Campus Improvement Plan
2024 - 2025

SAISD

Smith Elementary School

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

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

CORE VALUES
Student Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

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

SAISD 5 Year Board Goals

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

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 Meeting Dates	Meeting Topics and Actions
Meeting #1	**Process:** The Campus Advisory Council (CAC) was divided into four teams, each assigned to a specific multiple measure. Each group received a note-taking document with guiding questions tailored to their focus area. The teams were tasked with analyzing, discussing, and prioritizing their findings prior to the meeting. During the CAC meeting, each team presented their insights and data to the other teams, using the provided artifacts to support their analysis. **Examined:** The teams below presented the data on the two prioritized areas - Demographics - Teacher Experience/Retention - Examined teacher rosters since 2020 and attendance rates Student Learning - Math STAAR: Examined released STAAR results/MAP Scores/Circle Data/District Assessment data/ Teacher data trackers Processes and Program- Perception-
Meeting #2	Examined: The teams continued reviewing and presenting data for analysis. Created: The CAC further refined the root causes and developed updated problem statements based on the findings.

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

Based on the summative evaluation of the 2023 - 2024 CIP - The evaluation revealed that the campus attendance rate was 92%, falling short of the district goal of 96%. Inconsistent implementation of campus-wide communication systems, processes, and approved methodologies to promote attendance was identified. The evaluation showed that only 34% of students scored at the "Meets" level in both math and reading, indicating gaps in the use of high-quality instructional materials and aligned assessments. Circle data from the previous year indicated that a significant number of Pre-K students needed support in math and phonological awareness (17% of English learners and 10% of Spanish learners in math, and 10% of both English and Spanish learners in phonological awareness). The CIP evaluation highlighted that a significant portion of students are underperforming, with 37% in the 1st-20th percentile in math, 50% in reading (English), and 31% in reading (Spanish). This revealed a lack of targeted interventions tailored to specific student needs and insufficient tracking of student progress. A student survey indicated that 50% of students did not believe they could change factors central to their school performance, signaling a need to address the growth mindset.

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

Comprehensive Needs Assessment Process

Demographics

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

Student Learning

STAAR/EOC Results	X	Local Benchmark Results	X	State Interim Results		MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Campus Created Assessments	X
Other (Indicate to the Right)	X	Student artifacts (exit tickets)		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle	X	SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)		Conselor's Summary Reports		Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys		Parent/Student Surveys	X	Classroom Observations		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.

Comprehensive Needs Assessment - Demographics

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Attendance	Attendance Reports	PS DE-1	Attendance rate for the 23-24 school year was 92%. The district goal is 96%
		RC DE-1	As a campus, we are inconsistent with the implementation of campus-wide program incorporating communication systems, approved methodologies, and processes that promote student attendance. (ESF 3.2)
Choose One		PS DE-2	
		RC DE-2	
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	**Strengths** Campus student attendance goal was met at 92% increasing 1%. **Areas for Improvement**		

Comprehensive Needs Assessment - Student Learning

The CAC will

Area Examined	Data Sources	
EOY Assessment Outcomes	STAAR Results	**PS SL-1**
		RC SL-1
Grade Level Readiness	CIrcle Data	**PS SL-2**
		RC SL-2
Grade Level Readiness	MAP Data	**PS SL-3**
		RC SL-3
Choose One		**PS SL- 4**
		RC SL-4
Strengths & Areas for Improvement Based on your Data Analysis	**Strengths** After reviewing student achievement d video lessons and teacher responses t responses. 94% of 4 year olds and 98 **Improvement** 70% of all Tier 3 students do not move the need of the individual student. 43% learning is not consistantly implemente	

Student Learning (Minimum 2 Areas)

Problem Statements and Root Causes

34% of students scored at the "Meets" level in math, 34% in reading and 18% in science.

Math and Reading classrooms show inconsistent evidence of high-
quality and/or grade-leveldo quality instructional materials and aligned assessments (ESF 4.1) and the majority of teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1).

