.		
PE-1	By the end of Quarter 3, campus will offer 2 sessions.		
PE-2	By the end of Quarter 3, counselor will provide targeted lessons through 7 small group sessions		

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

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, administrators will hold 8 attendance drawings.		
DE-2	By the end of the year, administrators will hold 8 attendance incentive events.		
DE-3	By the end of the year, enrollment will exceed projected amount by 10 students.		
SL-1	By the end of the year, 100% of 3rd-5th grade teachers will implement total participation strategies that target student engagement.		
SL-2	By the end of the year, students will partake in 4 iReady assessments.		
SL-2	By the end of the year, 100% of learning stations in K-2nd grades will incorporate a student accountability measure.		
SL-3	By the end of the year, students will engage in 5 accelerated and enrichment learning opportunities.		
SL-4	By the end of the year, PK teachers will develop 4 learning stations that facilitate student discourse.		
SL-5	By the end of the year, PE coach will assess physical fitness 3 times.		
PP-1	By the end of the year, teachers will engage in 6 professional learning sessions to develop learning stations that promote critical thinking, differentiation, and collaboration.		
PP-2	By the end of the year, Admin will conduct 7 comprehensive walkthroughs that will demonstrate 80% of students engaged in learning.		
PE-1	By the end of the year, campus will offer 3 sessions and a culminating celebratory event.		
PE-2	By the end of the year, counselor will provide targeted lessons through 10 small group sessions		

### 3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps
DE-1 80% of classroom teachers will have less than 10 absences.		
DE-2 Student attendance rate at the end of the year will be 92%		
DE-3 Student enrollment at the end of the year will exceed the projected amount by 10 students.		
SL-1 30% of students in 3rd-5th grade will perform at the meets level in Reading, Math, and Science STAAR.		
SL-2 55% of K-2 students will be at Tier 1 in MAP Reading and Math.		
SL-3 25% of students in special populations will meet their target growth on MAP Reading and Math.		
SL-4 80% of PK students will be Kinder ready in reading and math as measured by Circle data.		
SL-5 70% of students in 3-5 will meet passing standard on the Fitness Gram.		
PP-1 100% of teachers will receive professional time to plan and develop exemplar learning stations that promote critical thinking, differentiation, and collaboration.		
PP-2 Comprehensive Walkthrough feedback for each teacher will demonstrate that 80% of students are engaged in the learning.		
PE-1 Family engagement in the Parent Learning Academy will increase to 12%.		
PE-2 Student sense of safety will increase to 50% as measured by the annual Panorama SEL Survey.		

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

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



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

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

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

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

**Campus Principal Assurance**

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

Campus Name	Campus Number
Smith ES	15907- 165
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Eric Wicker
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

## Committee Members

## Committee Members

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

[illegible][illegible]