Circle data indicated that 17% (english) & 10% (spanish) of students require support in Math and an additional 10% (English) and 10% (Spanish) require support in Phonological Awareness

As a campus we lacked of targeted instructional strategies and resources to effectively support pre-kindergarten students in Math and Phonological Awareness.

A significant portion of our students are underperforming, with 37% scoring in the 1st-20th percentile (red) in Math, 50% in Reading English, and 31% in Reading Spanish.

As a campus, our teaching methods and resources do not sufficiently address the diverse learning needs and styles of our student population. Additionally, many students are missing out on real-world connections to academic content due to the lack of meaningful field experiences. This gap limits their ability to see how their learning applies outside the classroom, which can further disengage them from the content. There is also a lack of targeted interventions tailored to their specific needs and insufficient tracking and follow-up of student progress to identify and address areas requiring the most support.

ata, to include: MAP, STAAR, CIRCLE, and instructional data such as learning walks, lesson plans, and reflective practices such as
o feedback the following was determined: gaps in alignment with activities, assessments, and adjustment to real-time student
% Kindergarden students leave at the end of the year "grade level ready."

out from Tier 3 as gaged by BOY and EOY assessments due to lack of effective interventions and small-group work that is aligned to
 of all students (K-5) consistently, correctly answer level 3 or level 4 questions on assessments and assignments since extended
ed.

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

Comprehensive Needs Assessment - Processes & Programs

Processes & Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
TTESS Skew	T-TESS Scores and EOY Assessment Data	PS PP-1	Domain 1 STAAR performance indicate that 32% of 3th-5th graders are at the meets level, MAP data indicates that 46% of K-5th grade student are tier 1 in Math, and 30% (English) 45% (spanish) in Reading
		RC PP-1	As a campus there is inconsistent implementation of high-quality, differentiated instructional strategies across grade levels, particularly in aligning curriculum with state standards and providing targeted interventions. Additionally, there is insufficient use of data-driven instruction to address individual student needs in both math and reading, which has resulted in gaps in foundational skills and hindered overall student progress.
Teacher PD	Observational data, PLN Sign-Ins and minutes, Feedback given to teachers	PS PP-2	Student outcomes for 3rd-5th grade levels indicate that only 32% of all students are able to use their critical-thinking skills to get beyond the Level 1 and Level 2 questions.
		RC PP-2	As a campus we have not constantly trained teachers to effectively use instructional materials and teaching practices to promote critical thinking skills to include differentiation and scaffolding support (ESF 5.1)
Behavioral / SEAD Needs	Leader In Me Reports	PS PP-3	This year, 83% of teachers accessed Leader In Me Online lesson 5 or less times.
		RC PP-3	As a campus, we are inconsistent with the implementation of Leader In Me campus-wide program incorporating systems, approved methodologies, and processes that promote students' physical and mental health skills, making students feel unwelcome or not cared about (ESF 3.3)
Choose One		PS PP-4	
		RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	**Strengths** Two teachers earned designations this year, bringing up the total amount of master teachers to five. **Improvement** Professional learning opportunities did not align with individual teacher & campus needs.		

Comprehensive Needs Assessment - Perceptions

	Student Learning (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**	
Student Survey Results	EOY Student Survey	PS PE-1	The last student survey suggests that 50% of our students reported unfavorably when asked about wheather they have the potential to chnage those factors that are central to their performance in school (growth Mindset).	
		RC PE-1	As a campus, we are inconsistent with the implementation of campus-wide program incorporating systems, approved methodologies, and processes that promote students' physical and mental health and skills, making students feel unwelcome or not cared about (ESF 3.3)	
Parent Engagement Attendance	event sign-ins, and engagement calendar	PS PE-2	Parent attendance is low for academic nights, while non academic campus events is high.	
		RC PE-2	The campus has not consistently offered parent trainings with scheduled at times convenient for families (ESF 3.4).	
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	**Strengths** We saw some growth in sense of belonging area of our student survey. 100% of the 23-24 staff was trained on Leader In Me. **Improvement** Family and community were invited to 5 academic events this school year: Parent Academy Reading strategies, parent reading academy pk families, TELPAS night, Student Led Conference night, Math & Lit Night			

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 and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	By the end of the year, attendance will be 94%.	Staff members will work collaboratively using the school-wide protocol with families to increase student daily attendance by calling/texting families daily, hosting two family meetings, utilizing Remind as a family communicator, and participating in events to re-engage specific families back into the school community.	Administrative Team Attendance Committee, and Classroom Teachers	
	PS #	**Quarterly KPIs**	By the end of Quarter 1, campus will communicate attendance expecations to all families. Attendnace committe will reach out to the 23-24 Tier 3 families to establish an attendance action plan.		
			By the end of Quarter 2, attendance committe will hold one on one meetings with tier 3 and tier 2 families to create an attendance plan.		
	DE-1		By the end of Quarter 3, attendance will increase to 93% and all tier 3 & 2 families attendnace plans will be monitored and updated as needed.		
			By the end of the fourth quarter, attendance will increase to 94% Tier 3 families will meet with attendnace committe to update action plan.		
DE-2	1,2,3				
	PS #	**Quarterly KPIs**			
	DE-2				
DE-3	**PS #**	**Quarterly KPIs**			
DE-4	**PS #**	**Quarterly KPIs**			

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	By the end of year there will be an 6% increase in students at the Meets or Masters on Reading and Math STAAR	Teachers will implement professional development of teaching practices an instructional materials that promote critical thinking, differentiation, and formative/summative assessment (i.e.Total Participation Techniques, 7 Steps, IXL Learning program, and Kagan Cooperative Learning Structures) and implement these practices in their classrooms.	Admin Team and Instructional Coaches	
	PS #	**Quarterly KPIs**	By the end of the first quarter, staff will hold one on one conference with student to review previous years data and set 24-25 goals using data tracker.		
			By the end of the second quarter, here will be an 2% increase in students at the Meets or Masters on Reading and Math assessments.		
	SL-1		By the end of the third quarter, there will be an 4% increase in students at the Meets or Masters on Reading and Math assessments.		
			By the end of the fourth quarter, there will be an 6% increase in students at the Meets or Masters on Reading and Math STAAR		
SL-2	1,2,3	By the end of the year, the percent of pk students who need support will decrease by 5% in math and reading,	Teachers will implement professional development of teaching practices and instructional materials that promote critical thinking, differentiation, and formative/summative assessment (i.e.Total Participation Techniques, 7 Steps, IXL Learning program, and Kagan Cooperative Learning Structures), learning stations, and implement these practices in their classrooms.		
	PS #	**Quarterly KPIs**	By the end of Quarter 1, PK teachers will identify students needing targeted support in math and reading and establish small groups based on initial assessments. Teachers will use Total Participation Techniques and learning stations to support engagement and begin differentiated instruction..		
			By the end of Quarter 2, PK teachers will review small-group progress with parents during conferences, using formative assessment data to communicate growth and areas needing focus. Teachers will incorporate IXL Learning activities to reinforce skills and adjust groups as needed.		
	SL-2		By the end of Quarter 3, PK teachers will adjust small groups based on updated data and apply additional Kagan Cooperative Learning Structures to promote critical thinking within differentiated groups, focusing on student progress toward end-of-year goals.		
			By the end of the third quater, the percentage of students who move out of Tier 3 in math and reading will increase by 5%.		
SL-3	1,2,3	By the end of the school year, the percentage of students on Tier 3 will decrease by 10% in English reading, Spanish reading, and math. This will be achieved through consistent implementation of high-quality Tier 1 instruction across all classrooms, ensuring that every student receives a strong academic foundation and targeted support. Progress will be measured through ongoing assessments and	Teachers will implement professional learning focused on Tier 1 Instruction, learning stations, scaffolding versus differentiation, and conducting effective interventions. Both teachers and students will have access to a variety of digital, printed, hands-on resources, and field experiences to enhance student performance and engagement across all content areas. These field experiences will be strategically planned to align with academic standards and provide real-world connections to the curriculum, fostering deeper understanding and engagement.	Admin Team and Instructional Coaches	
	PS #	**Quarterly KPIs**	By the end of the first quarter, all students will have Map goals that will be shared with families.		
			By the end of the second quarter, tier 3 students will be identified and data collection in process.		
	SL-3		By the end of the third quarter, the percentage of students who move out of Tier 3 will increse by 5%.		
			By the end of the fourth quarter, the percentage of students who move out of Tier 3 will increse by 10%.		
SL-3		Increase the percentage of students in the 1st-20th percentile to 40% or higher in Math and Reading by the end of the academic year	Implement a comprehensive intervention system that uses frequent progress monitoring, targeted small-group instruction, and data-driven decision-making to improve math and reading outcomes for students scoring in the 1st-20th percentile.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, 100% of students identified for interventions are placed in groups by the end of Q1, and teachers have begun small group instruction.		
			By the end of 2nd quarter, 80% of students in intervention groups will demonstrate growth on MAP assessments and teacher observations by the end of Q2.		
	SL-3		By the end of 3rd quarter, 60% of students in intervention groups move out of the 1st-20th percentile by the end of Q3.		
			By the end of 4th quarter, 70% of students in Math and Reading intervention groups show improvement, moving out of the 1st-20th percentile by the end of Q4.		
	1,2,3				

SL-1	PS #	Quarterly KPIs	
	SL-1		
SL-6	PS #	Quarterly KPIs	

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

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	By the end of the school year, 80% of teachers will consistently implement high-quality, differentiated instructional strategies aligned with state standards,	implement a consistent reading comprehension process across the campus, establish Smith Tiger Time for targeted interventions, and follow a structured Smith PLC Cycle for collaborative data analysis and instructional planning. Teachers will receive training to ensure alignment with state standards, differentiation and teaching instruction		
		Quarterly KPIs	By the end of the first quarter, all teachers on the reading comprehension process, Smith Tiger Time, and the Smith PLC Cycle, ensuring these practices are in place campus-wide.		
	PS #		75% of teachers implement the reading comprehension process and Smith Tiger Time effectively, as observed in classroom visits.		
			Achieve a 7% increase in students meeting grade-level standards in reading and math based on interim assessments.		
	PP-1		100% of teachers consistently apply the reading comprehension process and Smith Tiger Time, with a 10% increase in students meeting grade-level standards by year-end.		
PP-2	1,2,3	By the end of the year, 100% of all classrooms will have integrated strategies that promote critical thinking in students.	Conduct professional development to teachers on how to effectively use instructional materials and teaching practices that promote critical thinking skills including differentiation and scaffolding support. The administrative team will conduct weekly learning walks and gather student and teacher artifacts.to gage integration of the PD		
		Quarterly KPIs	By the end of the first quarter, 40% of all classrooms will have integrated strategies that promotes critical thinking in students.		
	PS #		By the end of the second quarter, 60% of all classrooms will have integrated strategies that promotes critical thinking in students.		
			By the end of the third quarter, 80% of all classrooms will have integrated strategies that promotes critical thinking in students.		
	PP-2		By the end of the fourth quarter, 100% of all classrooms will have integrated strategies that promotes critical thinking in students.		
PP-3		By the end of the year, 100% of all classrooms will have intergated Leader In Me lessons.	The administrative team will conduct PD, provide time for teachers to explore lessons and conduct walks throughs identifying evidence of leader in me.		
		Quarterly KPIs	By the end of the first quarter, 100% of homegroup teachers will conduct a BOY Leader in Me survey.		
	PS #		By the end of the second quarter, 100% of homegroup teacher will conduct a MOY Leader In me survey showing an increase from the BOY.		
			By the end of the third quarter, 100% of teachers will facilate Leader In Me Lessons with fidelity to the program.		
			By the end of the fourth quarter, we will have 100% partcipation in the leader in me EOY survey showing an increase from BOY.		
PP-4					
	PS #	**Quarterly KPIs**			

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, student growth mind set will increase by 10%, as evidenced by EOY surveys.	Provide a series of internal and job-embedded professional learning sessions for all teachers, including Leader In Me, PD on physical learning environments, Restorative Practice, and SEL activities. The counselor will also incorporate lessons and share resouces via weekly staff newsletter on growth mindset throught out the school year.	Administrative Team, Counselor and Instructional Coach	
	PS #	Quarterly KPIs	By the end of Quarter 1, 100% of all staff will have been provided professional development on Leader In ME, Physical Learning Environments, Restorative Practices and SEL activities and 50% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
			By the end of Quarter 2, 100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.		
	PE-1		By the end of Quarter 3 100% of all classrooms will take the MOY Leader In Me survey showing an increase in growth mind set.		
			By the end of the fourth quarter, student growth mind set will increase by 10% as evidenced by EOY district student survey and Leader In me EOY survey.		
PE-2	4	By the end of the year, the number of parents who are involved with the campus will increase through out the school year by 10%	Monthly Parent Platica with two different time options will be held with an instructional focus or SEL by instructional coaches, counselor, principal, and FACE specialist. Teacher will communicate with families via Remind. Social Media platform will highlight academic classroom activites.	Administrative Team, Face Specialist	
	PS #	Quarterly KPIs	By the end of Quater 1, 2 Parent platics with an academic focus & SEL will be held and 50% of parent fall confrences will be scheduled.		
			By the end of Quater 2, 80% of parent fall confrences will be held. The number of parents attending parent platics from August to december will increase by 5%.		
	PE-1		By the end of Quarer 3, The number of parents attending parent platicas from August to March will increase by 10%.		
			By the end of Quarter 4, 90% of parents will attend a student led confrences.		
PE-3	4	By the end of the year,	Enhance the effectiveness of PLCs at Smith Elementary by providing targeted training for instructional coaches and the leadership team, establishing a structured PLC cycle, and ensuring ongoing support through coaching systems and protocols.	Administrative Team, teachers, and Instructional Coach	
	PS #	Quarterly KPIs	By the end of quarter 1, 100% of grade-level teams have established PLC routines, and all teachers have participated in the first vertical alignment workshop by the end of Q1.		
			By the end of Quarter 2, 80% K-5 teachers will have participated in four whole-group vertical alignment protocols.		
	PE-2		By the end of Quarter 3, one teacher from each grade level will lead a PLC or Smith Workshop.		
			By the end of Quarter 4, 80% of PLCs and Smith Workshops will be conducted according to the established PLC cycle.		
PE-4					
	PS #	Quarterly KPIs			

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 Quarter 1, campus will communicate attendance expecations to all families. Attendnace committe will reach out to the 23-24 Tier 3 families to establish an attendance action plan.	Significant Progress (76% - 99%)	1st 9 weeks we met our goal. 70 new tier 2 & 3 students plan is in place.
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, staff will hold one on one conference with student to review previous years data and set 24-25 goals using data tracker.	Met Target (100%)	assessment tracker are in place for 3-5th grade students. TELPAS conf. were held with all EB students.
SL-2	By the end of Quarter 1, PK teachers will identify students needing targeted support in math and reading and establish small groups based on initial assessments. Teachers will use Total Participation Techniques and learning stations to support engagement and begin differentiated instruction..	Met Target (100%)	head start students have been identified . Learning stations are in place.
SL-3	By the end of the first quarter, all students will have Map goals that will be shared with families.	Met Target (100%)	CAC would like to add circle data to this goal. Work in progress for circle data it is being shared right now with parents.
SL-4	By the end of the first quarter, 100% of students identified for interventions are placed in groups by the end of Q1, and teachers have begun small group instruction.	Met Target (100%)	Small groups are taking place during Tiger time, reading block, and math block.

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, all teachers on the reading comprehension process, Smith Tiger Time, and the Smith PLC Cycle, ensuring these practices are in place campus-wide.	Met Target (100%)	TIGERS reading comprehension process was created with teacher feedback, PD was provided , posters are up in classrooms
PP-2	By the end of the first quarter, 40% of all classrooms will have integrated strategies that promotes critical thinking in students.	Met Target (100%)	Teachers are integrating critical thinking skills in the classroom by Engaging all students in discussions where they must analyze, predict, and explain their reasoning, promoting active participation and critical thinking.
PP-3	By the end of the first quarter, 100% of homegroup teachers will conduct a BOY Leader in Me survey.	No Progress (0% - 50%)	Teacher survey went out the week of Oct. 21st, Students survey will go out within the next two weeks.
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

First Quarterly Review

PE-1	By the end of Quarter 1, 100% of all staff will have been provided professional development on Leader In ME, Physical Learning Environments, Restorative Practices and SEL activities and 50% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.	Met Target (100%)		PD was provided in Aug. over 50% of our classroom have implemented strategies.
PE-2	By the end of Quater 1, 2 Parent platics with an academic focus & SEL will be held and 50% of parent fall confrences will be scheduled.	Met Target (100%)		Platicas help in Aug 8:30am, September (zero participation PM session), Oct. Reading session great participation. parents requested all sessions be held at 8:30.
PE-3	By the end of quarter 1, 100% of grade-level teams have established PLC routines, and all teachers have participated in the first vertical alignment workshop by the end of Q1.	Met Target (100%)		Vertical alignment time was provided in July during a two day PLC session, all teams have engaged in PLC since September
PE-4		Choose One		

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

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, attendance committe will hold one on one meetings with tier 3 and tier 2 families to create an attendance plan.	Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, here will be an 2% increase in students at the Meets or Masters on Reading and Math assessments.	Choose One	
SL-2	By the end of Quarter 2, PK teachers will review small-group progress with parents during conferences, using formative assessment data to communicate growth and ...	Choose One	
SL-3	By the end of the second quarter, tier 3 students will be identified and data collection in process.	Choose One	
SL-4	By the end of 2nd quarter, 80% of students in intervention groups will demonstrate growth on MAP assessments and teacher observations by the end of Q2.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	75% of teachers implement the reading comprehension process and Smith Tiger Time effectively, as observed in classroom visits.	Choose One	
PP-2	By the end of the second quarter, 60% of all classrooms will have integrated strategies that promotes critical thinking in students.	Choose One	
PP-3	By the end of the second quarter, 100% of homegroup teacher will conduct a MOY Leader In me survey showing an increase from the BOY.	Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of Quarter 2, 100% of all classrooms will have implemented strategies as evidenced by teacher and student artifacts.	Choose One	
PE-2	By the end of Quater 2, 80% of parent fall confrences will be held. The number of parents attending parent platics from August to december will increase by 5%.	Choose One	
PE-3	By the end of Quarter 2, 80% K-5 teachers will have participated in four whole-group vertical alignment protocols.	Choose One	
PE-4		Choose One	
		Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, attendance will increase to 93% and all tier 3 & 2 families attendnace plans will be monitored and updated as needed.	Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, there will be an 4% increase in students at the Meets or Masters on Reading and Math assessments.	Choose One	
SL-2	By the end of Quarter 3, PK teachers will adjust small groups based on updated data and apply additional Kagan Cooperative Learning Structures to promote critical thinking within differentiated groups, focusing on student progress toward	Choose One	
SL-3	By the end of the third quarter, the percentage of students who move out of Tier 3 will increse by 5%.	Choose One	
SL-4	By the end of 3rd quarter, 60% of students in intervention groups move out of the 1st-20th percentile by the end of Q3.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	Achieve a 7% increase in students meeting grade-level standards in reading and math based on interim assessments.	Choose One	
PP-2	By the end of the third quarter, 80% of all classrooms will have integrated strategies that promotes critical thinking in students.	Choose One	
PP-3	By the end of the third quarter, 100% of teachers will facilate Leader In Me Lessons with fidelity to the program.	Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of Quarter 3 100% of all classrooms will take the MOY Leader In Me survey showing an increase in growth mind set.	Choose One	
PE-2	By the end of Quarer 3, The number of parents attending parent platicas from August to March will increase by 10%.	Choose One	
PE-3	By the end of Quarter 3, one teacher from each grade level will lead a PLC or Smith Workshop.	Choose One	
PE-4		Choose One	

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

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, attendance will increase to 94% Tier 3 families will meet with attendnace committe to update action plan.	Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, there will be an 6% increase in students at the Meets or Masters on Reading and Math STAAR	Choose One	
SL-2	By the end of the third quater, the percentage of students who move out of Tier 3 in math and reading will increase by 5%.	Choose One	
SL-3	By the end of the fourth quarter, the percentage of students who move out of Tier 3 will incrase by 10%.	Choose One	
SL-4	By the end of 4th quarter, 70% of students in Math and Reading intervention groups show improvement, moving out of the 1st-20th percentile by the end of Q4	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	100% of teachers consistently apply the reading comprehension process and Smith Tiger Time, with a 10% increase in students meeting grade-level standards by year end.	Choose One	
PP-2	By the end of the fourth quarter, 100% of all classrooms will have integrated strategies that promotes critical thinking in students.	Choose One	
PP-3	By the end of the fourth quarter, we will have 100% partcipation in the leader in me EOY survey showing an increase from BOY.	Choose One	
PP-4		Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, student growth mind set will increase by 10% as evidenced by EOY district student survey and Leader In me EOY survey.	Choose One	
PE-2	By the end of Quarter 4, 90% of parents will attend a student led confrences.	Choose One	
PE-3	By the end of Quarter 4, 80% of PLCs and Smith Workshops will be conducted according to the established PLC cycle.	Choose One	
PE-4		Choose One	

Annual Summative Review

DEMOGRAPHICS

Performance Objective	Rating	Findings / Next Steps
By the end of the year, attendance will be 94%.	Choose One	
	Choose One	
	Choose One	
	Choose One	

STUDENT LEARNING

Performance Objective	Rating	Findings / Next Steps
By the end of year there will be an 6% increase in students at the Meets or Masters on Reading and Math STAAR	Choose One	
By the end of the year, the percent of pk students who need support will decrease by 5% in math and reading,	Choose One	
By the end of the school year, the percentage of students on Tier 3 will decrease by 10% in English reading, Spanish reading, and math. This will be achieved through consistent implementation of high-quality Tier 1 instruction across all classrooms.	Choose One	
Increase the percentage of students in the 1st-20th percentile to 40% or higher in Math and Reading by the end of the academic year.	Choose One	

PROCESSES & PROGRAMS

Performance Objective	Rating	Findings / Next Steps
By the end of the school year, 80% of teachers will consistently implement high-quality, differentiated instructional strategies aligned with state standards, and use data-driven instruction to provide targeted interventions in math and reading. This	Choose One	
By the end of the year, 100% of all classrooms will have integrated strategies that promote critical thinking in students.	Choose One	
By the end of the year, 100% of all classrooms will have intergated Leader In Me lessons	Choose One	
	Choose One	

PERCEPTIONS

Performance Objective	Rating	Findings / Next Steps
By the end of the year, student growth mind set will increase by 10%, as evidenced by EOY surveys.	Choose One	
By the end of the year, the number of parents who are involved with the campus will increase through out the school year by 10%	Choose One	
By the end of the year,	Choose One	
	Choose One	

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

Name	Role	Name	Role
IMA PRINCIPAL	Principal		
JOLIE AGUIRRE	AP		
PATRICIA ALVARADO	Counselor		
ANTHONY AVILA	Instructional Coach - Math		
GREGORY BARRON	Instructional Coach - RLA		
BENNY BERNAL	5th Grade Teacher		
RAE CANO	4th Grade Teacher		
FELIZ CARDENAS	3rd Grade Teacher		
OROSCO DE LA VEGA	2nd Grade Teacher		
CELESTE ESQUIVEL	1st Grade Teacher		
MARIE FLORES	Kindergarten Teacher		
ROMEO GARCIA	Special Education Teacher		
YVETTE GARCIA	Special Education Teacher		
ALAZAY GUERRERO	IA		
JAVIER HERNANDEZ	IA		
VICTOR HERNANDEZ	Parent		
RYAN MARTINEZ	Parent		
NICOLE MEZA	Community Member		
GUADALUPE MORA	Community Member		
ENRIQUE MORALES	Business Owner		
ABCDE SALAZAR	Business Owner		

Committee Members

Assurances and Approval Information

Assurances and Plan 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
Burnet Elementary	15907- 113

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Ima Bossie

Principal	SAISD Board Approval Date
Ima Principal	12/12/24

| Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
8/12/24	9/8/24

School Information

District Name:	SAN ANTONIO ISD
Campus Type:	Elementary
Total Students:	325
Grade Span:	PK - 06

For more information about this campus, see:
https:/TXschools.gov
or the Texas Academic Performance Report at:
https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating	Student Achievement	School Progress	Closing the Gaps
B	Not Rated	**B**	**C**
85 of 100	58 of 100	89 of 100	75 of 100
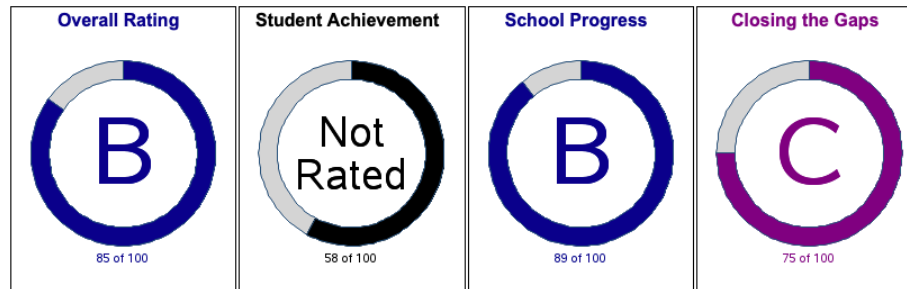
Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Academic Achievement in English/Language Arts/Reading	Academic Achievement in Mathematics ✓	Academic Achievement in Science	Top 25% : Comparative Academic Growth ✓	Top 25% : Comparative Closing the Gaps	Postsecondary Readiness

Data Tables

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
II-B-1	PS - As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time," and 27% are not college, career, or military-ready. RC - As a district, there is an inconsistency on how we administer assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund/Purchase/Amount
DP-1	1,2,3	By the end of the year, student grade level readiness will increase by 5%, as evidenced by EOY MAP scores.	Campuses will implement the MAP assessment platform and conduct an assessment and full analysis at the beginning, middle, and end of the year.	ARET Special Ed Bilingual / DL CIA Principal Supervisors	164 - MAP Platform - $478,880

District Purchases

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

Compliance Checklist *(vertical side label)*

Equitable Availability of the Campus Improvement Plan to Parents			**Equitable Availability of the School-Parent Compact to Parents**		
Physical Locations of the Plan	Office and Parent Room		Physical Locations of the Compact	Office and Parent Room	
Languages Available	English and Spanish on Request		Languages Available	English and Spanish on Request	
URL to Online Version	https://schools.saisd.net/page/113.homepage		URL to Online Version	https://schools.saisd.net/page/113.homepage	

Equitable Availability of Parent-Family Engagement Policy to Parents				
Physical Locations of the Policy	Office and Parent Room		How and When was the PFE Policy Distributed	
Languages Available	English and Spanish on Request		May 23, 2024 - Open House and during the two Title I Meetings	
URL to Online Version	https://schools.saisd.net/page/113.homepage			

Documentation and Submissions

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**	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
	The CIP is in an accessible location on your campus, list of available languages, and posted on your website	**CIP - Quality Checklist**	X
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	X
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
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**	X
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
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**	X
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		X
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
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**	X
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		X
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	X
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**	X
	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website	**CIP - Quality Checklist**	X
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		X
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
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		X
	Presentation/Slide Deck and agendas for both meetings		X
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		X

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